
Achieve World-Class Worker Engagement

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Overview

Key learning objectives:

1. Understand the meaning of engagement.
2. Promote engagement in the language of money.
3. Understand its decisive competitive advantages, including its role in lean.
4. Know the roles of training and empowerment.

Some of the material in this presentation should help provide a perspective on the role of training (as required by ISO 9001) in the organization's quality management system or business management system. That is, it will show how training can go beyond "something we have to do" to become a means of achieving world-class results.

Engagement: Preliminary Definition

- Engagement is a synergistic combination of *commitment* and *empowerment*.
 - **Commitment** = employees identify with the organization, and have a stake in its success
 - **Empowerment** = employees have the *training* and *autonomy* to act for the organization's well-being
- Next: why it is important

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This description will do for the time being, but we will later look at commitment and empowerment in detail. The first step is to understand, in the language of money, why engagement is important. We will also see later on that ISO 9004:2018, "Quality Management—Quality of an Organization—Guidance to Achieve Sustained Success" includes motivation (similar to commitment), empowerment, and engagement in clause 9.2, People.

Engagement is "a psychological state in which employees feel a vested interest in the company's success and are both willing and motivated to perform to levels that exceed the stated job requirements" (Mercer, 2011. "Engaging Employees to Drive Global Business Success." http://www.mercer.com/attachment.dyn?idContent=1416310&filePath=/attachments/English/W hats_Working_research.pdf). It corresponds roughly to what Sun Tzu's Art of War calls ch'i (spirit), and what Carl von Clausewitz's On War calls "the true military spirit."

Why Engagement? (1)

- **The Bad News:**

\$500 Billion

- Estimated annual cost of employee disengagement in U.S. workplaces

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Keegan, Paul. 2014. "The 5 New Rules of Employee Engagement." *Inc Magazine*, Dec 2014-Jan 2015. <http://www.inc.com/magazine/201412/paul-keegan/the-new-rules-of-engagement.html> available as of April 2015. The reference estimates \$450 to \$550 billion in lost productivity per year for reasons that include absenteeism, workplace accidents, and health problems. The reference adds that even the top 10 percent of companies, as rated by their employees, register only about 38% full engagement.

Why Engagement? (2)

More Bad News: Engagement is the exception rather than the rule

	Gallup (US)	Fehrenbach (world)
Engaged	30%	13%
Not Engaged	50%	63%
Disengaged	20%	24%

Engaged = "My job is an important part of my life."

Disengaged = "I'm doing this only because I need the money."

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Gallup Inc. 2013. State of the American Workplace: Employee Engagement Insights for U.S. Business Leaders

Fehrenbach, Pete. 2014. "The Jazzed Workforce." *Industry Week*, April 2014, 16-20.

Percentages refer to workplaces surveyed around the world. (Panchak, Patricia, "Are You Wasting Your Most Valuable Resource?" in *Industry Week*, November 4 2014, is another good reference on engagement.)

Needless to say, these figures do not apply equally to every company. World class companies could easily have engagement figures well in excess of 50 percent, while poorly-led ones are likely to have disengagement figures in excess of 50 percent.

Why Engagement? (3)

- **It gets even worse:**
 - 35% of managers are engaged
 - 51% are not engaged
 - 14% are "actively disengaged"
- Engagement (or disengagement) flows from the top down.
 - We cannot expect workers to be engaged when their managers are disengaged.

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Adkins, Amy. "Only 35% of U.S. Managers Are Engaged in Their Jobs" *Gallup Business Journal*, April 2 2015 <http://www.gallup.com/businessjournal/182228/managers-engaged-jobs.aspx> The reference adds, "51% of managers have essentially 'checked out,' meaning they care little, if at all, about their job and company."

We will later see how a CEO's failure to "walk the talk" derailed a Total Quality Management initiative even though instruction was provided by W. Edwards Deming.

Why Engagement? (4)

- Alexander the Great: an army of sheep led by a lion is far more dangerous than an army of lions led by a sheep.
- "The responsibility for a martial host of a million lies in one man. He is the trigger of its spirit."

➔ If managers are not engaged, workforce engagement is out of the question.

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As stated by a commentator in Sun Tzu's *Art of War* (Samuel Griffith translation), "The responsibility for a martial host of a million lies in one man. He is the trigger of its spirit."

A subsequent slide will show how a CEO's disengagement derailed a Total Quality Management (TQM) initiative before it even got off the ground, despite the presence of W. Edwards Deming.

