### SESSION PLAN

**COURSE:** ABE L5 Diploma in Business Management and HR - Employee Engagement

**ELEMENT:** Element 2 – The impact of employee engagement on the employee

## **LEARNING OUTCOME 2**

**Assess the impact of engagement on the individual’s working experience (Weighting 20%)**

* 1. Discuss the positive impacts of employee engagement on the experience of the employee working in an organisation
  2. Assess the negative impact that reduced employee engagement can have on the employee experience of work

**NUMBER OF SESSIONS:** Two - approximately twelve to fourteen hours in total, plus self-study

**SESSION TOPICS:** Session 1: The positive impacts of employee engagement on the experience of the employee working in an organisation

Session 2:  The negative impact that reduced employee engagement can have on the employee experience of work

**Note to tutors: this is the recommended session plan for learning outcome 2, element 2 of ABE L5 Diploma in Business Management and HR – Employee Engagement unit. You should follow the plan, using the resources (referenced as ‘slides’ here) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### SESSION 1: The positive impacts of employee engagement on the experience of the employee working in an organisation

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 7 -8 hours | Introduction to session and learning outcomes | Use file: **5UEE Tutor** **Presentation E2**  Learning outcome 2  Assessment criteria 2.1. | 1-4 | Learners to listen, take notes and participate in class discussions throughout, as appropriate. |  |
| The psychological contract | Explain the concept of the psychological contract. Highlight that the psychological contract covers expectations between the organisation and an individual on a variety of obligations, privileges and rights. It considers what the individual expects to give to and receive from the organisation and what the organisation expects to give and receive in return.  Outline the key points of the psychological contract. Slide 6  Set the pairs activity to explore the psychological contract.  Debrief:  Talk through slide 7 – The contemporary psychological contract  If the employee considers that the organisation is fulfilling its obligations, then they are likely to feel more involved with the organisation and identify more closely with its values. When an organisation is perceived by employees as failing to meet its obligations then this can have a negative impact on the commitment and engagement of employees.  There is a strong connection between the drivers of employment engagement and the psychological contract. Put simply, the psychological contract impacts on levels of employee engagement, and levels of employee engagement impact on the psychological contract. | 5-7 | Learners to listen, take notes and participate in class discussions throughout, as appropriate.  In pairs, spend 20 minutes or so interviewing each other, using the following questions:  Thinking about your current or most recent employment:   * What does your employer expect from you? * Which expectations are explicit? Which expectations are implicit? * What do you expect from your employer? In general, and concerning work and family or flexibility. * Have you any experience of the employer failing to meet your expectations? If so, how did it affect your attitudes and behaviour at work? * Have you had any experiences where the employer did more than you expected? If so, how did this affect your attitudes and behaviour?   Be prepared to feedback your partner’s answers to the group.  Learners to listen, take notes and participate in class discussions throughout, as appropriate. | **5UEE E2 LO2 Activity 1 – The psychological contract** |
| Career advancement and engagement | Explain that as the world of work evolves and becomes more diverse, traditional models of working are shifting to more flexible forms of organisation and models of employment. Employees are increasingly drawn towards roles that satisfy their needs for better work-life balance and more compelling growth, development, and career advancement opportunities. Providing career advancement opportunities is an important way to increase levels of employee engagement.  Questions for general **class discussion**: How do you define career advancement? How can an organisation support the career advancement of its employees?  What is career advancement? - slide 9  Suggested activities to support career advancement - slide 10   * Encourage employee ownership of career * Create a supportive context * Communicate direction of company * Mutual goal setting and planning * Help employees create career development plans * Establish job progressions/career paths * Balance promotions, transfers, exits, etc. * Give developmental feedback * Identify future competency needs * Provide mentoring and / or career coaching | 8-10 | Learners to listen, take notes and participate in class discussions throughout, as appropriate.  Participate in class discussion, sharing ideas about what is meant by career advancement and how organisations can support the career advancement of their employees. | **5UEE E2 LO2 Activity 2 – Career advancement** |
| The impact of employee engagement on personal and psychological growth | Explain that the evidence suggests that there is a generally positive association between individual health, well-being and engagement. Research by CIPD in 2010 suggests that engaged employees show higher levels of well-being all round, meaning that they are more likely to enjoy their work activities and are better able to cope with work-related problems. The study found that employees engaged in their work were almost three times as likely to have six key positive emotions at work - enthusiasm, cheerfulness, optimism, contentment, to feel calm and relaxed - as opposed to negative ones - miserable, worried, depressed, gloomy, tense or uneasy.  Talk through slide 11.  Introduce concept of psychological capital (PsyCap). Composed of four positive capacities, namely: - slide 12   * Hope * Optimism * Self-efficacy * Resilience   Explain that PsyCap instils employees with the hardiness and energy to be engaged, and that the relationship between PsyCap and engagement appears to be mutually reinforcing.  For example, hope has a direct relationship with engagement. Engagement involves being dedicated to the task, and dedication is sparked by feeling in control over the task and the achievement of the goals related to the task  Explain that research indicates that PsyCap, like employee engagement, can be developed. For example, employers can focus on the development of hope, optimism, resilience and self-efficacy through training and intervention  Set group activity to consider how leaders can help to develop the PsyCap of employees.  