

# TEC

A Journey To Engagement



eddie**lemoine**  
international keynote speaker

[www.eddielemoine.com](http://www.eddielemoine.com)

A person is seen from the side, holding a tablet computer. The tablet screen displays a website with a video player and text in Polish. The person is sitting at a desk with a white cup of coffee on a saucer. The background shows a modern office environment with a laptop and papers.

# *A JOURNEY TO ENGAGEMENT*

*Combating the War for Talent*



**Remember when?**



**Remember when?**



**What Happened?**



**Its not that way for  
everyone**

# Agenda

## Section One: (Building a case for engagement)

- Why look at engagement
- Trends in the employment sector
- A look at the numbers

## Section two: (Closing the engagement gap)

- Drivers to engagement
- Reasons why people, join, stay and leave their employer
- Three steps to closing the engagement gap
- Getting to know your team
- Aligning strengths with goals



# Intro's and Outcomes

1. Who are you?
2. What is your role?
3. Why do you think employee engagement is important?
4. What is your greatest challenge at work?
5. What would success look like for you at the end of this workshop?



# Intro's and Outcomes

Who am I and what is my role today?

## Traffic Sources Overview



Direct Traffic	3,097.00	(40.47%)
Search Engines	2,910.00	(38.04%)
Referring Sites	1,642.00	(21.47%)

## Visitors Overview



# Intro's and Outcomes

## 3. Why do I think employee engagement is important?

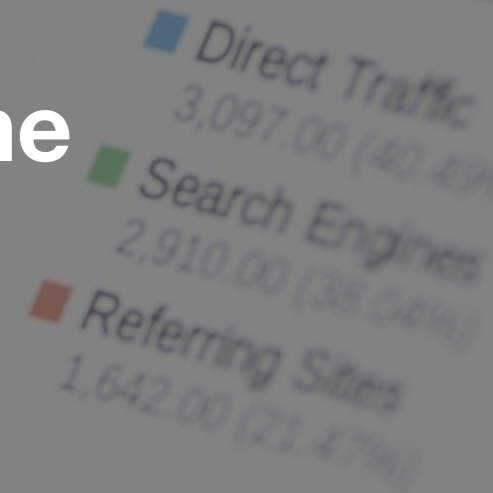
- Increases profits
- Increases employee attraction and retention
- increases safety at work and reduces the cost of safety incidents
- Creates a better home/work balance for staff
- Improves customer service
- Reduces stress
- It is research based

# Intro's and Outcomes

What would success look like for me at the end of this workshop?



Traffic Sources Overview



Visitors Overview



# I love to do research....

- Conference Board of Canada
- Federal Government
- Blessings White
- Towers Watson
- Melcrum
- Gallup
- Regan Research





ANDREW YATES /



# Why a Journey to engagement?







# WHY ENGAGE



# Evolution of Employee Engagement

1990  
Employee satisfaction  
are employees happy

Survive

2000  
Employee commitment  
are employees motivated

2007  
Employee Engagement  
are employees motivated  
and do they know what  
to do

Thrive



# Operating Margin, Towers Watson



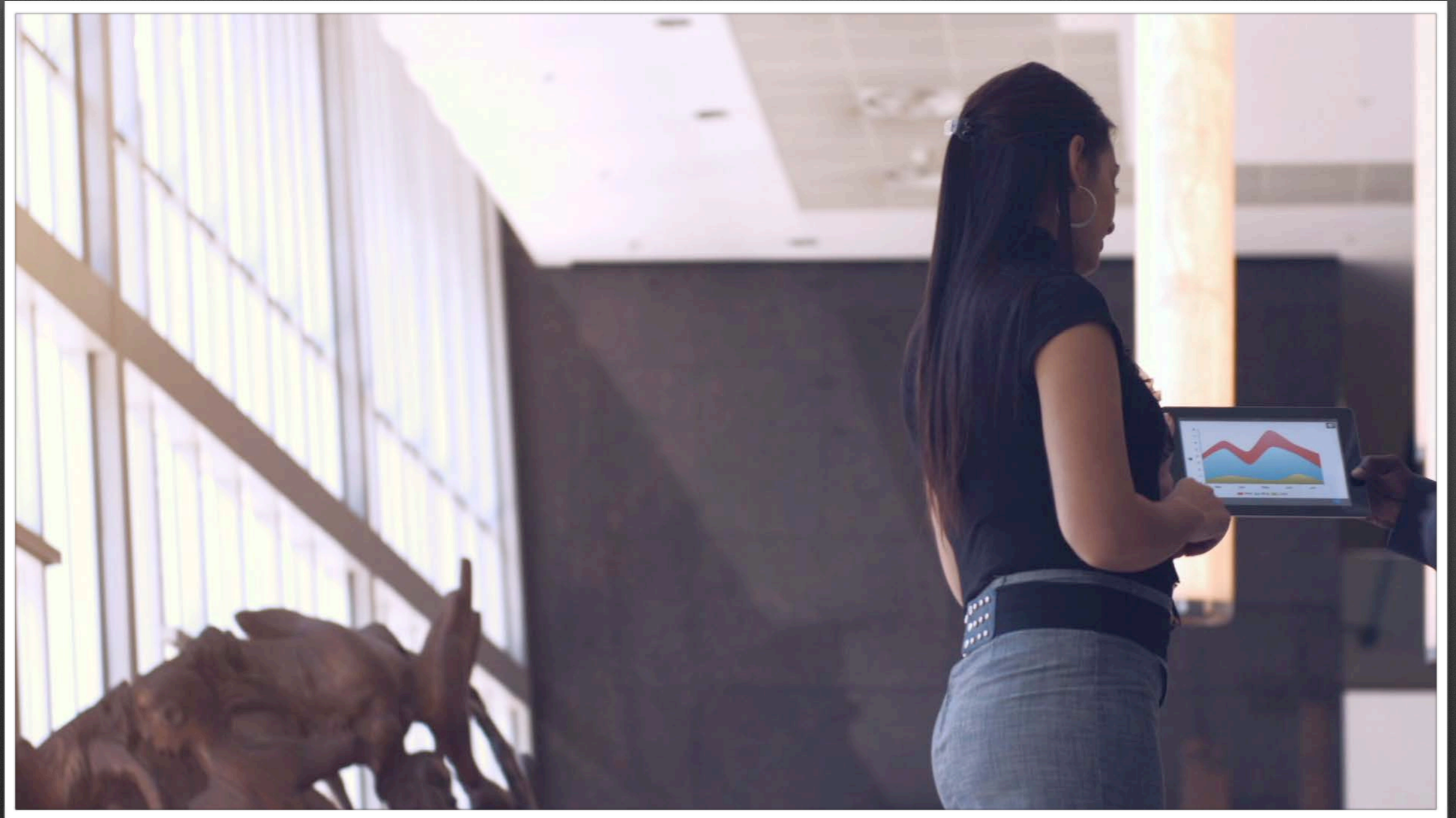


- 27% higher profits
- 50% higher sales

- 50% higher customer loyalty levels
- 38% above-average productivity

Source: Gallup

# What is Engagement Anyway?



# Telling Style of Leadership

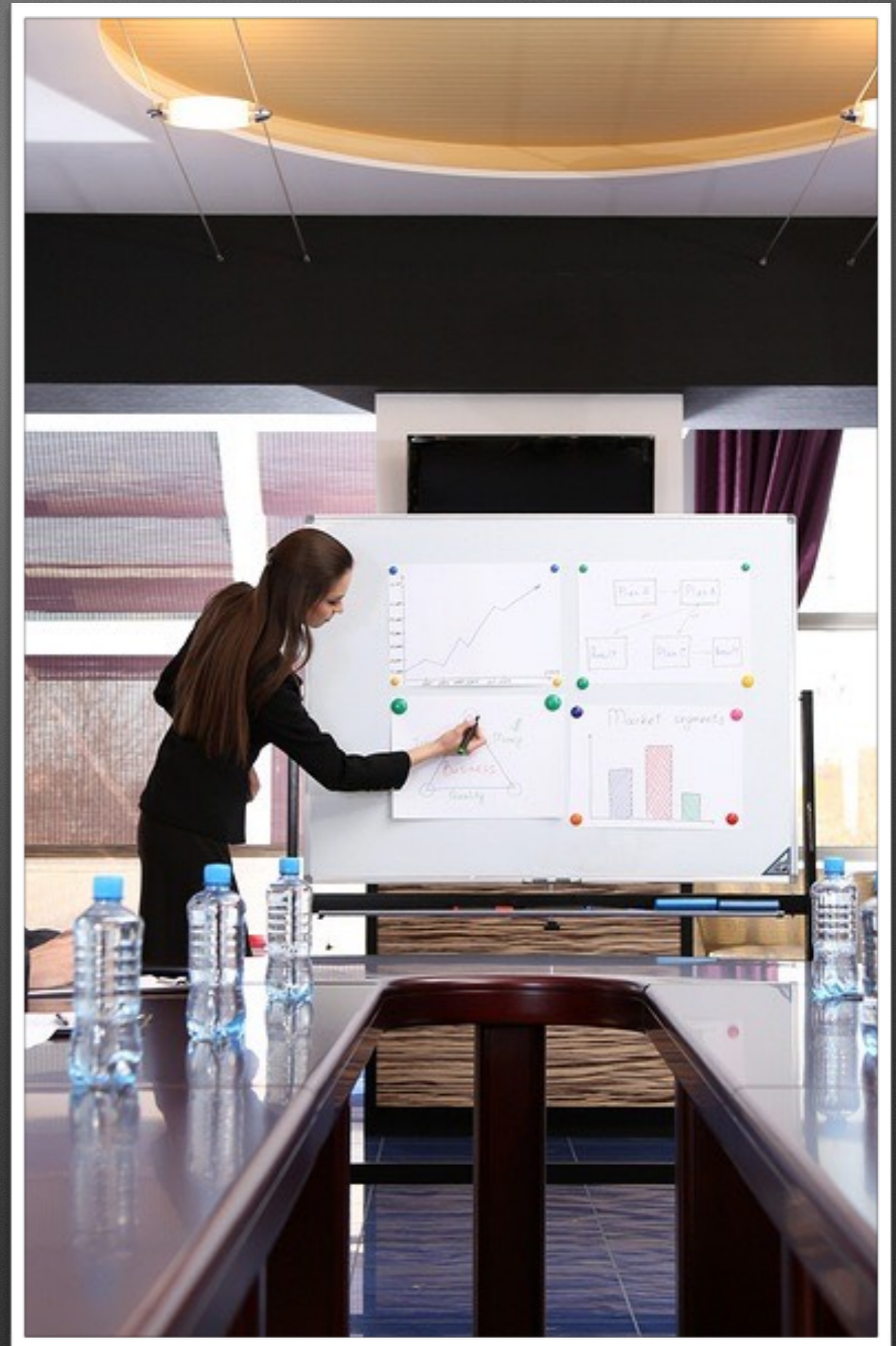
An environment of conformity



# Selling Style of Leadership

Selling to the many what has been decided by the few...

- Compliant
- Low Engagement



# Engaged=Discretionary Effort

- Inclusion and co-creation
- looking for ideas and support throughout the organization.
- leveraging the strengths of individual team members to achieve corporate goals.
- Employees are emotionally committed to the success of their employer



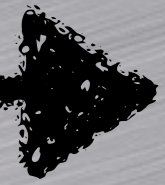


# Discretionary Effort

Value you receive  
for compensation  
acceptable level

\$60k Per Year

  
\$45k Per year



# Discretionary Effort

Value you receive  
for compensation  
acceptable level  
\$60k Per Year



X Style Management



# Discretionary Effort

Value you receive  
for compensation  
acceptable level  
\$60k Per year



Y Style Management



# BUSINESSES

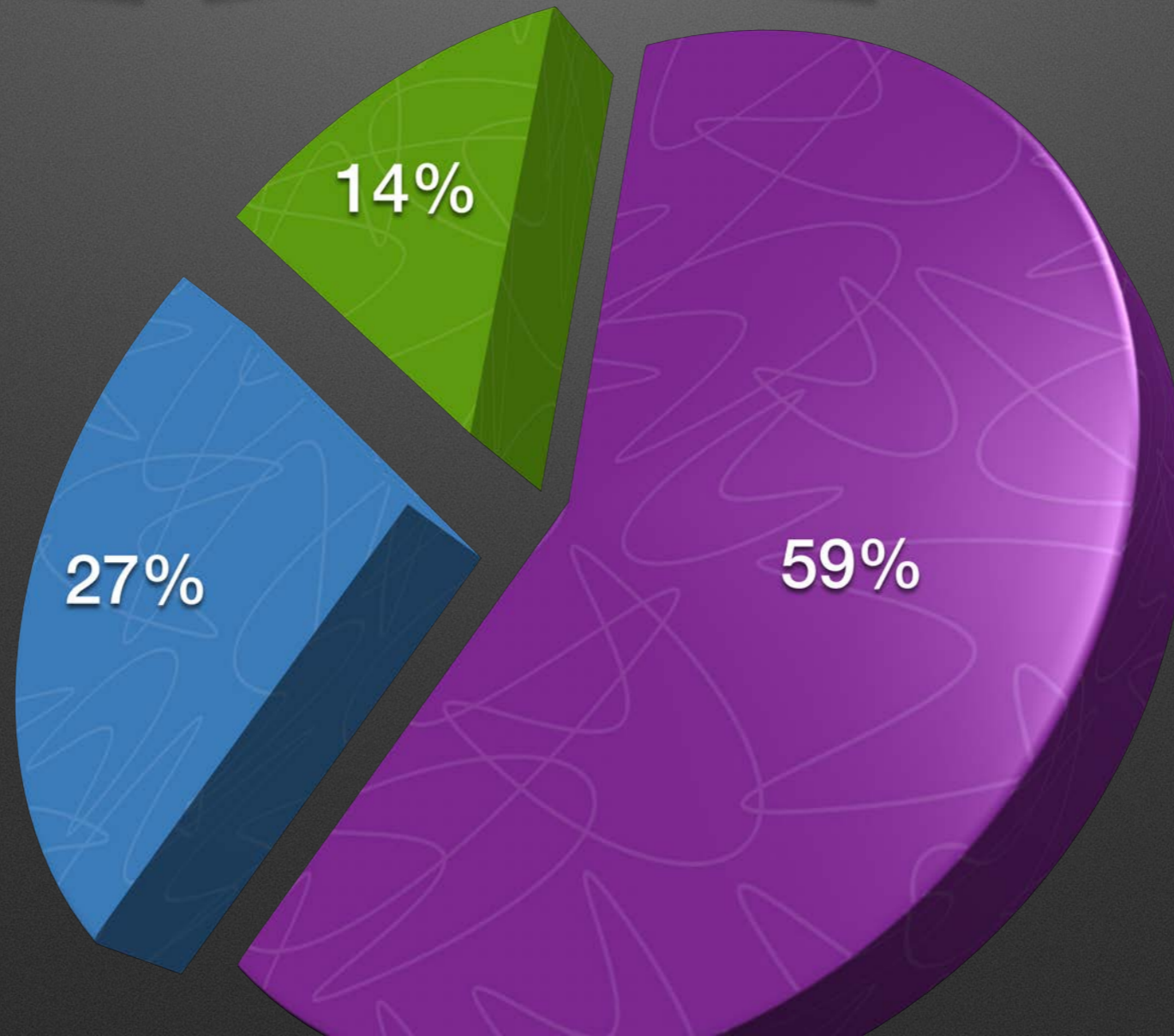
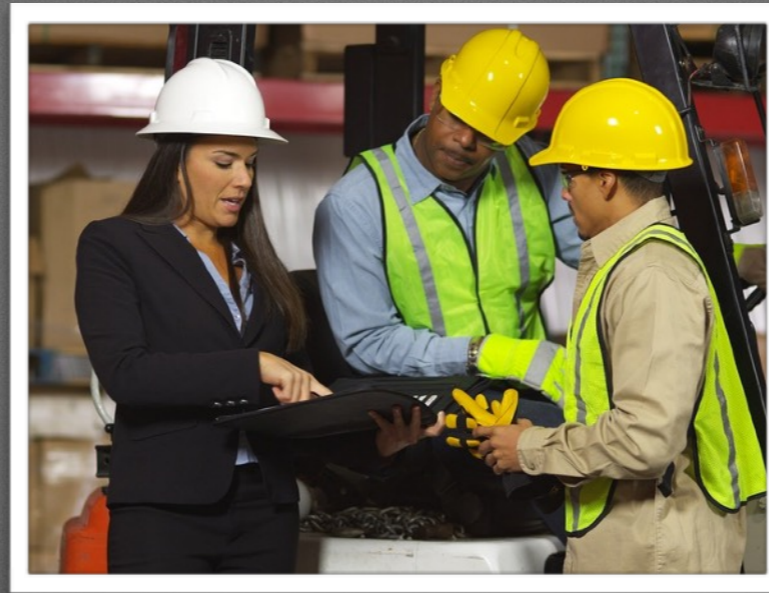


