

The background of the slide features a large, faint, circular seal of Rutgers University. The seal contains the text "RUTGERS UNIVERSITY" and "1823" around a central emblem. The entire slide has a solid red background.

# RUTGERS

New Jersey Agricultural  
Experiment Station

## **Employee Engagement**

*Annie's Project*

*Rutgers University*

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# GOALS



- Explore ways to motivate and engage employees
- Diagnose employee development level when making task assignments
- Use the most effective leadership style when giving employees assignments
- Plan to improve their personal leadership skills

# Agenda

1. Welcome and Goals
2. Engagement Strategies: Motivating and Retaining Employees
3. Situational Leadership: Assessment and Skills Practices
4. Action Planning and Close



# Engagement

- Engagement can be defined as the emotional connection that one has to one's work.
- Employees who are engaged find **satisfaction** in their work and develop feelings of **commitment** – to their work and to the organization.
- Engaged employees **deliver business results**.



## Engagement and Relationships



*Forty-nine percent of highly engaged employees strongly agree that “a strong **personal relationship** with my manager is crucial to my success at work.”*

Steve Crabtree, “Getting Personal in the Workplace,” Gallup Management Journal, June 10, 2004.

# ENGAGEMENT

- Business impacts of engagement?
- What strategies have you found to be effective in engaging employees?



## **Situational Leadership Model**

- Identify preferred situational leadership style
- Diagnose others' development levels and choose the appropriate leadership style
- Open up communication—increase the frequency and quality of conversations about performance and development between you and the people you work with
- Plan to use situational leadership with section employees

## “Best” Style of Leadership

*“One ‘best’ style of leadership simply does not exist. There is not one magic formula, one concise mind-set, or one exact way to take action.*

*Instead of having one predetermined style of behavior, an effective leader is **capable of changing and adapting to match** the situation that he or she is influencing.”*

“Situational Leadership: A Summary”



## **Skills Needed to Apply Situational Leadership**

- 1. Identify** the task or activity the employee is to work on
- 2. Diagnose** the employee's development level
- 3. Adapt** the matching leadership style to the employee

## 1. Identify the Task / Assignment

- ✓ Performance contracting: a meeting of the minds on the task or activity
- ✓ What is the employee's understanding? Is there a clear picture? What is to be done?



## 2. Diagnose the employee's Development Level

- ✓ What is the person's ability or competence for this task or assignment?
- ✓ What is the person's commitment: willingness, confidence, and motivation for this task or assignment?

## *Diagnosis*

The **willingness** and **ability** to look at a situation and assess others' development needs in order to decide which leadership style is the most appropriate for the task or assignment at hand.

What to look for:



- Competence
- Commitment

## ***Competence (Can Do!)***

- ✓ Demonstrated goal, task-specific knowledge & skills
- ✓ Transferable knowledge and skills

*How would you know someone has competence?*

## ***Commitment (Want to do!)***

- ✓ Motivation
- ✓ Confidence



*How would you know someone has commitment?*

# **D1 - Low competence and high commitment**

## **D1- Descriptors**

- Hopeful
- Inexperienced
- Curious
- New/unskilled
- Optimistic
- Excited
- Eager
- Enthusiastic
- Don't know what they don't know

## **D2 - Low to some competence & low commitment**

### **D2 – Descriptors**

- Overwhelmed
- Confused
- Demotivated
- Demoralized
- Frustrated
- Disillusioned
- Discouraged
- Still learning
- Inconsistent performance
- Flashes of competence

## **D3 —Moderate to high competence and variable commitment**

### **D3 – Descriptors**

- Mostly self-directed and productive
- Capable
- Contributing
- Self-critical
- Cautious
- Doubtful
- Insecure
- Tentative/unsure/hesitant
- Bored/apathetic

# **D4 - High competence & high commitment**

## **D4 – Descriptors**

- Justifiably confident
- Consistently competent
- Inspired/inspires others
- Expert
- Autonomous
- Self-assured
- Accomplished
- Self-reliant/self-directed
- May be asked to take on too much