Debrief:  Hope:   * communicate performance expectations that have been developed in a way that are reflective of an individual employee’s talents * provide autonomy so employees have control over the ways and means of reaching goals * give employees a sense of purpose and help them to plan a way to succeed   Optimism:   * promote discussion of goals, rather than make unilateral goal decisions - the goals will be more reflective of the employee’s capabilities and less likely to be unrealistic * provide the necessary support, equipment, and social connections so that the employee feels success is likely * broadcast employees’ success   Self-efficacy:   * provide regular and timely feedback * provide skill development through training and hands-on * learning * provide safe spaces for practicing new skills   Resilience   * provide resources or support that help an employee’s ability to continue on during more trying conditions * foster a culture where failure is not derided * provide task support when needed so that the employee feels as though there is an outside resource that they can draw on | 11-12 | Learners to listen, take notes and participate in class discussions throughout, as appropriate.  In groups, identify ways in which leaders can help to develop the hope, optimism, self-efficacy and resilience of employees. | **5UEE E2 LO2 Activity 3**  – **Developing PsycCap** |
| The impact of working relationships with peers and superiors on engagement | Explain that working relationships with peers and supervisors not only affect the quality of daily life at work, but also levels of engagement.  Talk through slide 12. Highlight the significance of the employee / line manager relationship.  Set individual activity to explore working relationships. | 13 | Learners to listen, take notes and participate in class discussions throughout, as appropriate.  Individual activity.  Think about what your own working relationships looks like. For each question, write down up to five names:   * From time to time people discuss important matters with other people. Looking back over the past month or so, who are the people with whom you discussed matters important to you? * Think about the people you communicate with in order to get your work done. Of all the people you have communicated with during the last month, who has been the most important for getting your work done? * Consider a specific project or initiative that you are involved in. Consider the people who would be influential for getting it approved or obtaining the resources you need. Who would you talk to, to get the support you need?   Now take a look at the list of names that these questions generate.  Do you see a lot of difference? If not, you might want to think about ways to having access to more perspectives and experiences. There is a real benefit to you and to your organisation. | **5UEE E2 LO2 Activity 4** – **Working relationships and engagement** |
|  | The ethos and values of the organisation | Talk through slide 13 – The ethos and values of the organisation:   * Can be described as the ‘glue’ that holds the workforce together * How the ethos and values are perceived by the workforce is very important * Only through inspiring leadership can the ethos and values of the organisation be put on view for others to follow * Employees experience a greater sense of energy and purpose to their work when their own values are aligned with those of the organisation * Employee are far more likely to feel an emotional attachment the ethos and values of the organisation if they feel they played a part in their creation.   Set pairs activity to explore the ethos and values of an organisation. | 14 | Learners to listen, take notes and participate in class discussions throughout, as appropriate.  In pairs, consider an organisation that you are both familiar with.   * What are the ethos and values of the organisation? * How do the ethos and values guide the daily interactions within the organisation? * Is there any misalignment between the ethos and values of the organisation and those of employees? If so, what are the consequences? | **5UEE E2 LO2 Activity 5 – The ethos and values of the organisation** |
|  | The link between employee engagement and the employer brand | Explain the concept of the employee value proposition and employer brand. Explain that the employee value proposition can be expressed as an employer brand – the image presented by an organisation as a good employer.  Show example – GlaxoSmithKline – slide 16  Explain that an effective employer branding strategy emphasises how a company markets itself as an employer to potential job candidates.  Explain that employer branding and employee engagement strategies are closely related. You cannot have an effective employer brand without high employee engagement. In fact, the most popular measure companies use to track their employer brand is employee engagement. Furthermore, two of the top benefits companies can gain from an effective employer brand program are ease in attracting candidates and increased employee engagement. Both strategies do not just overlap—they are connected and interdependent  Set pairs activity to explore the link between employee engagement and the employer brand | 15-17 | Learners to listen, take notes and participate in class discussions throughout, as appropriate.  Read the article ‘*Applying employer brand management to employee engagement*" by Bernard Kunerth and Richard Mosely (2011), Strategic HR Review, Vol. 10 Issue: 3, pp.19-26  The article details how Coca Cola improved employee engagement by converting the employer brand into observable progress.  In pairs, consider an organisation that you are both familiar with.   * What is the employer brand? * In your view, does the employer brand support high levels of employee engagement? Be prepared to justify your answer. | **5UEE E2 LO2 Activity 6** – **Employee engagement and the employer brand** |
|  |  | Set **homework activity**. |  | Individual homework activity – Follow the link to the Engage for Success website and listen to  Show #189:’ Employer Branding to Improve and Sustain Employee Engagement’  <http://engageforsuccess.org/branding-sustain-engagement>  Make a note of your learning points. | **5UEE E2 LO2 Activity 7** –**Employer branding to improve and sustain employee engagement** |
|  | Review of session and learning outcomes | Question for general class discussion: what are your key learning points from today’s session? . | 18 | Participate in class discussion, sharing learning points. | **5UEE E2 LO2 Activity 8**  **– Key learning points** |