**About the numbers**

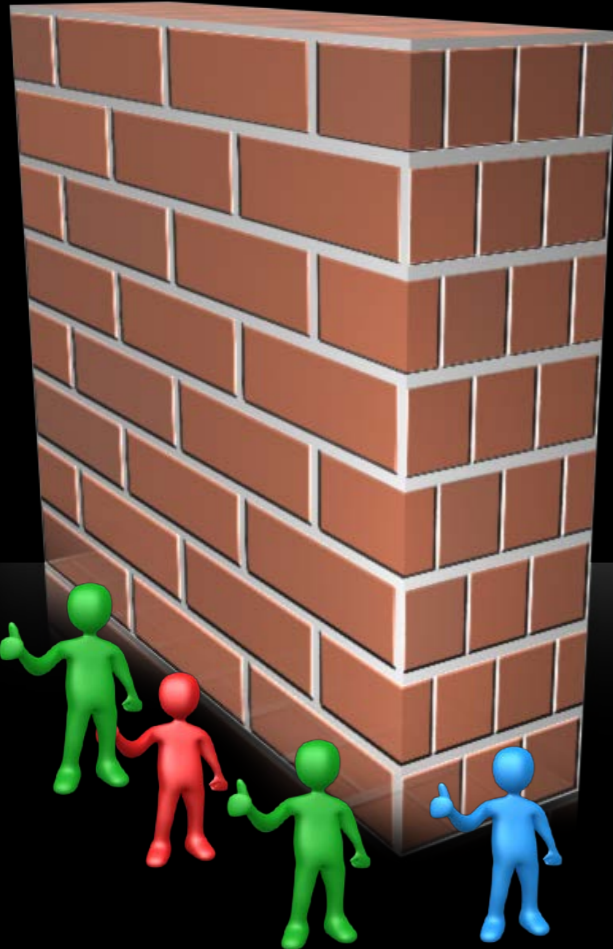
● Not Engaged

● Engaged

● Actively Disengaged

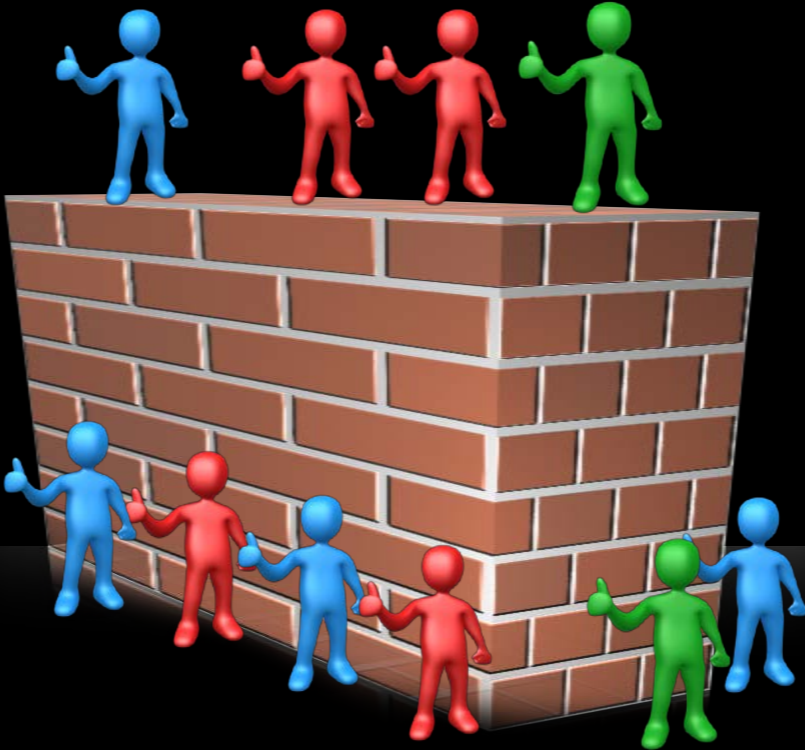


# The Benefit and Cost of Leading and Engaged Team



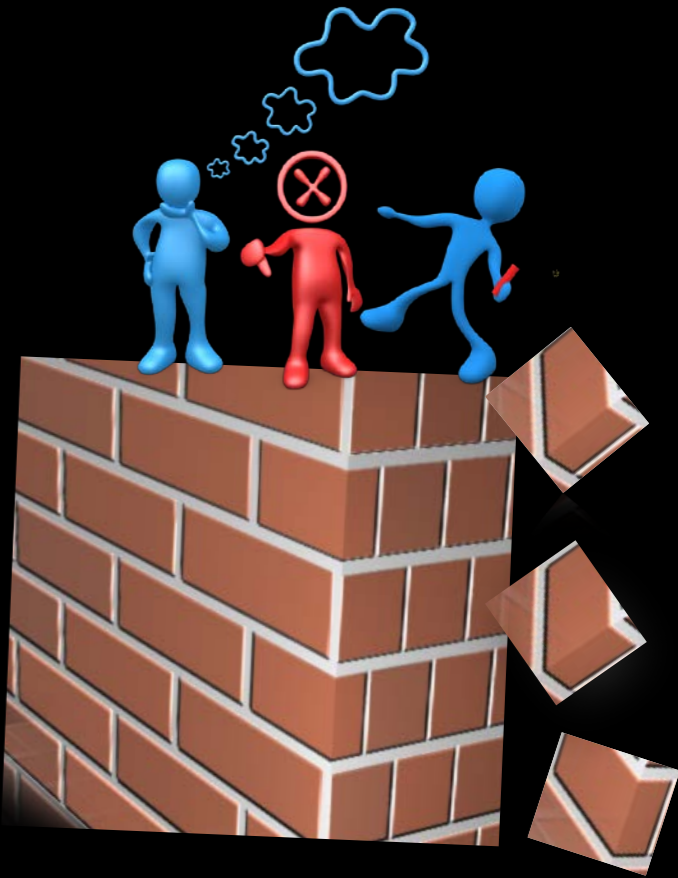
**\$.90**

Engaged 27%  
60% of productivity



**\$.70**

Disengaged 59%  
60% of productivity



**\$.50**

Actively disengaged 14%  
-20% of productivity



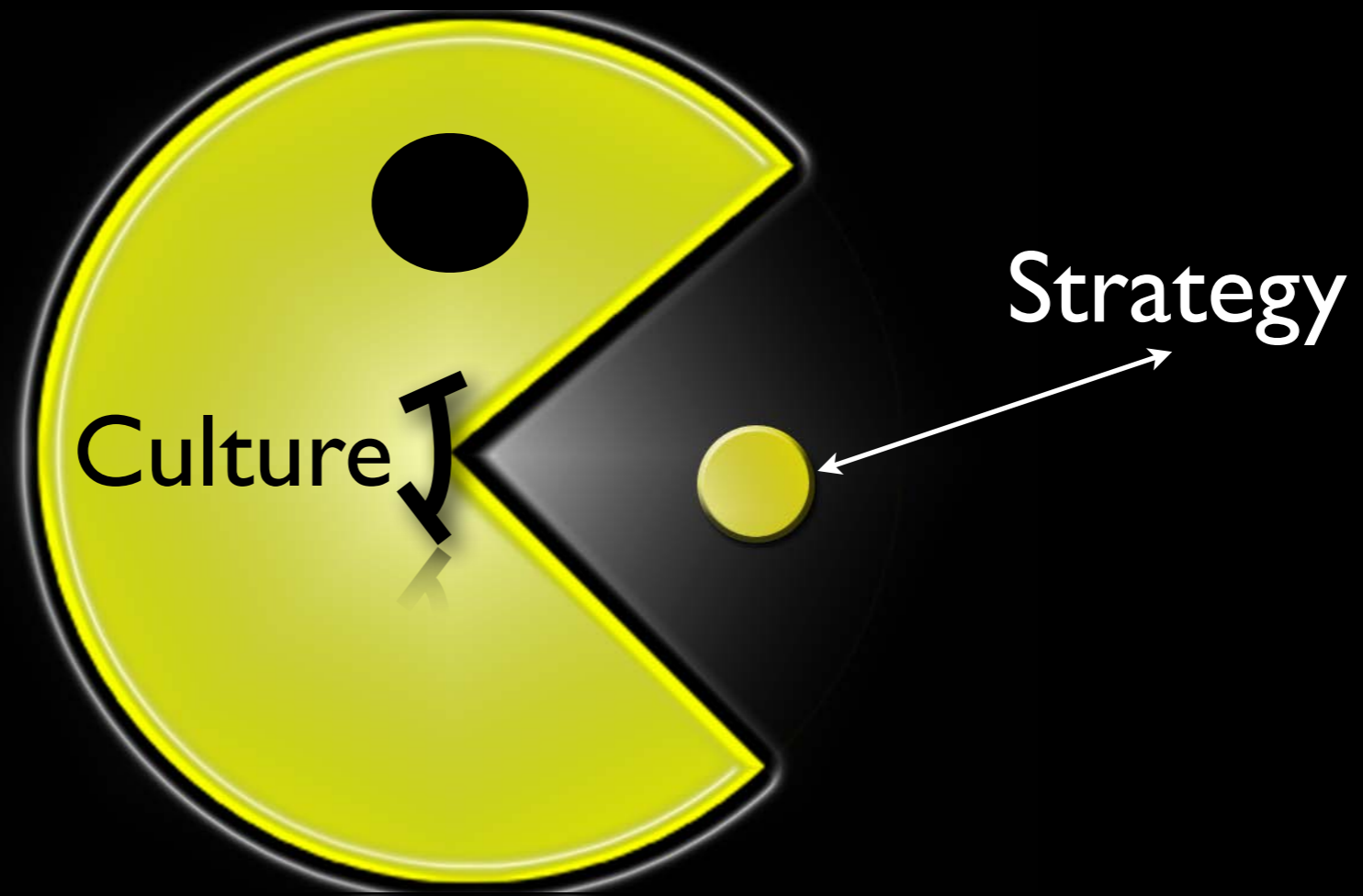
Why isn't it working?

It always worked in the past.....




Culture vs Strategy,  
what wins?