Why Engagement? (5)

- Engaged organizations are twice as likely to succeed than actively disengaged ones.
- Engagement →
 - Less absenteeism and turnover
 - Less shrinkage
 - Fewer safety incidents
 - Fewer defects
 - Higher customer ratings
 - Better quality
 - Higher profitability

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Adkins, Amy. "Only 35% of U.S. Managers Are Engaged in Their Jobs" *Gallup Business Journal*, April 2 2015 <http://www.gallup.com/businessjournal/182228/managers-engaged-jobs.aspx>

Why Engagement? (6)

- **The Good News:**
 - We probably don't need to hire more employees (or go offshore for cheap labor) if we engage the ones we have.
- Next: engagement and ISO 9004:2018

Engagement and ISO 9004:2018

- ISO 9004:2018, Quality of an organization— Guidance to achieve sustained success, recognizes engagement (clause 9.2.2) as a key element of resource management.
- Engagement is a product of empowerment and motivation (clause 9.2.3), and is in fact part of the organization's culture (6.2 (d)).
 - Culture is meanwhile part of Clause 6, "Identity of an organization," which is among the standard's most vital principles.

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The next section will discuss the organizational aspects of engagement.

Organizational Aspects (1)

- **Basic Principle:** "For the strength of the pack is the wolf, and the strength of the wolf is the pack."
 - A condition of mutual reliance by all organizational participants, and trust and confidence in the organization.
 - The foundation of *commitment*, the prerequisite for *engagement*

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From Rudyard Kipling's *Jungle Book*. The next slides will elaborate on this concept further.

Needless to say, if the organization lays people off, or outsources their jobs to China, the remaining workers are not going to regard the "pack" as instrumental to their personal success or prosperity, and active disengagement—"Why should we care?"—will be the rule of the day. Restrictive union work rules also are a symptom of lack of commitment, and therefore engagement.

Organizational Aspects (2)

- Let's start with what looks like a completely irrelevant question. How could handfuls of air pirates take over four airplanes full of able-bodied passengers on 9/11?
 - The answer (next slide) from a book written in 1870

Organizational Aspects (3)



Ardant du Picq: "Four brave men who do not know each other will not dare to attack a lion. Four less brave, but knowing each other well, sure of their reliability and consequently of mutual aid, will attack resolutely. There is the science of the organization of armies in a nutshell."

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Colonel Ardant du Picq's *Battle Studies* focused on the human aspect of war, and emphasized repeatedly the need for cohesive and reliable armies. The organization had to promote group cooperation rather than individual achievement (heroism), and a cohesive organization of merely competent soldiers could overcome a poorly disciplined organization of superior soldiers. Or, as stated more simply by Kipling, "the strength of the pack is the wolf, and the strength of the wolf is the pack."

There were, of course (as proven on Flight 93, but too late) brave and able-bodied passengers on the aircraft, but none knew upon which of his or her neighbors he could rely in an attack on the hijackers.

Organizational Aspects (4)

"Colonel Ardant du Picq was the exponent of *moral force*, the most powerful element in the strength of armies. He has shown it to be the preponderating influence in the outcome of battles."

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Assessment of Battle Studies by Marshal of France Ferdinand Foch

The statement that moral force is "the most powerful element in the strength of armies" and "the preponderating influence on the outcome of battles" underscores the position that, in a civilian workplace, employee engagement is an enormous force multiplier that positions the organization to achieve higher productivity without any addition of personnel or assets.

Organizational Aspects (5)



The "moral force" at work at Agincourt (25 October 1415)

French Army: 60,000
English Army: 12,000 (in poor health)

French killed: In excess of 10,000
English killed: 112 (Wikipedia) or 29 (Shakespeare)

"He which hath no stomach to this fight, let him depart." Henry V did not want anybody around who was not committed (commitment is a prerequisite for engagement).

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Harry Payne (1915), King Henry V at the Battle of Agincourt

A key takeaway from this slide is that the "moral force," which translates into commitment, allowed a much weaker organization to inflict a catastrophic defeat on a much larger and stronger one. The same concept carries over into the modern workplace.

We will see later how Henry V earned the commitment (if not the engagement) of his soldiers, while the French commanders relied solely on the valor of the armored nobility.

Organizational Aspects (6)

- Next question: "Who do you think would win a football game between an all-star team and a merely competent team?"

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The answer is, of course, going to carry over into business organizations.

Organizational Aspects (7)

- Du Picq would bet on the ordinary team.
 - "With unity and sensible formation men of an individual value one-third less beat those who were individually their betters."
 - "This [cohesion, unity, mutual reliance] elevates all combatants to the level of the champions of primitive combat."
 - **Takeaway:** leadership, cohesion, and engagement makes the team a superstar, even if its members are not.