### SESSION 2: The negative impact that reduced employee engagement can have on the employee experience of work

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| **Approx.**  **Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative assessment** |
| 5- 6 hours | Introduction to session and learning outcomes | Use file**: 5UEE Tutor** **Presentation E2**  Learning outcome 2  Assessment criteria 2.2 | 19 | Learners to listen, take notes and participate in class discussions throughout, as appropriate. |  |
|  | The reasons that employee engagement might be reduced | **Poor leadership**  Explain that earlier in the unit we highlighted the significance of leadership in developing high levels of employee engagement. Conversely, ineffective or poor leadership can be a primary cause of low levels of employee engagement.  Questions for general class discussion: Can you give examples of poor leadership behaviours? What is the impact of these behaviours on employees and their levels of engagement?  Examples of poor leadership behaviours - slide 21  Impact of poor leadership - slide 22  Explain that Aubrey and James Daniels’ book, *Measure of a Leader*, defines the true measure of a leader as the results achieved through the behaviour of the people who follow that leader. The authors described four criteria of followers’ behaviours to look for, each of which can be used to evaluate employee engagement in the context of leadership behaviours: - slide 23  1. Followers deliver discretionary behaviour directed toward the leader’s goals.  2. Followers make sacrifices for the leader’s cause.  3. Followers reinforce or correct others so that they also conform to the leader’s teachings.  4. Followers set guidelines for their own personal behaviour based on what the leader would approve.  **Poor line management**  Explain that learners may have heard the saying ‘people don’t leave their jobs, they leave their managers’. Unfortunately, there’s some truth in this. In one study, five of the top ten drivers of disengagement related to ‘my manager’ (Blytheco, 2015).  Talk through slide 24.  Set group activity to explore the behaviours of ‘engaging managers’.  Debrief: In ‘The Engaging Manager’ study, conducted on behalf of the Institute of Employment Studies (IES), employees were asked to describe the behaviours of managers who were engaging and disengaging – slides 25 and 26  Show the short video from BlessingWhite which explores the role of leaders, managers and individuals in achieving high levels of employee engagement.  <https://www.youtube.com/watch?v=luGPSkEO_QY>  **Lack of job security**  Talk through slide 27.   * Feeling of insecurity * Threatened by job change   Question for general class discussion: What is the likely impact of job insecurity on employees and their levels of engagement?  Debrief: slide 29 | 20-23  24-26  27-29 | Learners to listen, take notes and participate in class discussions throughout, as appropriate.  Participate in class discussion, sharing examples and ideas about the impact on employees and their levels of engagement.  Learners to listen, take notes and participate in class discussions throughout, as appropriate.  Learners to listen, take notes and participate in class discussions throughout, as appropriate.  In groups, make a list of the behaviours that ‘engaging managers’ display.  Be prepared to share your list.  Learners to listen, take notes and participate in class discussions throughout, as appropriate.  Participate in class discussion, sharing ideas about the impact on employees and their levels of engagement | **5UEE E2 LO2 Activity 9** – **The impact of poor leadership**  **5UEE E2 LO2 Activity 10 – Engaging managers**  **5UEE E2 LO2 Activity 11** –**Job insecurity** |
|  | Different measures of employee engagement | Explain that measuring employee engagement can be difficult, simply because there is no one agreed definition of employee engagement.  However, in broad terms, when thinking about what employee engagement looks like we can see that: - slide 30   * We are 100% psychologically committed to the job * We know the scope of our jobs and look for new and better ways to achieve outcomes * We are more productive. * We work more efficiently. * We are safer * We are more likely to show up * We are more likely to stay   Explain that Gallup Research has provided a set of generalised distinguishers between typically engaged versus non-engaged employees – slide 31  Describe the different levels of engagement as suggested by Gallup research:   * Engaged employees * Not-engaged employees * Actively disengaged employees   Set pairs activity to explore levels of engagement within an organisation. | 30-31 | Learners to listen, take notes and participate in class discussions throughout, as appropriate.  In pairs, consider an organisation that you are both familiar with.   * Using Gallup’s descriptors, what percentage of the workforce do you consider to be engaged, not-engaged and actively disengaged? * Do the percentages differ across occupational groups within the organisation? If so, why?   Be prepared to share your analysis with the group.  . | **5UEE E2 LO2 Activity 12 – Levels of employee engagement** |
|  |  | Set **homework** activity on how managers are perceived |  | Individual homework activity – In ‘The Engaging Manager’ study conducted on behalf of the Institute of Employment Studies (IES), team members were asked to draw pictures that represented how they saw their managers. The most popular picture was of a sun or a smiling face.  Draw a picture which symbolises how you see a manager you have either worked for or have observed in action. If you are in touch with colleagues who also know the manager you have chosen to draw, ask them to do the same (without showing them your picture first).   * To what extent do the pictures reinforce each other? * Would you show these pictures to the manager? If not, why? | **5UEE E2 LO2 Activity 13 – How managers are perceived** |
|  | Review of session and learning outcomes | Set individual revision activity. |  | Individually, answer questions; mark answers in class | **5UEE E2 LO2 Activity 14 – Revision** |