Culture eats strategy  
for lunch

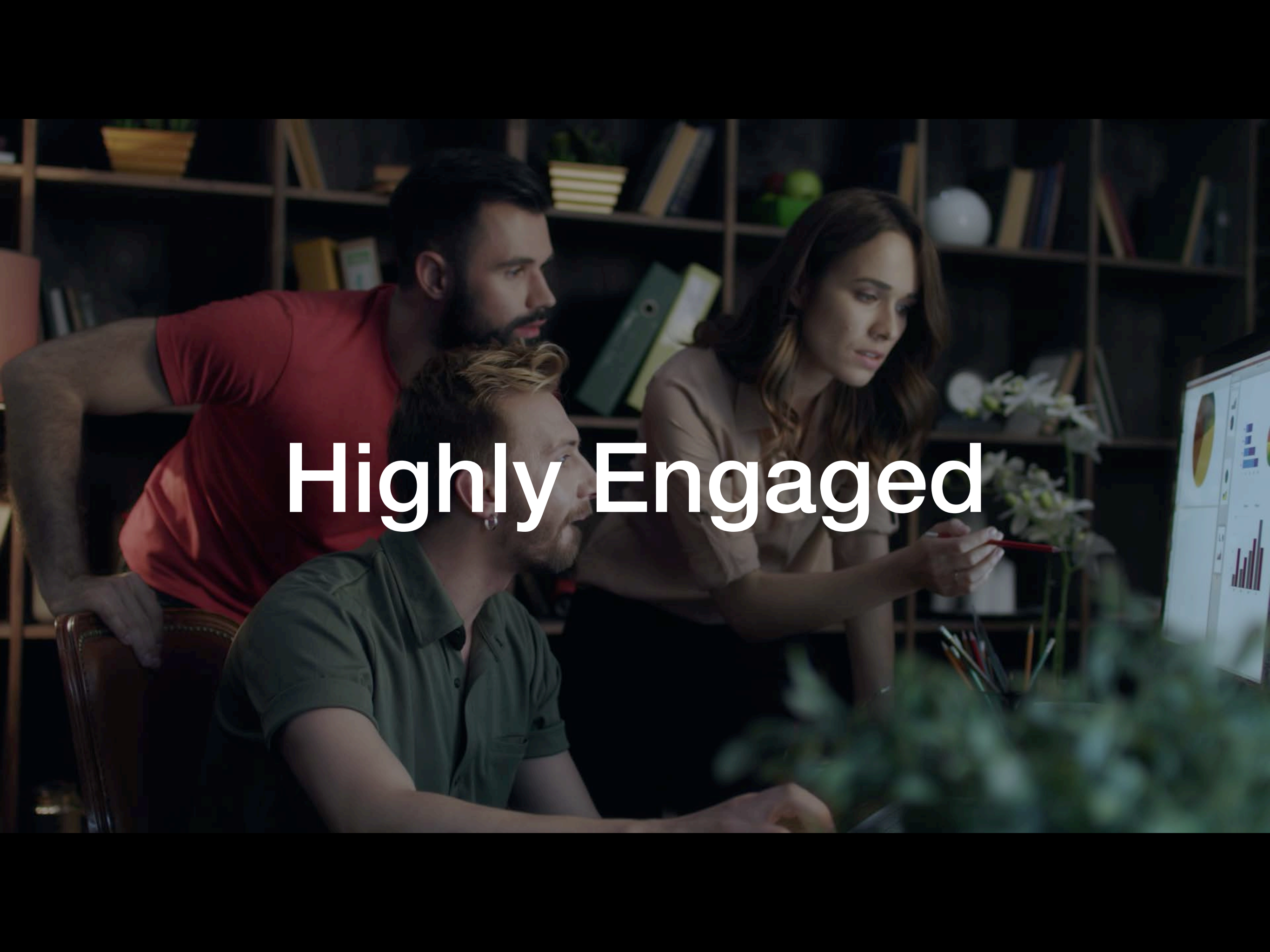


# Employee Engagement

Let's talk about it.

A path to success

**WINNERS**

A photograph of three people in an office setting. A man in a red shirt stands behind a man in a green shirt who is seated at a desk. A woman in a light-colored blouse stands to the right, pointing at a computer monitor. The monitor displays various data visualizations including a pie chart, a bar chart, and a line graph. The background features a wooden bookshelf filled with books and folders. The scene is dimly lit, with the primary light source being the computer screen. The text "Highly Engaged" is overlaid in the center of the image in a large, white, sans-serif font.

Highly Engaged

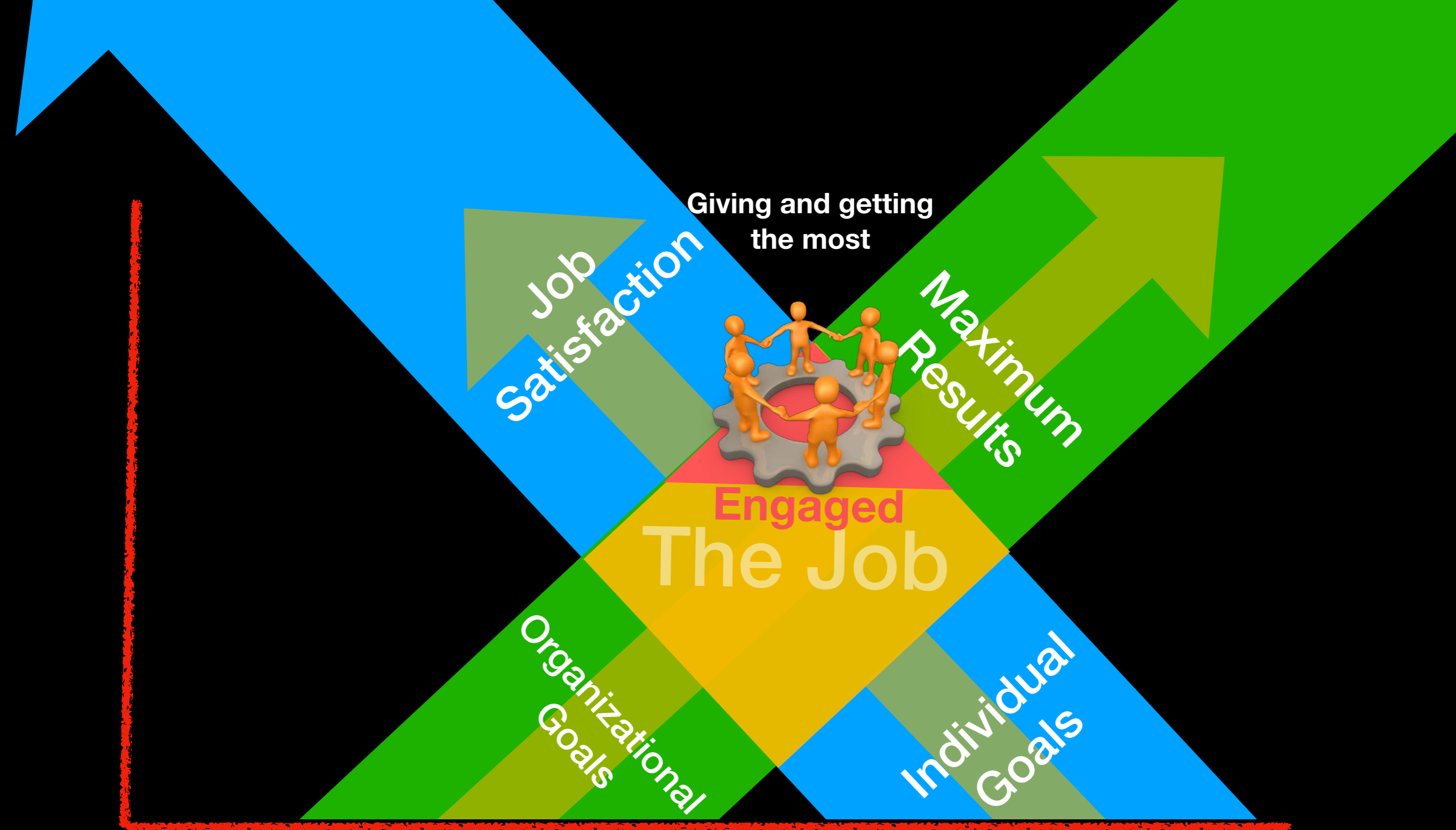
# Highly Engaged

★ Values

★ Interest

★ Career goals

★ Work/life balance



Giving and getting the most

Job Satisfaction

Maximum Results

Engaged The Job

Organizational Goals

Individual Goals





# Engaged

Giving and getting the most



Values



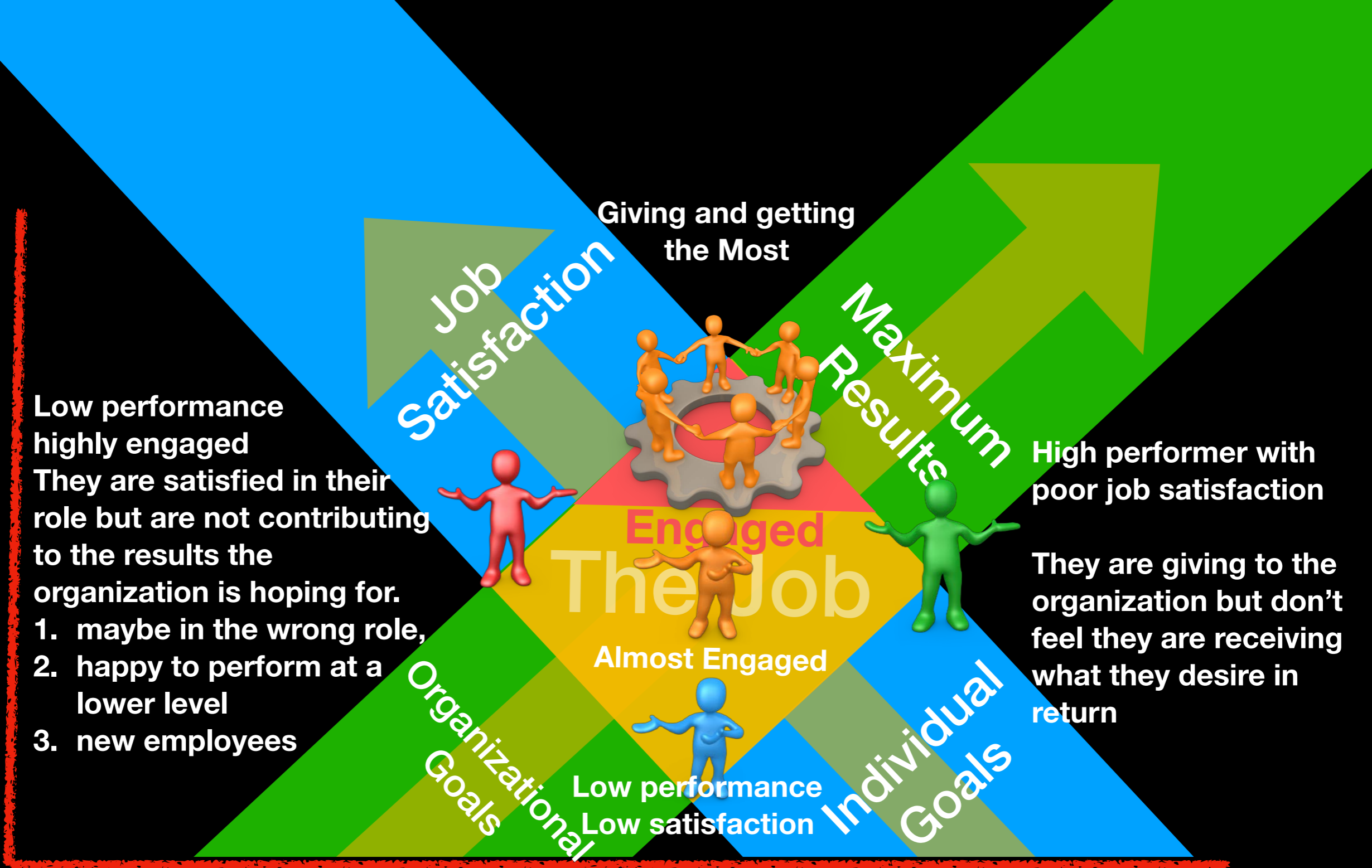
Interest



Career goals



Work/life balance



Low performance highly engaged  
 They are satisfied in their role but are not contributing to the results the organization is hoping for.

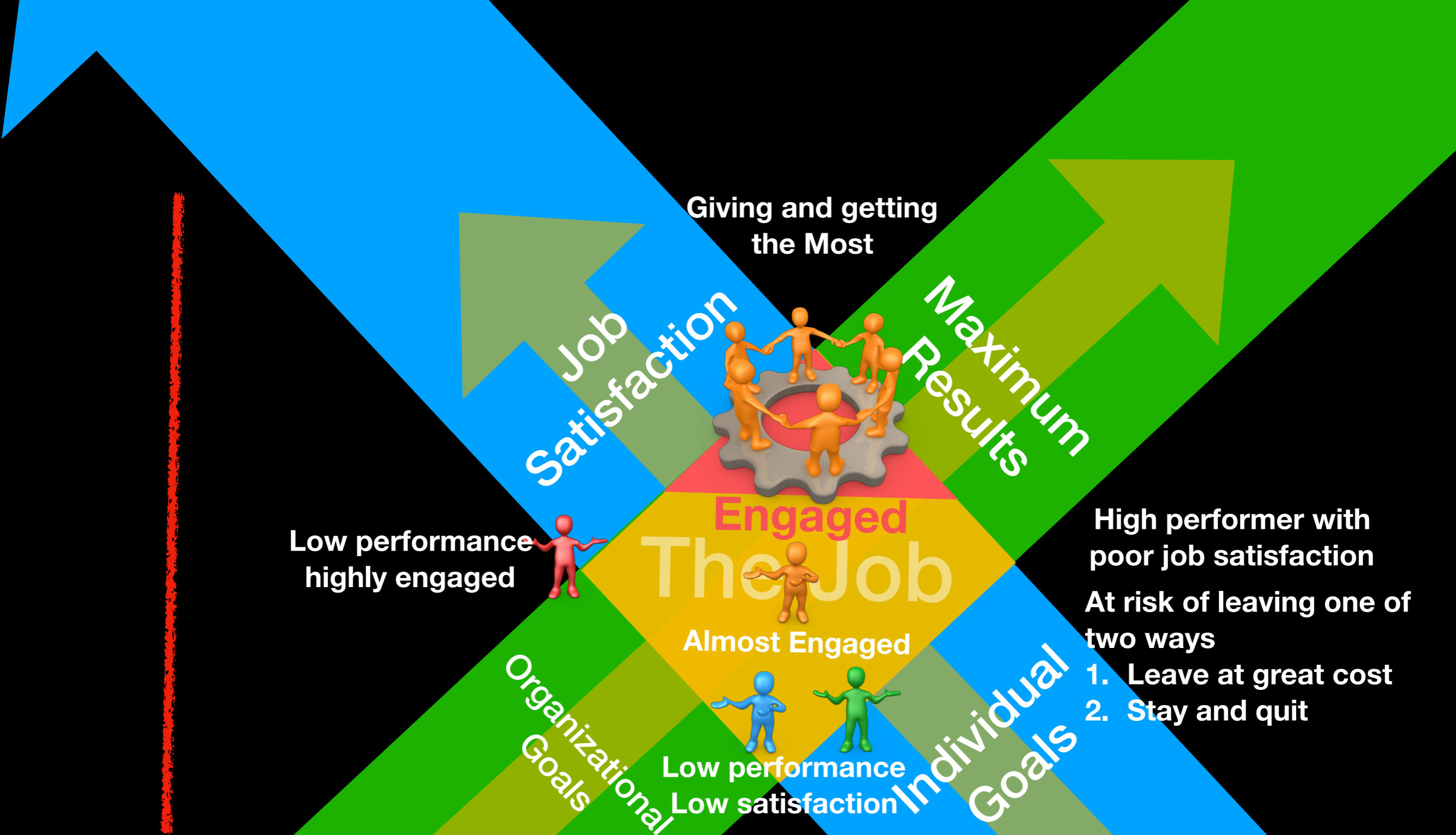
1. maybe in the wrong role,
2. happy to perform at a lower level
3. new employees