### *Development Level 4*

**D1** —Low competence and high commitment

**D2** —Low to some competence and low commitment

**D3** —Moderate to high competence and variable commitment

**D4** —High competence and high commitment



## **Think about your employees!**

Can you identify any

D1s

D2s

D3s

D4s

## 3. Adapt Your Leadership Style

### Directive Behavior

- Structure
- Organize
- Teach
- Supervise
- Evaluate
- One way communication

### Supportive Behavior

- Ask for input
- Facilitate problem solving
- Involves followers in decision making
- Explain why
- Encourage

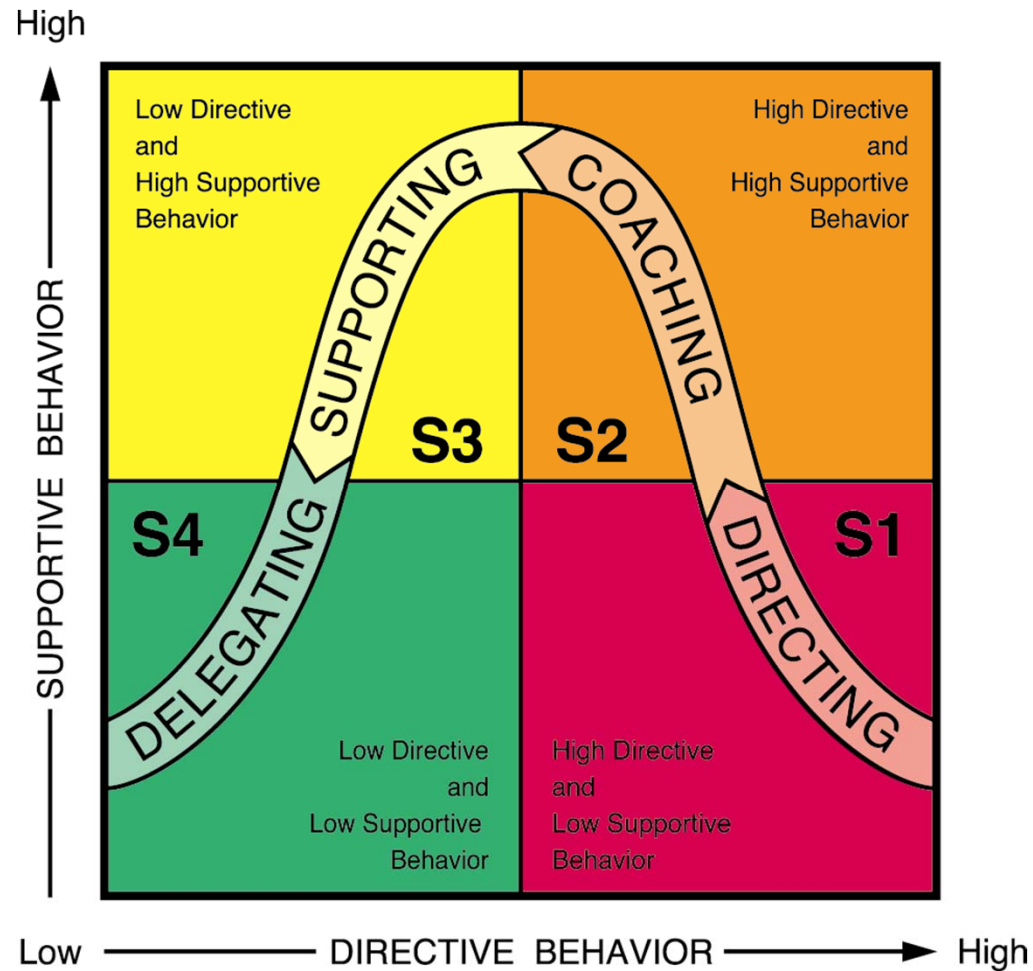
## **Directive Behavior - The extent to which a leader:**

- Sets goals and clarifies expectations
- Tells and shows an individual what to do, when, and how to do it
- Closely supervises, monitors, and evaluates performance
- Highest Impact Behaviors: Goal Setting & Action Planning

## **Supportive Behavior - Extent to which the leader:**

- Engages in more two-way communication
- Listens and provides support and encouragement
- Involves the other person in decision making
- Encourages and facilitates self-reliant problem solving
- Highest Impact Behaviors Listening & Facilitating self reliant problem solving

## *The Four Leadership Styles*



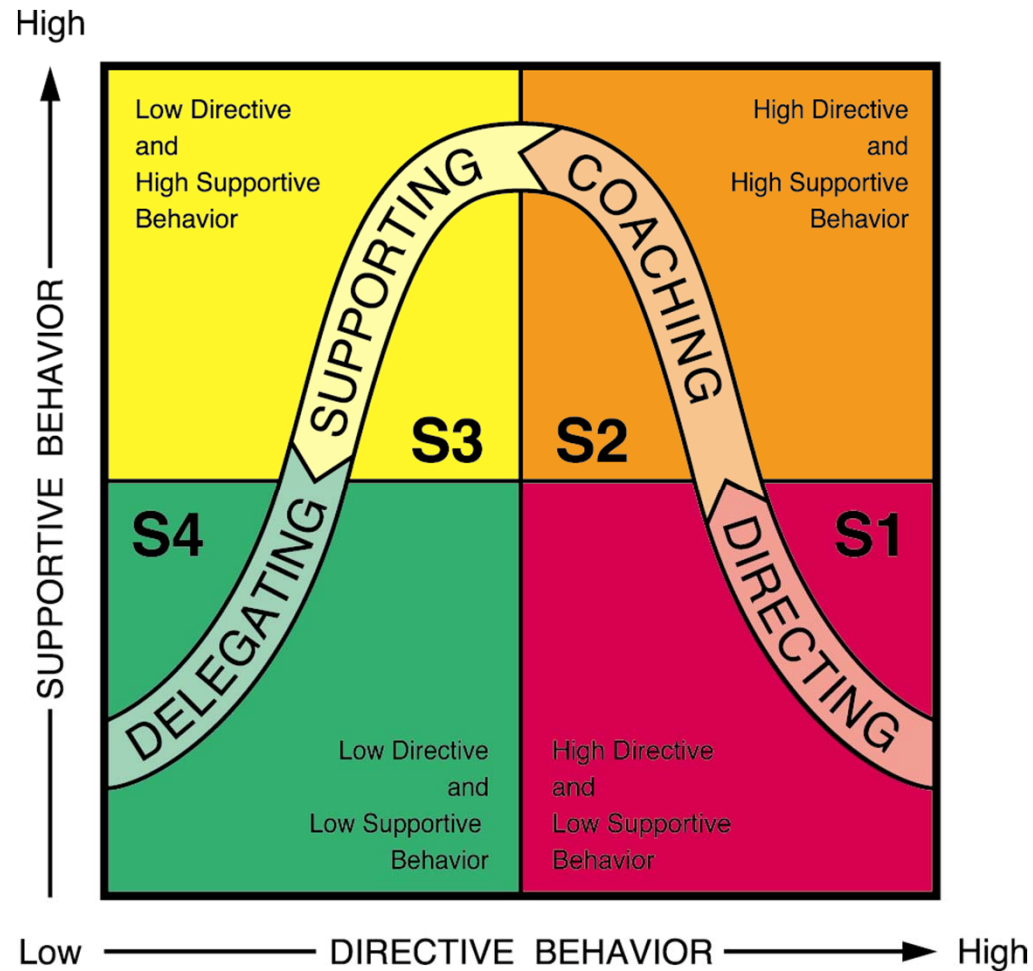
## **S1 DIRECTING**

### High Task/Low Relationship

- One-way communication
- Define role of follower
- Tell: who, what, where, when, how
- Informing and guiding