High performer with poor job satisfaction  
 They are giving to the organization but don't feel they are receiving what they desire in return

Low performance  
 Low satisfaction







Job Satisfaction

Maximum Results

The Job

Organizational Goals

Individual Goals



Job Satisfaction

Maximum Results

The Job

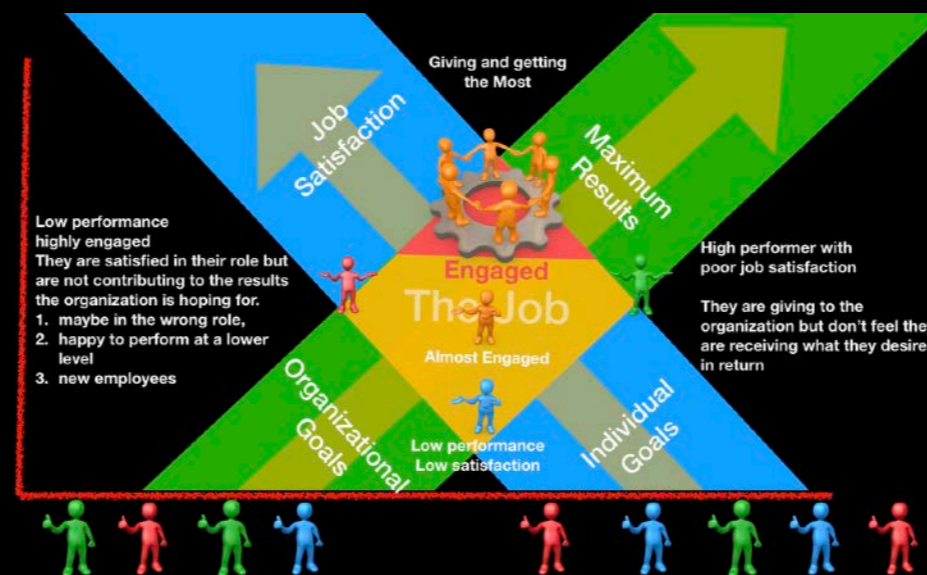
Organizational Goals

Individual Goals



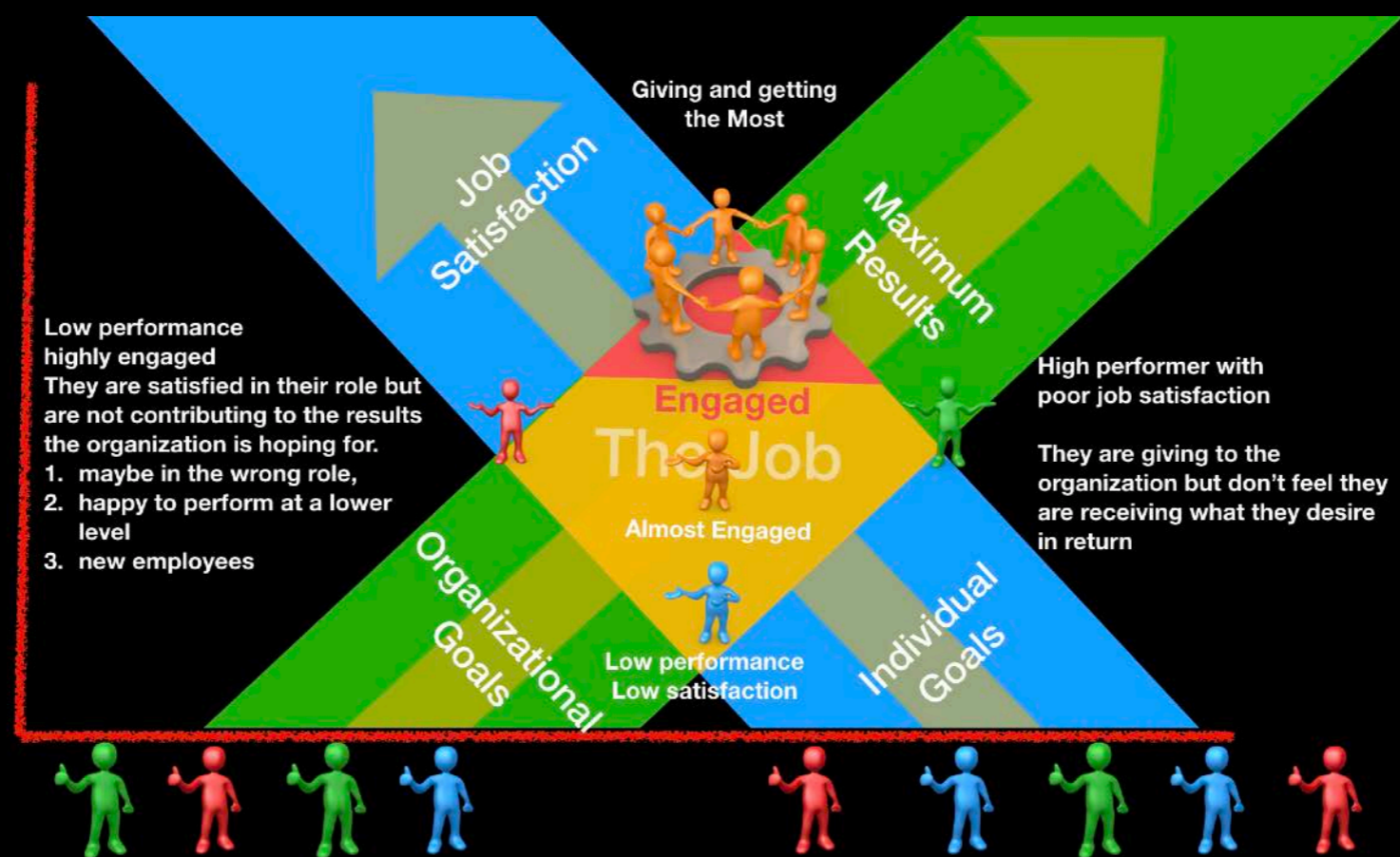


# So if I leave what does it cost you?



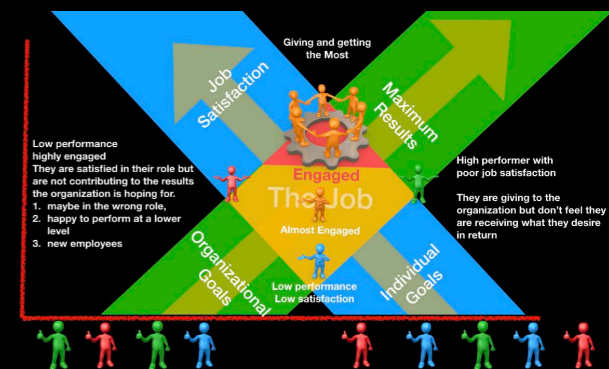
# Making it work.

Applying it to the real world



- ★ Values
- ★ Interest
- ★ Career goals
- ★ Work/life balance

A team sport played at an individual level



Giving and getting  
the Most

Job  
Satisfaction

Maximum  
Results

Low performance  
highly engaged  
They are satisfied in their  
role but are not contributing  
to the results the  
organization is hoping for.  
1. maybe in the wrong role,  
2. happy to perform at a  
lower level  
3. new employees

High performer with  
poor job satisfaction

They are giving to the  
organization but don't  
feel they are receiving  
what they desire in  
return

Engaged  
The Job

Almost Engaged

Organizational  
Goals

Individual  
Goals

Low performance  
Low satisfaction



**Giving and getting  
the Most**

**Job  
Satisfaction**

**Maximum  
Results**



**Engaged**

**The Job**

**Almost Engaged**



**Low performance  
Low satisfaction**

**Individual  
Goals**

**Organizational  
Goals**

**Low performance  
highly engaged**  
They are satisfied in their role but are  
not contributing to the results the  
organization is hoping for.  
1. maybe in the wrong role,

**High performer with  
poor job satisfaction**  
They are giving to the  
organization but don't



**Giving and getting  
the Most**

**Job  
Satisfaction**

**Maximum  
Results**

## **Who am I in your organization**

- 1. What is my Name?**
- 2. Why do you think I am not satisfied  
with my job?**
- 3. What can you do to help?**

**High performer with  
poor job satisfaction**

**They are giving to  
the organization but**

**Organizational  
Goals**

**Individual  
Goals**



Giving and getting the Most

Job Satisfaction

Maximum Results



Engaged

The Job

Low performance highly engaged  
They are satisfied in their role but are not contributing to the results the organization is hoping for.  
1. maybe in the wrong role,



High performer with poor job satisfaction



They are giving to the organization but don't

Almost Engaged



Low performance  
Low satisfaction

Organizational Goals

Individual Goals

**Giving and getting  
the Most**

**Job  
Satisfaction**

**Maximum  
Results**

## **Who am I in your organization?**

- 1. Why am I performing below your expectation?**
- 2. Do you have me in the right role?**
- 3. Do I need some additional training or onboarding?**

**Low performance  
highly engaged  
They are satisfied in  
their role but are not  
contributing to the  
results the  
organization is  
hoping for.**

- 1. maybe in the  
wrong role,**
- 2. happy to perform  
at a lower level**

**Organizational  
Goals**

**Individual  
Goals**

Giving and getting  
the Most

Job  
Satisfaction

Maximum  
Results



Engaged

The Job

Low performance  
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They are satisfied in their role but are  
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High performer with  
poor job satisfaction

They are giving to the  
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Almost Engaged



Low performance  
Low satisfaction

Organizational  
Goals

Individual  
Goals

**Giving and getting  
the Most**

**Job  
Satisfaction**

**Maximum  
Results**

## **Who am I in your organization?**

- 1. Why am I not performing at my full potential?**
- 2. Am I at risk of leaving?**
- 3. Do you know what my strengths are?**

**Organizational  
Goals**

**Individual  
Goals**



Giving and getting the Most

Job Satisfaction

Maximum Results



Engaged

The Job

Low performance highly engaged  
They are satisfied in their role but are not contributing to the results the organization is hoping for.

High performer with poor job satisfaction  
They are giving to the organization but don't

1. maybe in the wrong role,

Almost Engaged



Individual Goals

Low performance  
Low satisfaction



Organizational Goals

Giving and getting  
the Most

Job  
Satisfaction

Maximum  
Results

## Who am I in your organization?

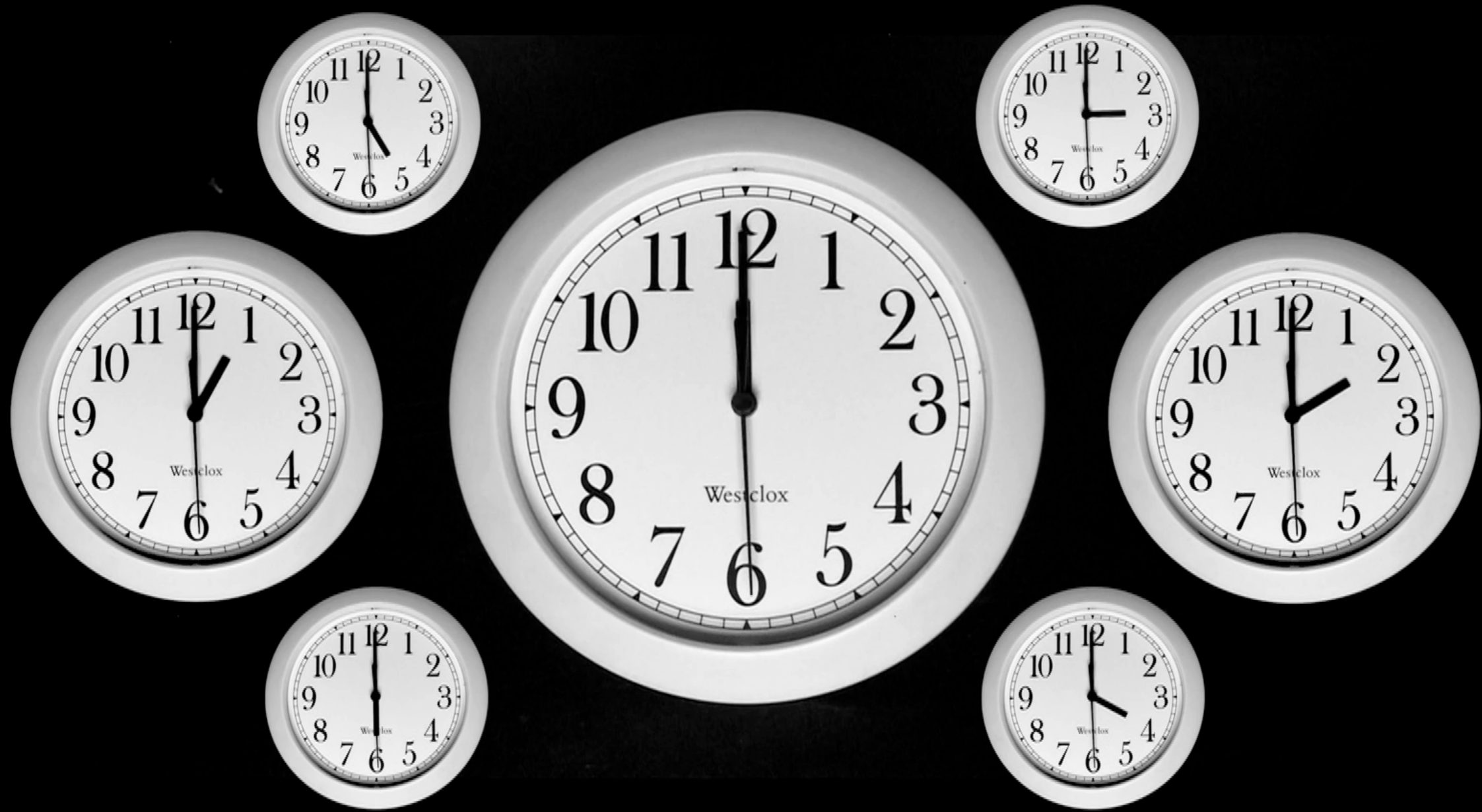
1. Why am I still here?
2. What can you do to engage me?
3. Am I impacting your results?



Low performance  
Low satisfaction

Organizational  
Goals

Individual  
Goals



**Trends that will impact you**



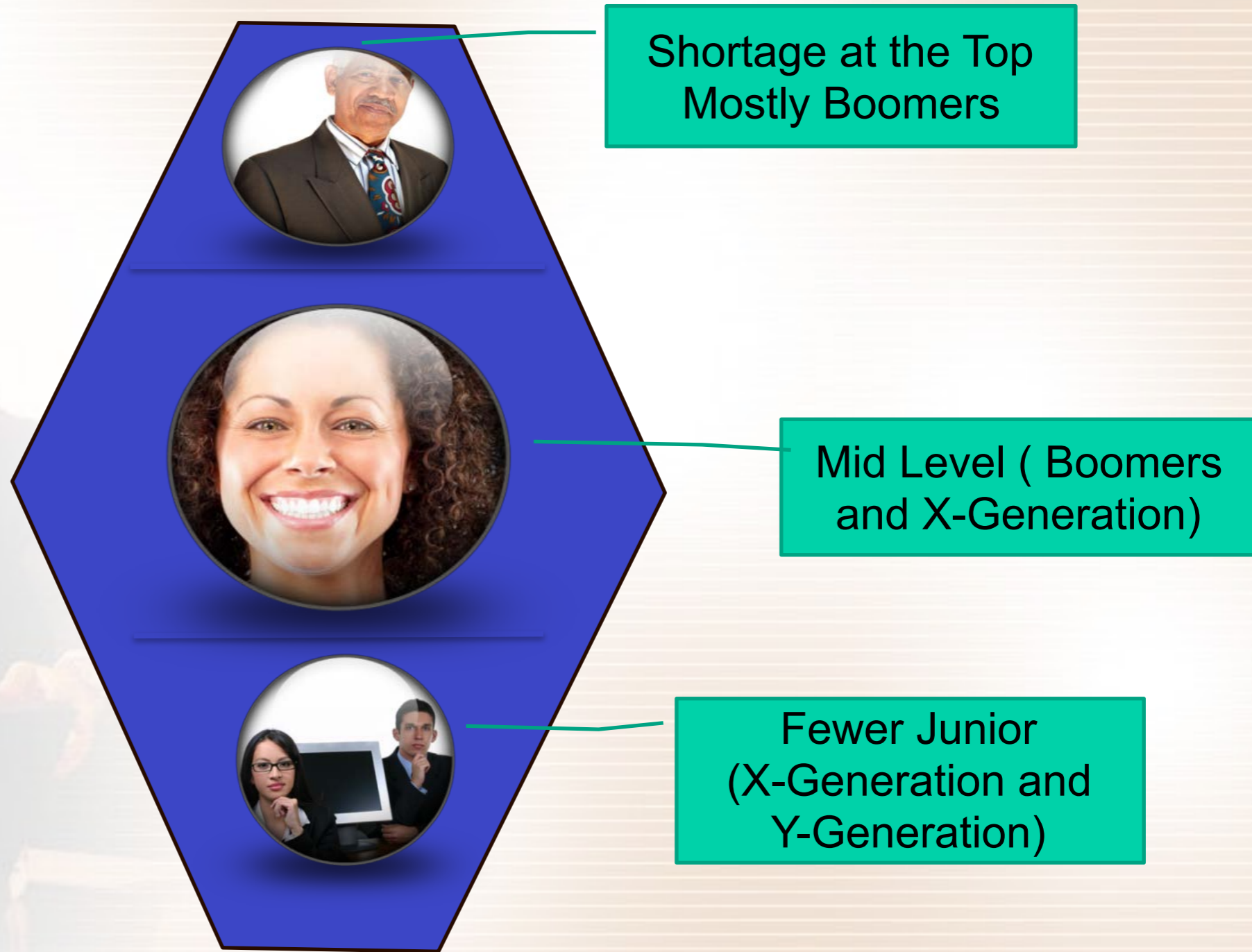


**The aging population**

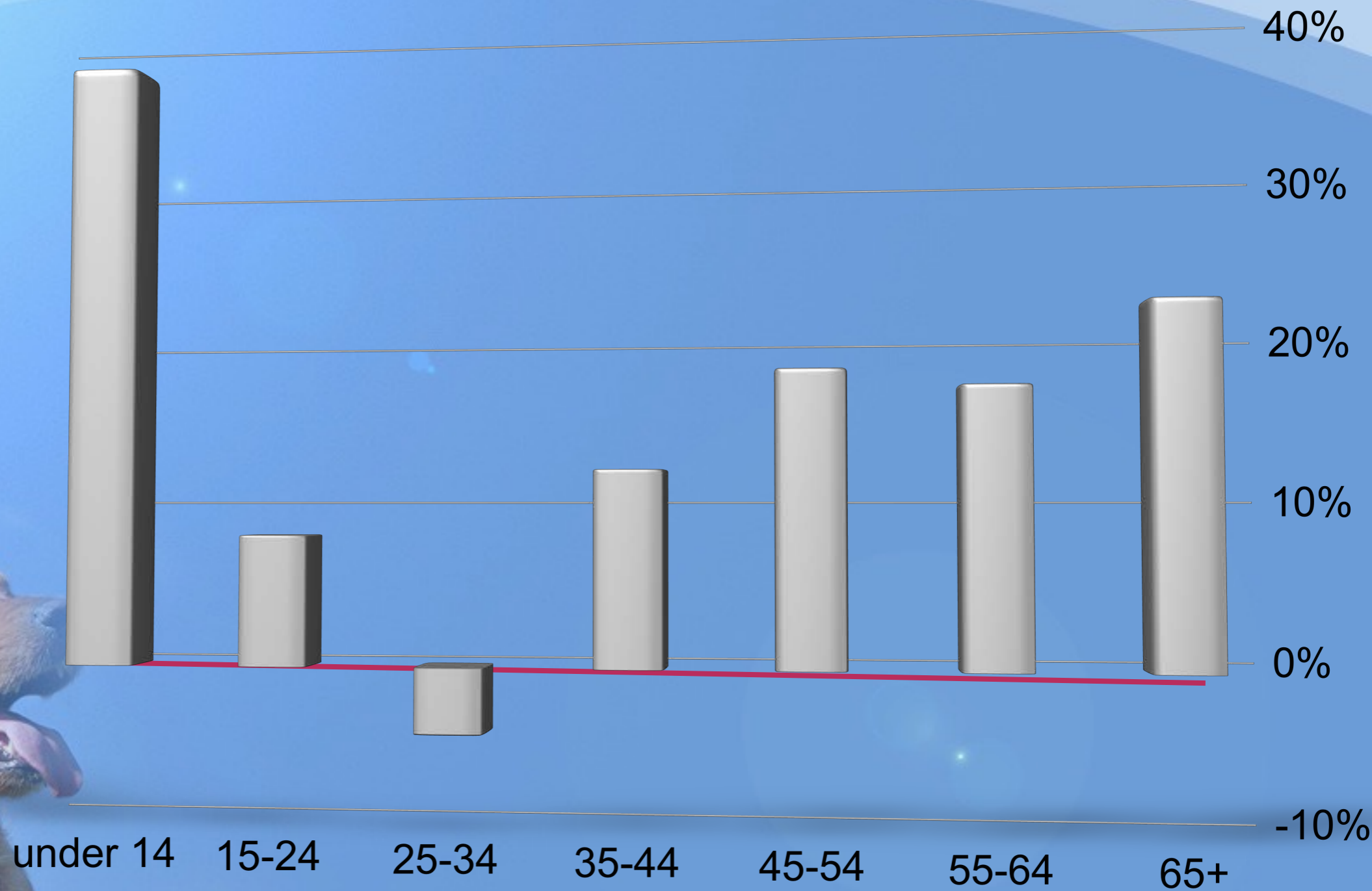
# Past 20 years



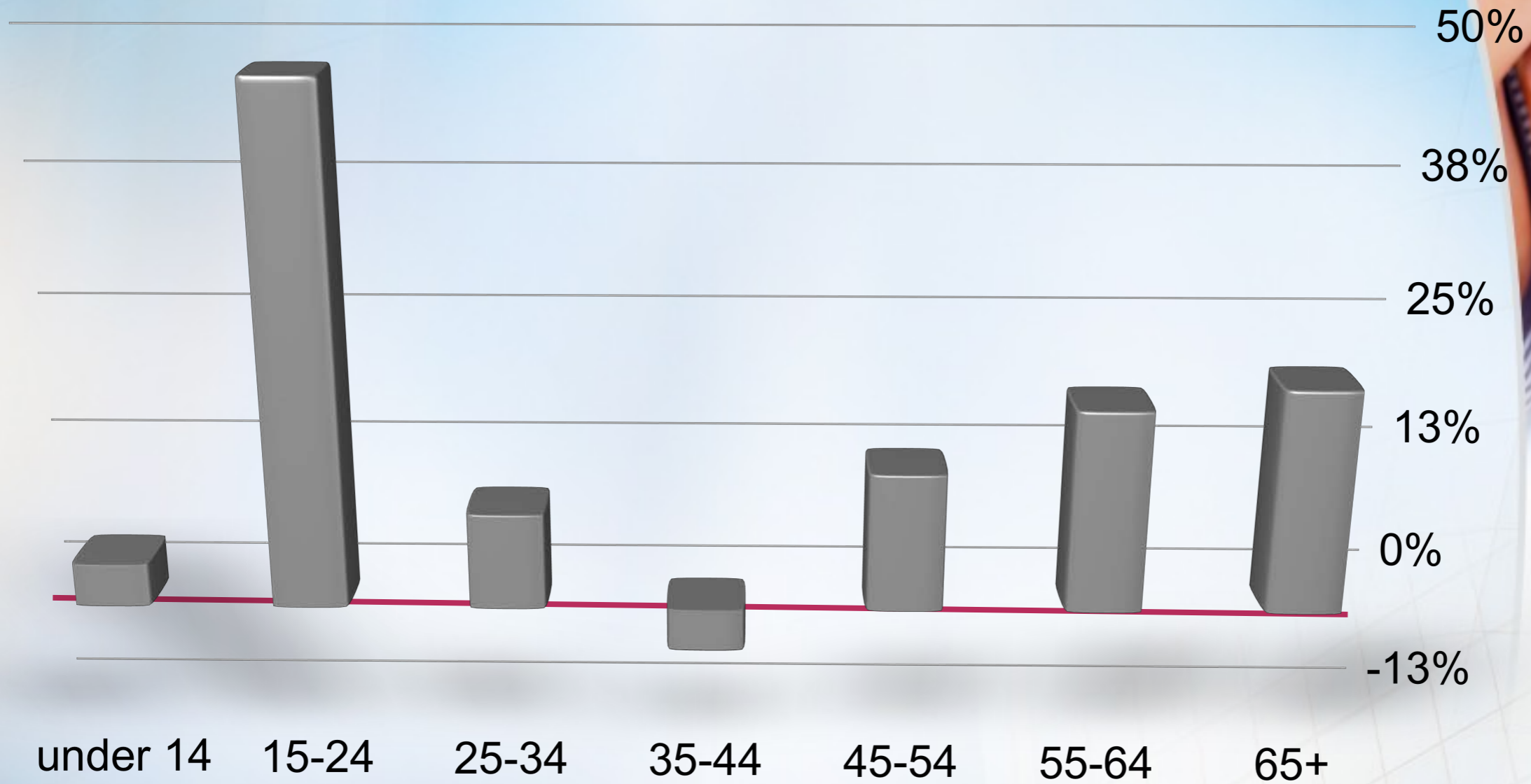
# Next 20 years



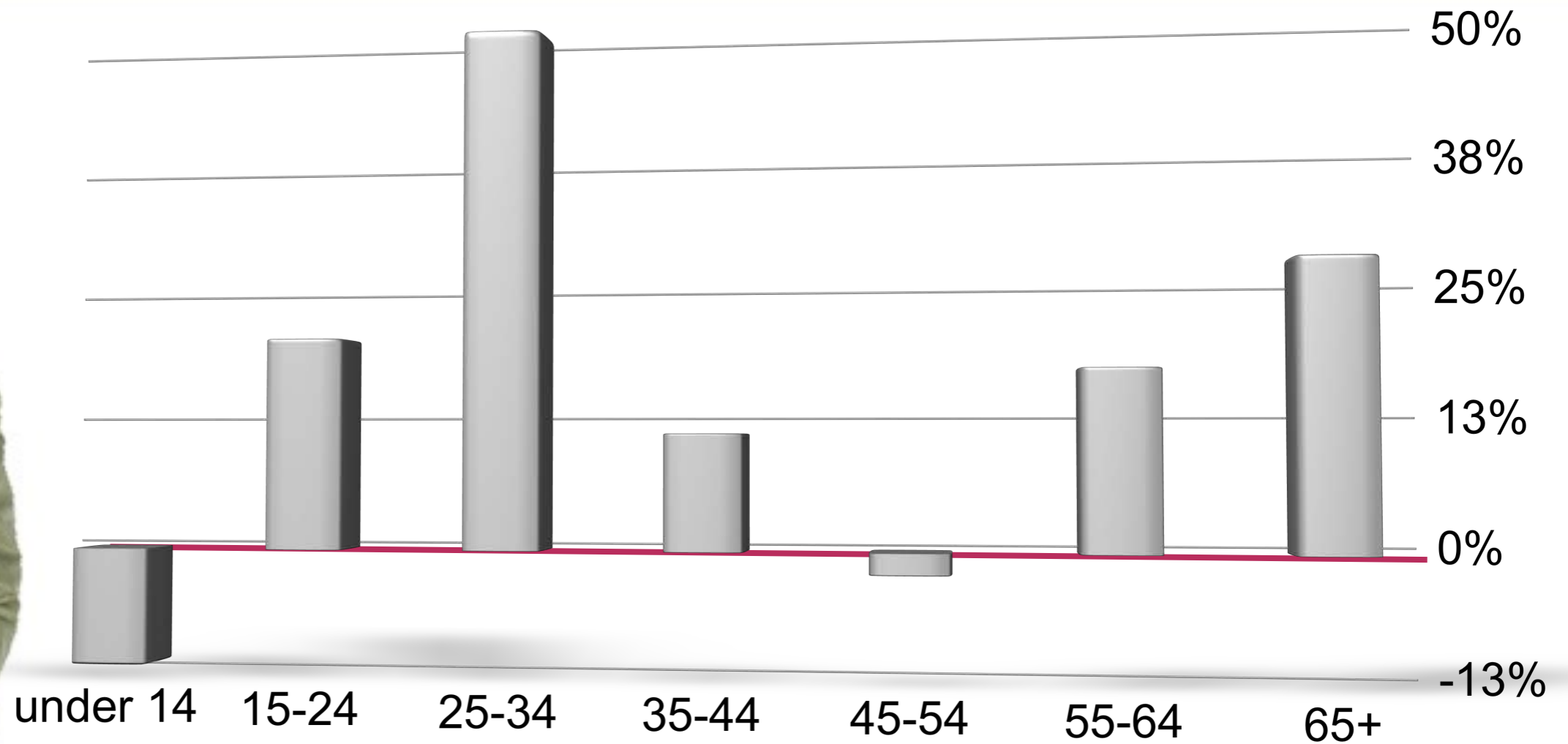
# Population Growth 1950-1960



# Population Growth 1960-1970

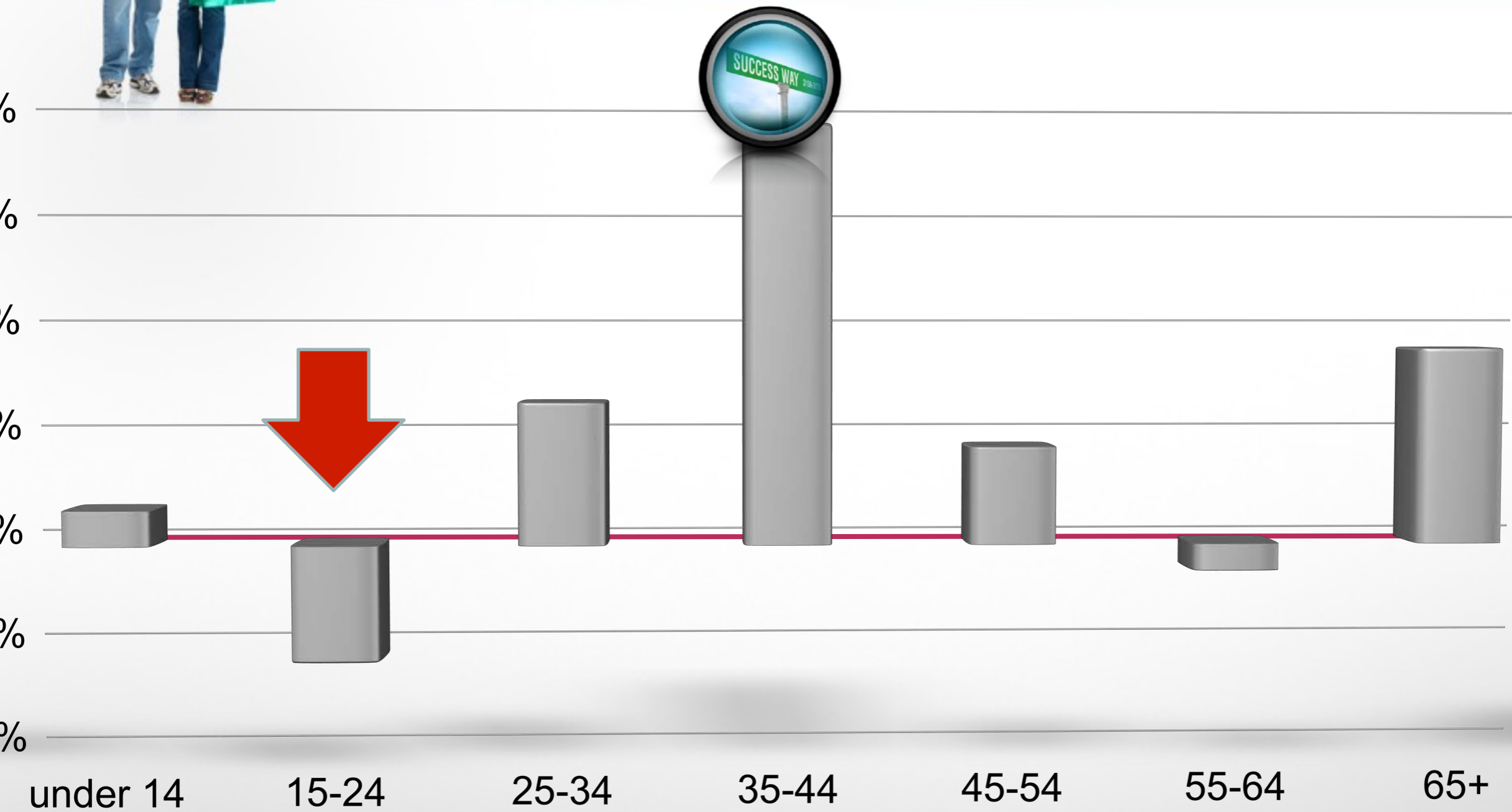


# Population Growth 1970-1980



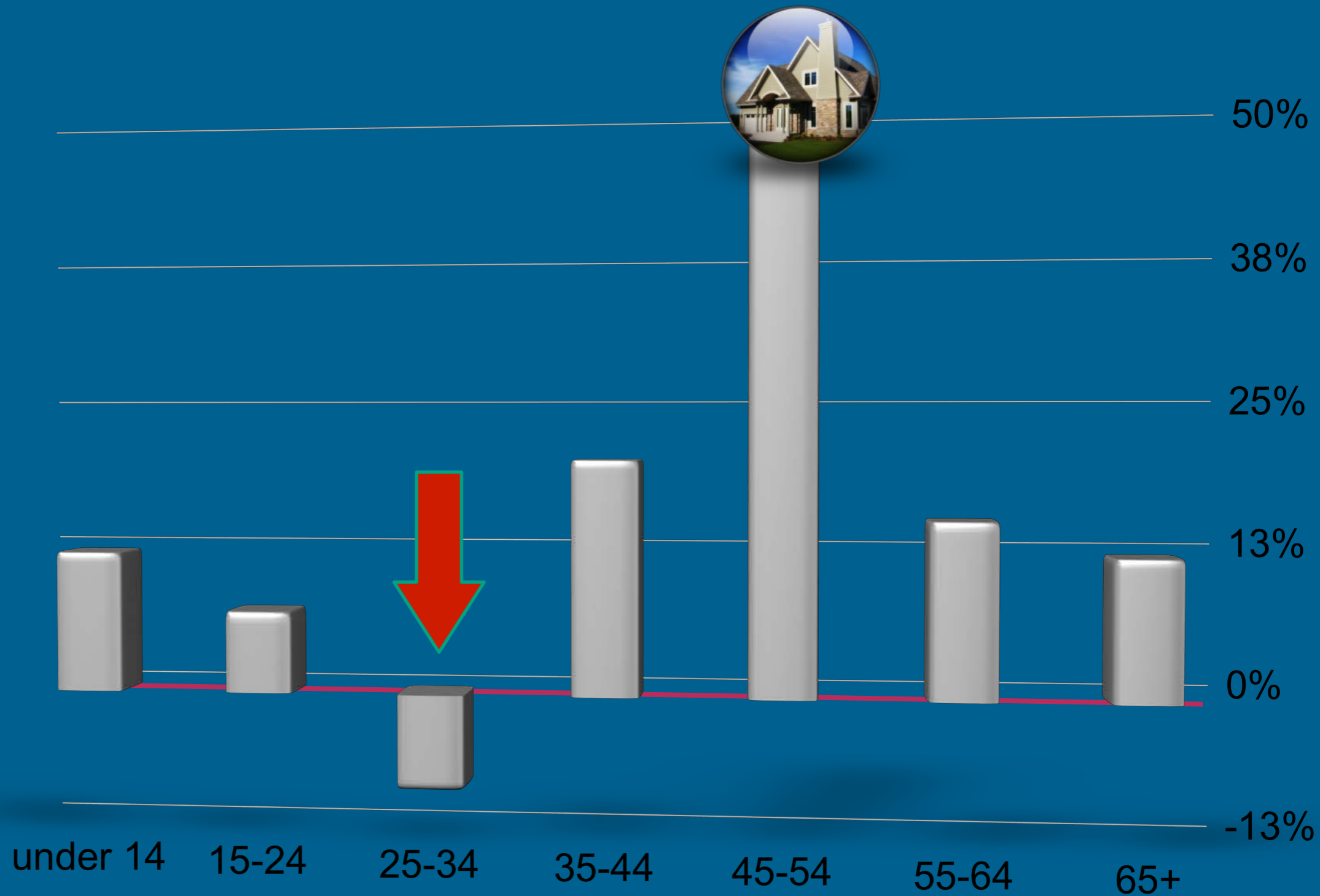


# Population Growth 1980-1990



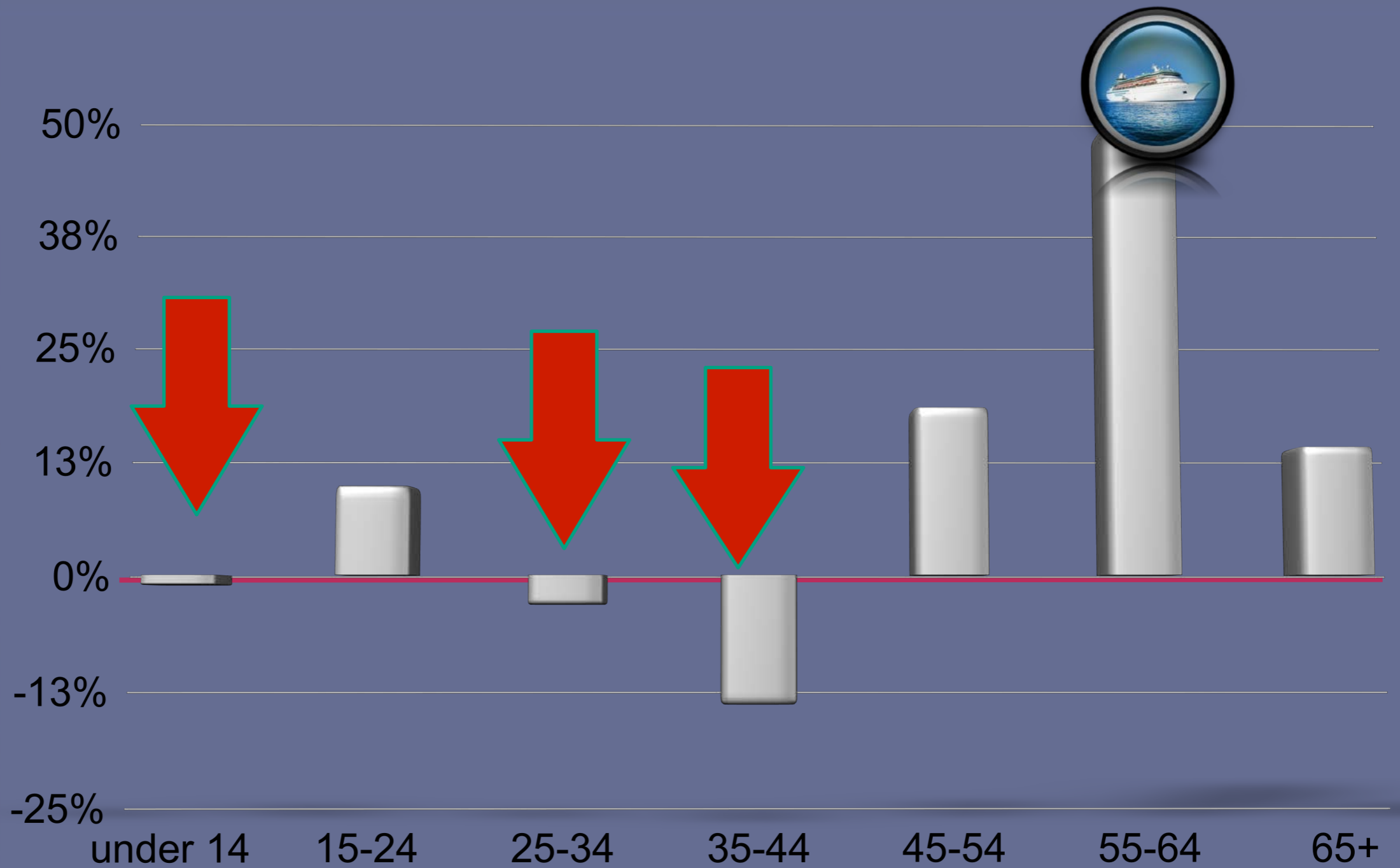


# Population Growth 1990-2000

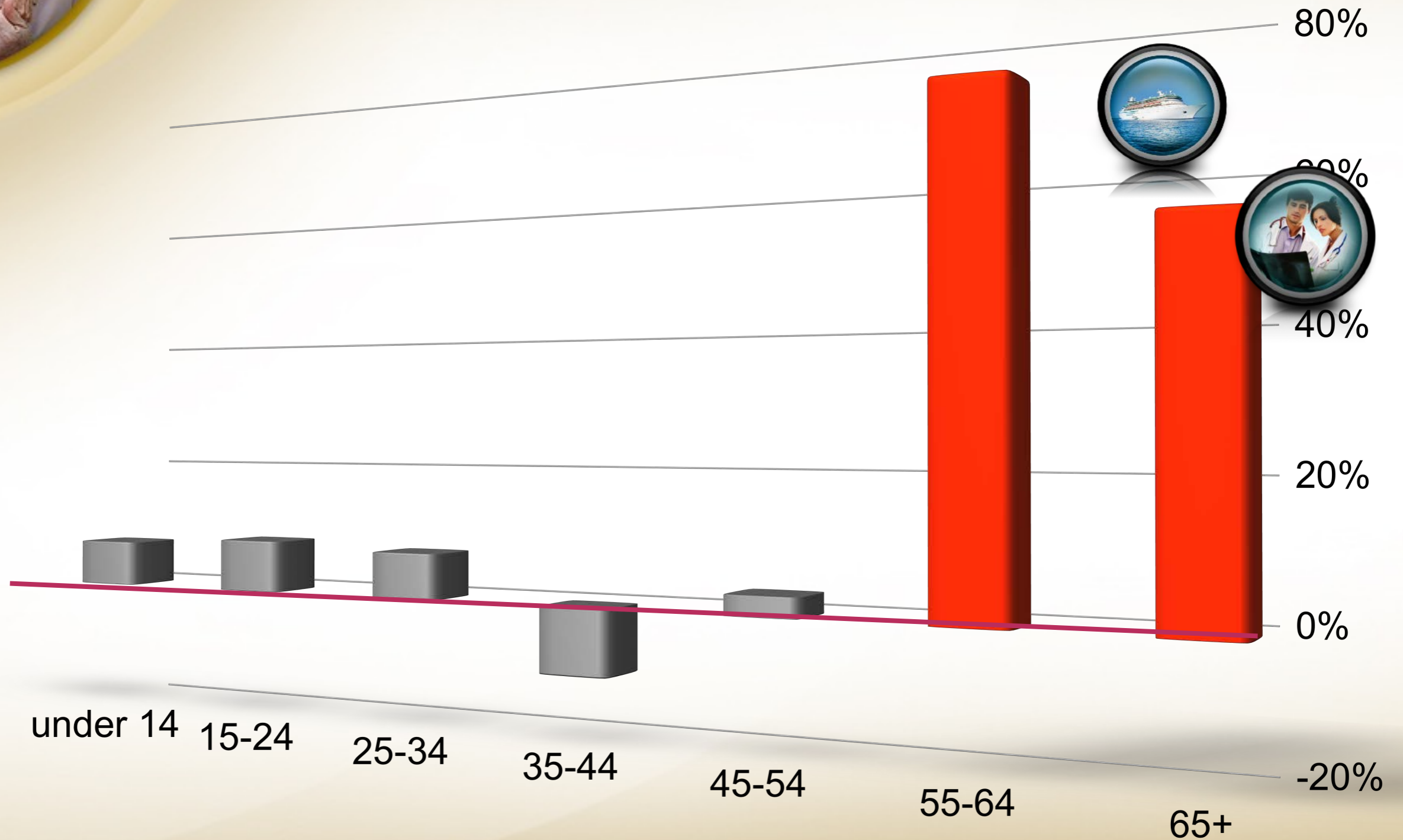




# Population Growth 2000-2010



# Population Growth 2000-2020





**Competition in the future**

# The War For Talent

- Jobless rate nearing 4% in the US and 5% in Canada
- Attracting talent will become every organizations main concern
- 15% of engaged employees would consider leaving their employer
- Up to 85% of unengaged employees would leave their employer
- Engaged employee's recommend their place of employment as a place to work and do business.



**Opportunities**



**What are you waiting for?**

---

*LEADERSHIP*

*IN TODAY'S WORKPLACE*

---

**9 Drivers of to transform your place of work**

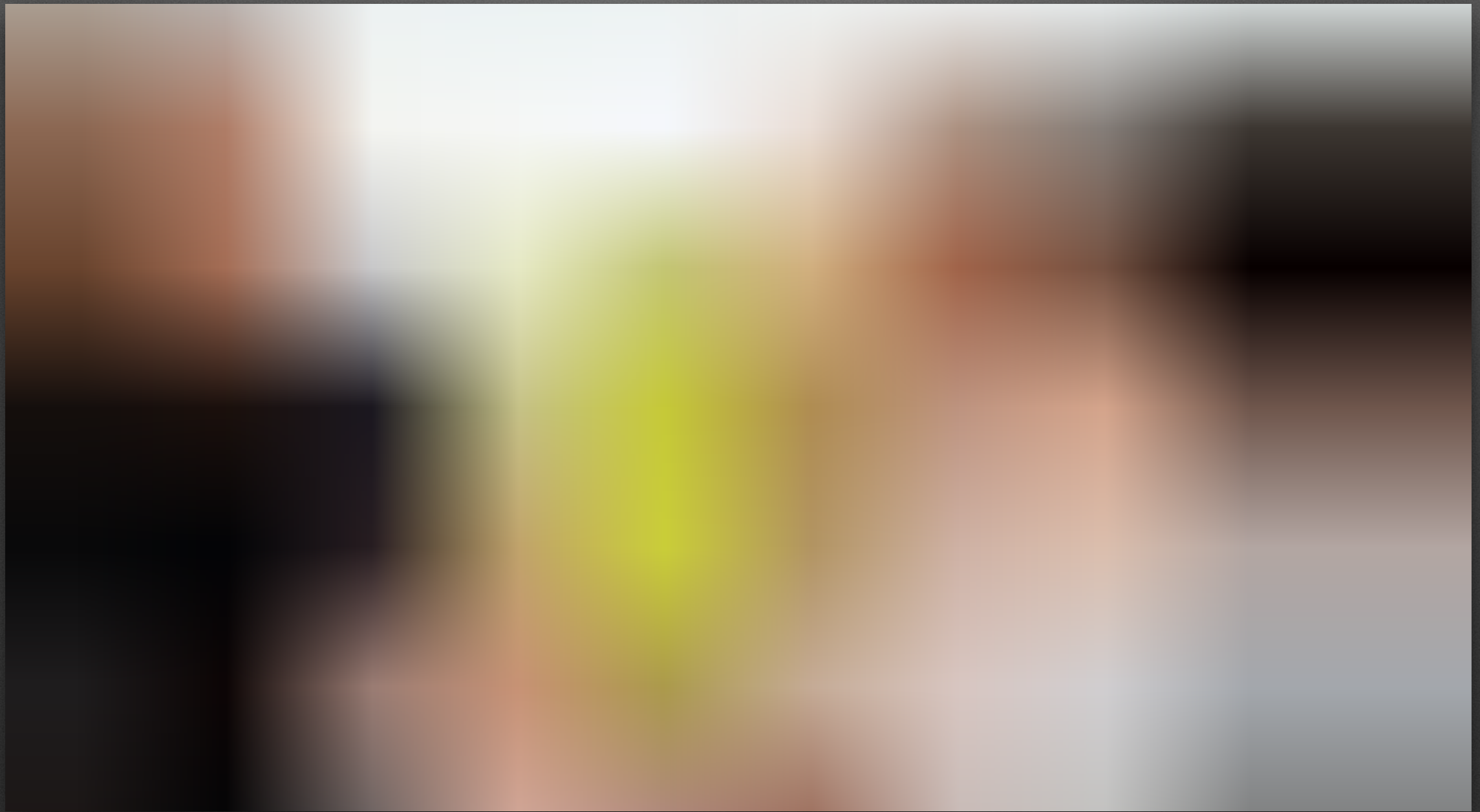


**Trust In Leadership**





**Relationship with management**



**Relationship with fellow employees**



**Career satisfaction and enjoyment.**



**Connection to vision or clarity of purpose.**



Connection to vision  
or clarity of purpose.

## Four key questions

- What are we trying to achieve? **Goals**
- How are we going to achieve it? **Plans**
- How can I contribute? **Responsibilities**
- What's in it for me? **Rewards**

To Engage is to align individual strengths with the goals of the organization

**Connection to vision  
or clarity of purpose.**



**Explain the direction of your organization**

– A Harris Poll

- 15% of workers could identify the organization's most important goals
- 51% of workers did not understand their role in achieving the company's goals.
- 49% of their time was spent on the organization's most important goals