*“Here’s what I want you to do ...”*

## *The Four Leadership Styles*





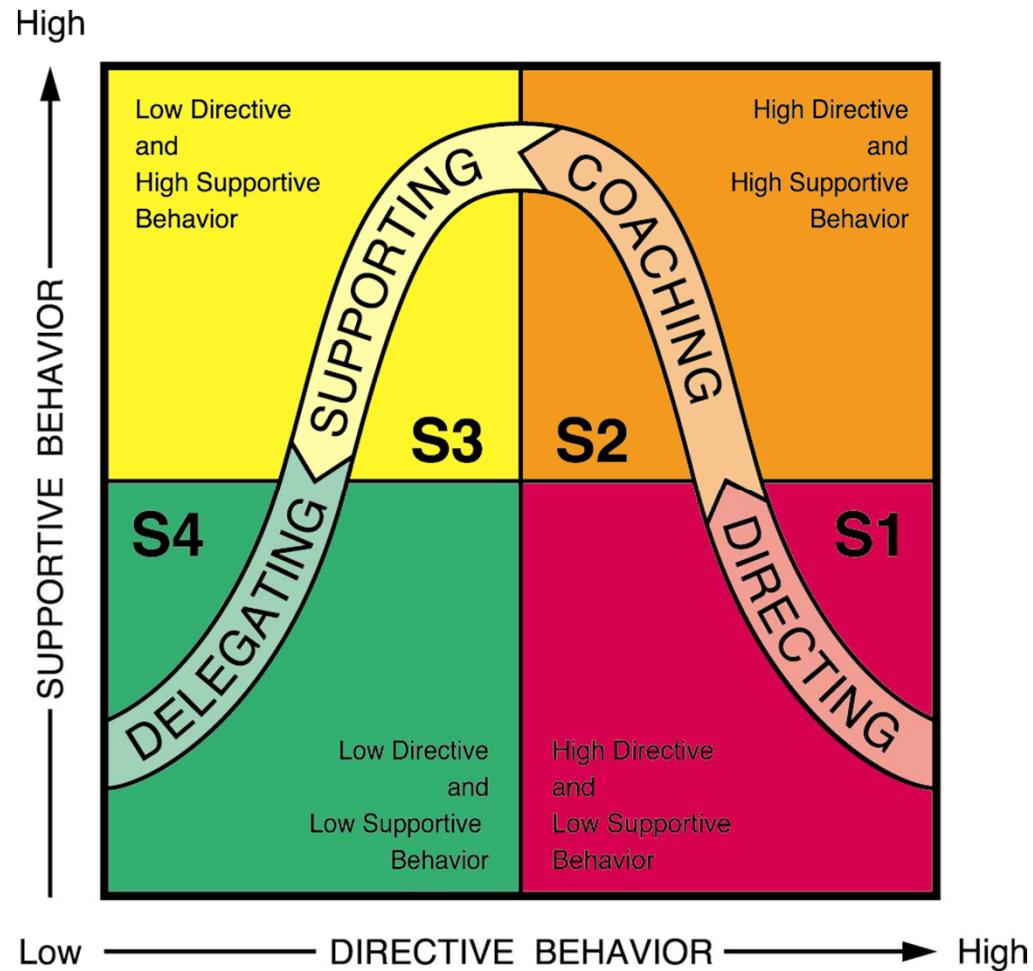
## **S2 COACHING**

### **High Task/High Relationship**

- Two-way communication
- Socio-emotional support
- Seeks “buy-in” to decisions
- Explaining and mentoring to increase understanding

*“Here’s what I suggest ... What do you think? ...  
Thanks for your input, and here’s what we’ll do ...”*