Connection to vision  
or clarity of purpose.

## Quiz

How do you answer the following four questions?

### Four key questions

- What are we trying to achieve? **Goals**
- How are we going to achieve it? **Plans**
- How can I contribute? **Responsibilities**
- What's in it for me? **Rewards**



**Pride in organization.**





**Development opportunities.**



**Leverage your strengths.**



**Discretionary effort.**

# Three key questions...





**Why is this job important to me?**





**Who am I going to be working with?**





**What am I going to be doing?**





**Why is this job important to me?  
(This is why we join.)**







**Who am I going to be working with?  
(This is why we stay.)**





**What am I going to be doing?  
(This is why we leave.)**



# Three keys to better leadership



Know them



Grow them



Inspire them



**Get to know them**



**Gender**



# Culture



**Age**

# What Generation are you?

- Mature Generation(1909-1945)
- Baby Boomers (1946 – 1964)
- Generation X (1965-1979)
- Generation Y (1980-1999)
- Generation Z ( Born After 2000)





# Mature Generation (1909-1945)

- **Thoughts about them**
  - Duty
  - Sacrifice
- **Major Events**
  - The Great Depression
  - WW II
- **Key influencers**
  - John Diefenbaker
  - Winston Churchill
  - Lester B. Pearson



## **Mature Generation (1909-1945)**

- Loyal
- Strong interpersonal skills
- Like flexitime
- Promotions from tenure, ethical
- Occupy many board positions on federal and provincial lobby groups

# Baby Boomers (1946 – 1964)



- **Thoughts about them**

- Individuality, “Me” Generation

- **Major Events**

- Vietnam War
- 67 Centennial Year
- The Cold War

- **Key influencers**

- Bill Gates
- Pierre Trudeau
- Brian Mulroney
- Oprah Winfrey

# Baby Boomers (1946 – 1964)



## At work

- Evaluate themselves and others based on their work ethic
- Hours worked more important than productivity
- Believe teamwork is critical to success
- Believe relationship building is very important
- Expect loyalty from those they work with

# Generation X (1965-1979)

- **Thoughts about them**

- Skeptical
- Reluctant
- Self Sufficient
- Loyal employees

- **Major Events**

- Fall of the Berlin Wall
- The Gulf War
- The PC boom

- **Key influencers**

- David Beckham
- MTV
- The cast of *Friends*



# Generation X (1965-1979)

## **At work**

- Shun do-or-die Boomer work ethic
- Want open communication regardless of position, title or tenure
- Respect production over tenure
- Value control of their time
- Look for a person (not a company) in whom they can invest loyalty
- Rely on peer-to-peer referrals more than any other generation



# Generation Y (1980-1999)

- **Thoughts about them**

- Coddled
- Idealistic
- Most managed generation ever

- **Major Events**

- 9/11 Terrorist Attack
- Cell phone revolution
- Internet boom

- **Key influencers**

- Justin Timberlake
- Paris Hilton
- TMZ



# Generation Y (1980-1999)

## At work

- Search for the individual who will help them achieve their goals
- Want open, constant communication
- Want positive reinforcement from their boss
- Find working with someone of the Mature generation easy to do
- Search for a job that provides great, personal fulfillment
- Are searching for ways to shed the stress in their lives





**Boomers**

# X&Y-Generation

# Generation Z/Boomlets

## Born after 2000

- The number of births in 2006 far outnumbered the start of the baby boom generation, and they will easily be a larger generation.
- They are Savvy consumers and they know what they want and how to get it.
- Have Eco-fatigue: tired of hearing about the environment and the many ways we have to save it.
- Raised by institutions and electronics
  - Smart phones
  - In car entertainment
  - Video Games



Motivated by  
Pleasure



# Z-Generation

# Generation comparisons

## Matures and Boomer

- 1 Much more influenced by the Great Depression
- 2 Links happiness to outcome
- 3 Motivated by fear
- 4 Technology resistant



## Generation X, Y and Z

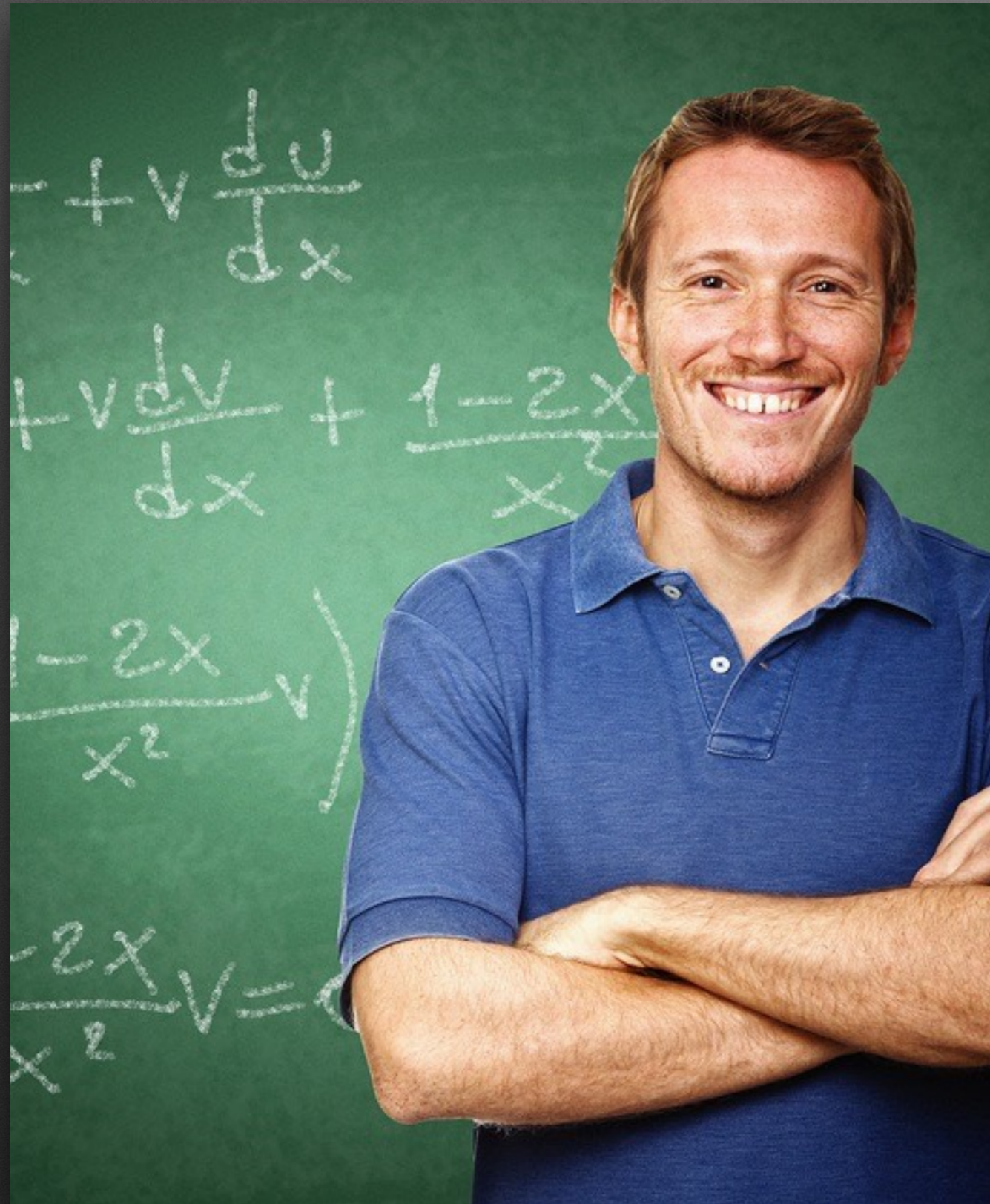
- 1 Do not have a memory of true lack
- 2 More concerned with happiness today
- 3 Motivated by pleasure
- 4 Technology savvy





**Grow Them**

Find out what is unique about someone...  
and capitalize on it.