## *The Four Leadership Styles*



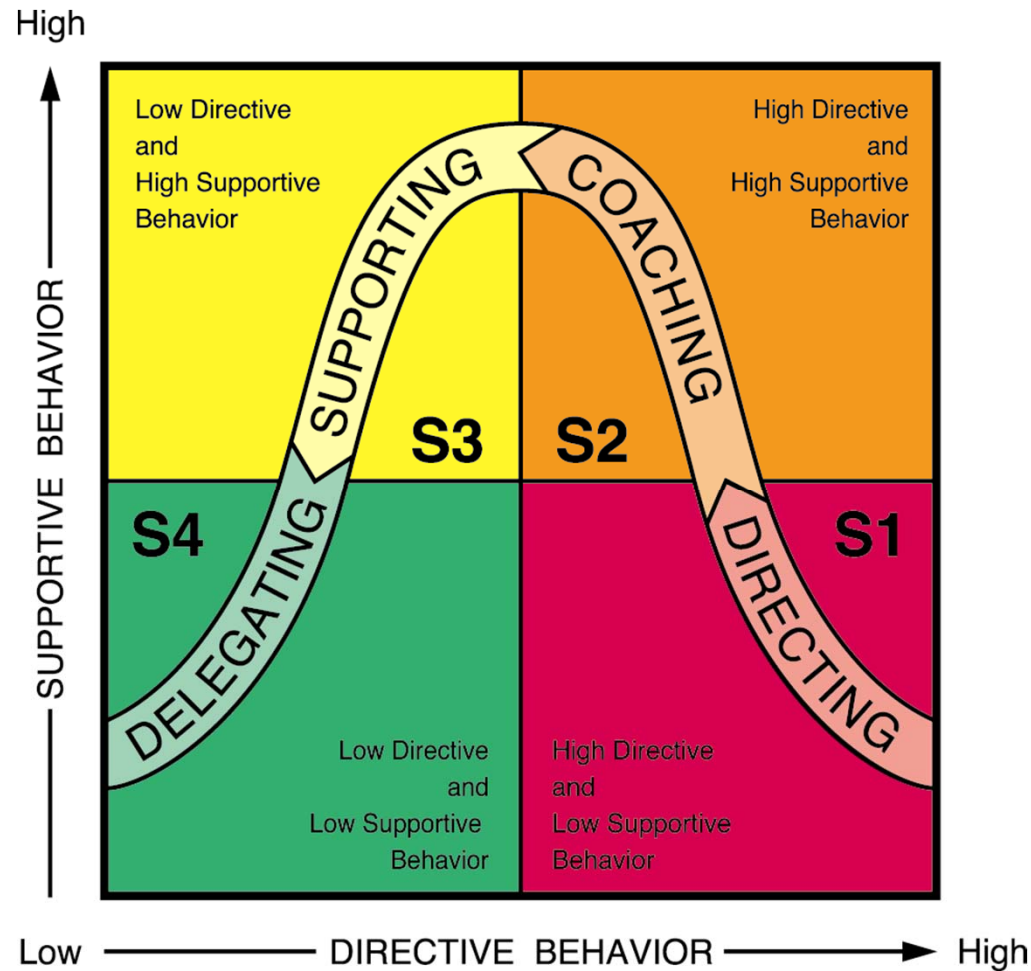
## **S3 SUPPORTING**

### **High Relationship/Low Task**

- Leader and follower share in decision-making
- Two-way communication & facilitating behavior
- Follower can increase willingness/security has ability
- Support and encouragement