**Building on Your Strengths**  
*Your strengths (engagement)*



# Meet Jayson





**What are  
strengths?**

# Why leverage strengths

- Increase engagement
- Increase productivity
- Increase job satisfaction
- Reduces stress





# Strength Tester (page 24)

## 15 minutes

**Strength Discovery Tool**  
On a scale of 1-5 1-Strongly disagree 5-Strongly agree  
Write down your answers to the following

Category	Item	1	2	3	4	5
=SUCCESS	1. This feels like it is my purpose.					
	2. Success comes easy to me when I do this activity.					
	3. I often receive recognition for this activity.					
=TRAINING	4. I enjoy reading about this activity.					
	5. I have formal training in this activity.					
	6. I have sufficient knowledge and skills for this activity.					
=RESULTS	7. This activity often produces strong outcomes.					
	8. I have fond memories of this activity.					
	9. I am often praised for this activity.					
=OFTEN	10. The more I do this activity the happier I would be.					
	11. I can't get enough of this activity.					
	12. If I don't do this activity I miss it.					
=NATURAL	13. These activities come naturally to me.					
	14. I learn these activities with ease.					
	15. I have always enjoyed these types of activities.					
=GROWTH	16. I enjoy learning new techniques for this activity.					
	17. I often think about ways to improve this skill.					
	18. I learn these activities quickly.					

Total your score from the above exercise \_\_\_\_\_

79-90-This is a strength. It is something you should leverage.  
68-78-You are well on your way to this being a strength. You should continue to work on this activity.  
55-67-You are capable in this activity but it lacks the emotions needed to be a true strength.  
Below 55- This activity is not a strength.

### S Success

- This feels like it is my purpose.
- Success comes easy to me when I do this activity.
- I often receive recognition for this.

### T Training

- I enjoy reading about this activity.
- I have formal training in this activity.
- I have sufficient knowledge and skills for this activity.

### R Results

- This activity often produces strong outcomes.
- I have fond memories of this activity.
- I am often praised for this activity.

### O Often

- The more I do this activity the happier I am.
- I can't get enough of this activity.
- If I don't do this activity, I miss it.

### N Natural

- These activities come naturally to me.
- I learn these activities with ease.
- I have always enjoyed these types of activities.

### G Growth

- I enjoy learning new techniques for this activity.
- I often think about ways to improve this skill.
- I learn these activities quickly.

*Once you have identified an activity as a strength, list it on an empowerment card.*

I feel empowered when.....

I feel empowered when.....



# GUTS

**Leverage your  
strengths**



# GUTS



- **Goal** is to use this strength more at work.

- Try to increase the amount of time you use this strength at work.
- Create goals around leveraging your strengths.



# GUTS



- **Use** this strength in your current role.
  - Where can you volunteer this strength at work?
  - Be sure to schedule time each week to work on your strengths.
  - Try to put yourself in situations where you can leverage your strengths.

# GUTS



- **Tools** needed to use this goal.
  - Is there any specific training you can receive to enhance these strengths?
  - Find people who use these strengths and model yourself after them.
  - Create an action plan to become an expert in your area of strengths.

# GUTS



- **Share** your strengths with people around you.

–Embrace this philosophy “Each day you learn something; each day you teach something.”

# Weakness Tester (page 29)

## 15 minutes

**Weakness Tester**  
On a scale of 1-5 1= Strongly disagree 5=Strongly agree  
Write down your answers to the following.

<b>W</b>	1. I feel drained after I complete this task.	
<b>E</b>	2. The thought of having to complete this task brings me down.	
<b>A</b>	3. I lack some skills in this task.	1 2 3 4 5
<b>K</b>	4. Time seems like an hour	1 2 3 4 5
	5. I find myself continually watching the clock.	1 2 3 4 5
	6. I find myself putting off this task.	1 2 3 4 5
	7. My demeanour is always worst when I am doing this activity.	1 2 3 4 5
	8. I have bad memories of this activity.	1 2 3 4 5
	9. I am rarely praised for this activity.	1 2 3 4 5
	10. The more I do this activity, the worse I feel.	1 2 3 4 5
	11. Doing this activity affects my personal life.	1 2 3 4 5
	12. If I don't do this activity again, I would not miss it.	1 2 3 4 5

Total your score from the above exercise \_\_\_\_\_

53-60= This is a weakness, it is something you should try to avoid doing strength.  
46-52= This activity makes you weak. You should try and team up with someone who sees it as their strength.  
37-45= This activity may not be a weakness and with the proper tools and knowledge could become a strength.  
Below 37 this activity is not a weakness

### W Weak

- I feel drained after I complete this task.
- The thought of having to complete this task brings me down.
- I lack some skills in this task.

### E Every minute seems like an hour

- Time drags on when I do this task.
- I find myself continually watching the clock.
- I find myself putting off this task.

### A Always feel worse after completing the task

- My demeanour is always worst when I am doing this activity.
- I have bad memories of this activity.
- I am rarely praised for this activity.

### K Kills the mood

- The more I do this activity, the worse I feel.
- Doing this activity affects my personal life.
- If I don't do this activity again, I won't miss it.

*List your weaknesses on the disempowerment card.*

Two overlapping 'disempowerment cards' with red circular prompts and lined writing areas. The cards are white with a grey border and are tilted at an angle. Each card features a red circle with the text 'I feel disempowered when.....' and a series of horizontal lines for writing. The top card is partially obscured by the bottom card.



**Reducing your weaknesses**  
***Your Weakness ( dis-engagement)***



# SWITCH

PAGE 31

**S** Stop doing the weakness.

*After you have identified things that are making you weak, if at all possible, stop doing them. You will discover some of your weakening tasks have been created from habitual thoughts and not a necessary part of your daily activity.*



# SWITCH

**W** Withdraw from volunteering to do things that weaken you.

*Withdraw from volunteering your services if the activities are disempowering. As much as you may feel obligated to contribute, if the task you accept disempowers you, then you are of no real benefit to the group. If this feeling spills over to other tasks, it will influence your performance in many areas.*





# SWITCH

**■ Initiate more things that strengthen you.**

*The most effective way to squeeze weakening activities out of your day is to replace them with strengths. By doing this, you will reduce the amount of disempowering activities you do and replace them with empowering activities. This will increase your performance, energy and overall contribution.*



# SWITCH

**T** Team up or outsource activities that weaken you.

*If at all possible, team up with people who may have your weaknesses as strengths. We often think that because we don't like a particular task that everyone feels the same way about it. You may not realize that doing a task you see as a weakness can be depriving someone of doing a task that they see as a strength.*



# SWITCH

**C** **Change the way you do weak activities.**

*You may find changing the way you tackle weaknesses can make it a more pleasant activity. Doing them first thing in the morning and saving your strengths for the balance of the day can give you a sense of accomplishment and end the day on a positive note.*



# SWITCH

**H** Help others by volunteering your strengths.

*Helping others by volunteering your strengths may show people around you what your real value is. In addition, this will often lead them to help you complete tasks that you may not enjoy doing, giving you more time for your strengths.*



# Group Activity

ways to leverage strengths and reduce weaknesses Page 36-37....**45 minutes**

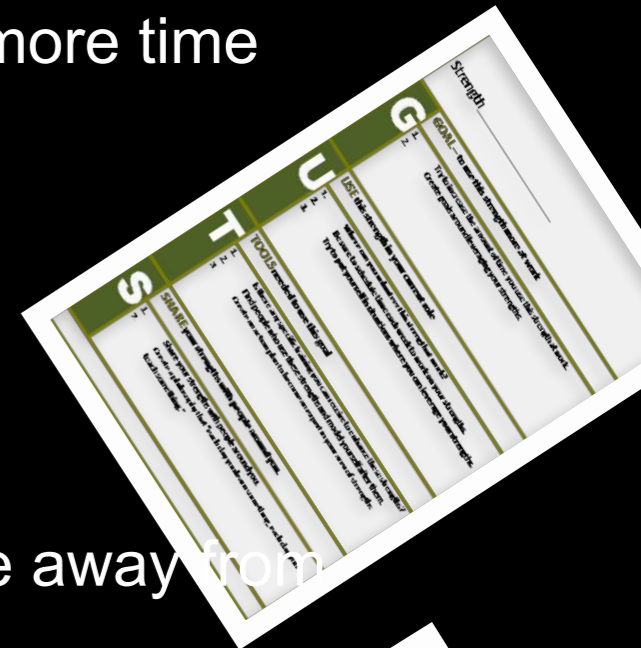
Break into groups of five people

- A. Identify three strengths in the group.  
A. Using the GUTS formula how will you spend more time doing things that make you strong.

**GUTS**

- B. Identify three weaknesses in the group.  
A. Using the SWITCH formula how will you move away from things that weaken you.

**SWITCH**



S	T	U	G
1. Identify three strengths in your group.	2. Use the GUTS formula to identify how you will spend more time doing things that make you strong.	3. Use the GUTS formula to identify how you will spend more time doing things that make you strong.	4. Use the GUTS formula to identify how you will spend more time doing things that make you strong.



S	W	I	T	C	H
1. Identify three weaknesses in your group.	2. Use the SWITCH formula to identify how you will move away from things that weaken you.	3. Use the SWITCH formula to identify how you will move away from things that weaken you.	4. Use the SWITCH formula to identify how you will move away from things that weaken you.	5. Use the SWITCH formula to identify how you will move away from things that weaken you.	6. Use the SWITCH formula to identify how you will move away from things that weaken you.



What can managers do to make it a better place to work?

# Prepare the group for your message



- Explain the new direction and changes.
- Thank them for their contribution to reach the current level of success.
- Get input from your supporters (Staff involvement is critical).
- Answer any questions and concerns.

# Start recruiting new engaged members.



Increase engagement by targeting the disengaged group, not the actively disengaged group.



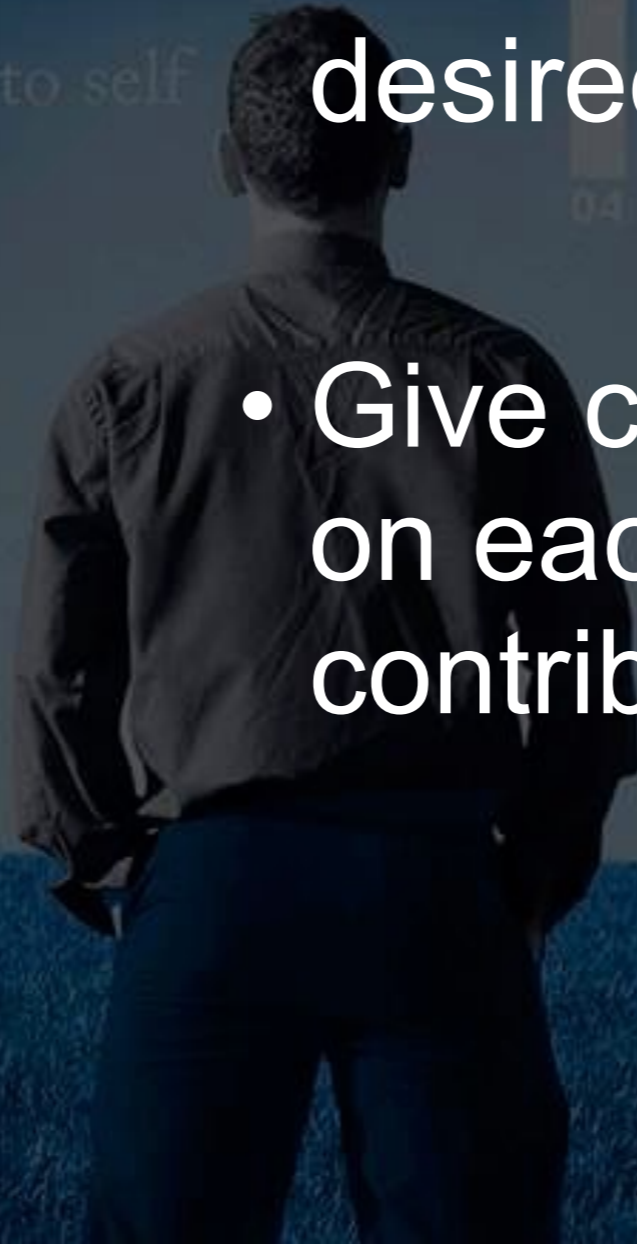
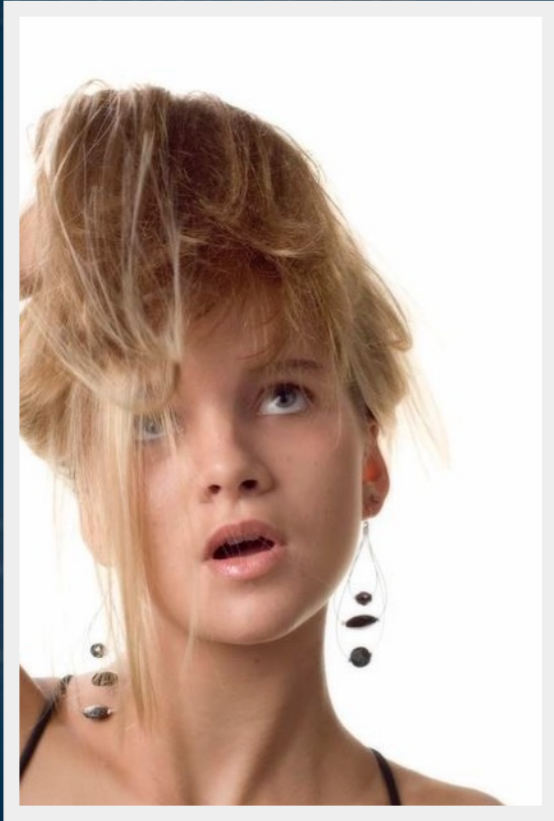
Recruit support from the engaged workforce.

(Beware the actively disengaged groups are also recruiting from the same group of employees ).



# Let members know how they contribute.

- Align your team's individual strengths with desired outcome.
- Give constant feedback on each team member's contribution.





global solutions

note to self

new strategies

04 05 06 07

tax

business plan

insurance

# Questions & Answers



Thank You