*“How will you ...? How can I help?”*

## *The Four Leadership Styles*

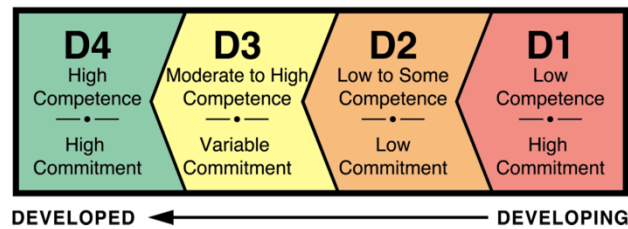
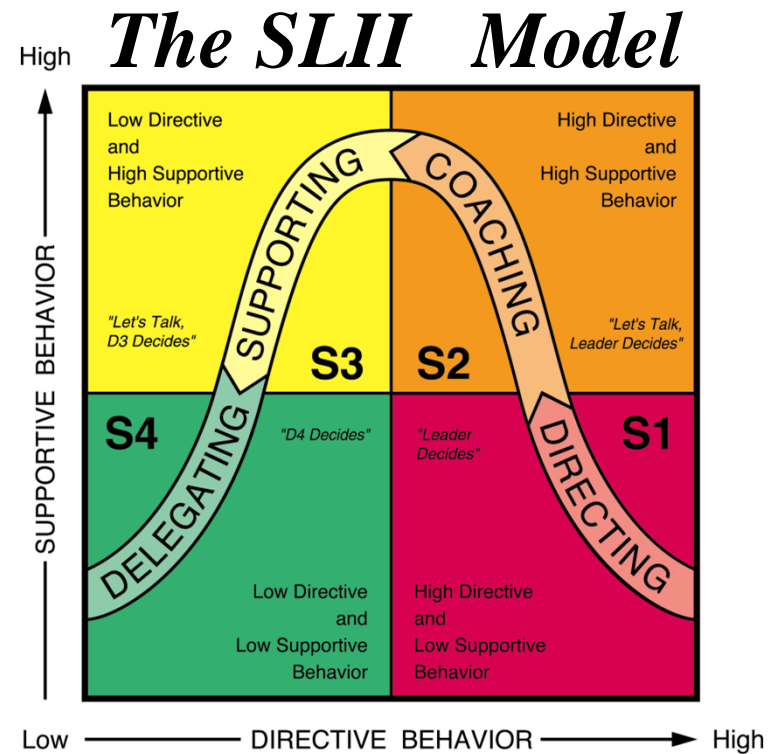


## **S4 DELEGATING**

### Low Relationship/Low Task

- Letting follower “run his/her own show”
- Leader delegates tasks: follower is able and willing
- Tracking and monitoring

*“Here’s a situation ... I’d like you to take care of it.”*



## *Leader Behavior*

In all four styles, the leader

- Makes sure goals and expectations are clear to the employee
- Observes and monitors employee's performance
- Provides **constructive** feedback

## APPLICATION

- With one of your employees in mind, complete the worksheet on page 4 in workbook.
  - Answer questions 1-4
  - For question 5 , what would you say to the employee?
- Plan to discuss your thoughts with a colleague





## **TIPS FOR HOLDING THE DIRECTING CONVERSATION.**

- Provide precise clarity when assigning the task
- Focus the communication on goal accomplishment
- Establish clear roles and responsibilities
- Clarify what is to be done and how it should be done
- Clarify priorities and action steps to take
- Confirm boundaries to be observed
- Offer concrete examples
- Establish monitoring and feedback processes

## TIPS FOR HOLDING THE COACHING CONVERSATION.

- Take the lead in the conversation, but do not direct
- Establish focus on important goals and task outcomes
- Determine how to address the employee's personal needs
- Clarify the “why” of the assignment
- Explore together the “how”
- Use questions to involve the employee
- Listen to ideas and approaches and build on them
- Discuss skills that are needed
- Use encouragement and reassurance
- Develop cooperative final plan – that meets your approval

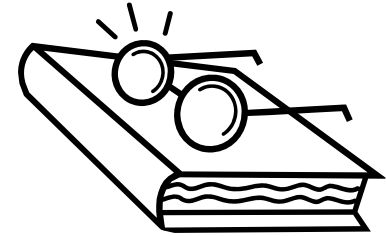
## **TIPS FOR HOLDING THE SUPPORTING CONVERSATION**

- Offer information about desired outcomes and results expected
- Facilitate cooperative planning on “how to”
- Establish broad responsibility that the employee has for the assignment
- Allow the employee to take the lead in planning and in making decisions
- Build dialogue to explore options
- Focus on questioning, listening, providing support, and praising
- Offer to be available for problem-solving as needed
- Offer assistance in lessening obstacles and barriers

## TIPS FOR HOLDING THE DELEGATING CONVERSATION.

- Provide high level assignment information
- Empower the employee to move ahead independently
- Encourage employee to set goals and plans and review them with you as necessary
- Avoid covering details and minutia
- Show trust and confidence in the employee
- Encourage creative thinking and personal innovation
- Allow employee to set follow-up plans
- Show employee that you have confidence in his/her abilities

## **Your Action Plan**



- Insights ??
- Ideas on ways to apply this leadership model??

*If you always do  
what you have always done,  
you always get  
what you have always gotten!*



**Thank you!!**