Organizational Aspects (8)

- Best approach for modern business?
 1. Hire top performers (e.g. graduates with 4.0 GPAs, PhDs)
 2. Foster a cohesive and engaged work culture among the existing workforce

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We will now carry this section's takeaway to modern organizations. The next page will provide a real-world example of what actually worked.

Organizational Aspects (9)

- Du Picq would probably select the cohesive and engaged work culture. "Napoleon said, 'Two Mamelukes [elite Egyptian cavalry] held three Frenchmen; but one hundred French cavalry did not fear the same number of Mamelukes; three hundred vanquished the same number; one thousand French beat fifteen hundred Mamelukes. Such was the influence of tactics, order and maneuver.'"

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By the same reasoning, two all-stars might outplay three merely competent football players, but eleven merely competent players with long experience in working together should win against eleven all-stars who, while each of course knows his position and role, have never practiced or played together before.

Organizational Aspects (10)

- The Ford Motor Company:
 - Made the U.S. the wealthiest and most powerful nation on earth
 - Paid unprecedented wages while cutting prices and earning enormous profits
 - Created a host of spinoff industries
- Superstars or engaged workers?

Organizational Aspects (11)

- Henry Ford: did not finish high school
- Charles Sorensen: began as a skilled trade worker (without a college education)
- However...

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Ford and Sorensen were instrumental in creating what we now call the Toyota production system.

Organizational Aspects (12)

- "He discovered that the 'motive' came from a close-knit group of men who lived on the job and that there were ideas in every corner of the shop."
- "With this group, work was play. If it had not been play, it would have killed them. They were as men possessed. They often forgot to eat. They drove themselves much harder than they drove anyone else."
- Next: What does engagement look like?

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Here is where we first see a vivid description of an engaged group of leaders, who included Ford and Sorensen. Note that the group was cohesive ("close-knit"), and put the job before anything else—sometimes including dinner. Furthermore, the leadership group was receptive to ideas from every corner of the shop, which promoted engagement in the workforce. Sorensen added that the leaders were expected to be seen in the shop (gemba) rather than at their desks.

Reference: Sorensen, Charles E., with Samuel T. Williamson. 1956. *My Forty Years with Ford*. New York: W. W. Norton & Company Inc. "He" refers to Samuel Crowther, who played a major role in actually writing Henry Ford's books (*My Life and Work*, *Today and Tomorrow*, and *Moving Forward*).

Evidence of Engagement (1)

"In one plant the men have themselves re-designed nearly every machine in the place, with astounding results in the way of production, quality, and lowering of sales price, with an increase of wages to the men, and profits to the company. In another factory, within six months of the time the workers were given a voice in the management, they devised more improved machinery than had been known in that particular industry within twenty years."

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Basset, William R. 1919. *When the Workmen Help You Manage*. New York: The Century Co. page 133.

This slide answers the question, "What does engagement look like?" as opposed to formally defining engagement. You know your workforce is engaged when everybody on the shop floor is looking for ways to remove waste, and improve quality. As shown by the reference, engagement is far from a new concept.

Evidence of Engagement (2)

"In one of the stamping operations six-inch circles of sheet metal are cut out. These formerly went into scrap. **The waste worried the men.** They worked to find uses for the discs."

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Ford, Henry, and Crowther, Samuel. 1922. *My Life and Work*. New York: Doubleday, Page & Company

The phrase "the waste worried the men" (the workforce was then predominantly male) makes it very clear that the hourly workers could recognize waste on sight, took offense to the waste (because part of its value came out of their wages, just as it came out of the company's profits), and initiated what we would now call a lean improvement.

The reference continues, "They found that the plates were just the right size and shape to stamp into radiator caps but the metal was not thick enough. They tried a double thickness of plates, with the result that they made a cap which tests proved to be stronger than one made out of a single sheet of metal."

Evidence of Engagement (3)

- Engagement and workforce maturity, as described by du Picq:
 - "Mediocre troops like to be led by their shepherds. Reliable troops like to be directed, with their directors alongside of them or behind. With the former the general must be the leader on horseback; with the latter, the manager."

Evidence of Engagement (4)

- Correspondence between du Picq's description (1870), and the Hersey-Blanchard situational leadership model that consists of (depending on the maturity and skill of the workforce):
 - S1: Telling: "Mediocre troops like to be led by their shepherds."
 - S2: Selling
 - S3: Participating: "Reliable troops like to be directed, with their directors alongside of them or behind."
 - S4: Delegating: Possible with engaged and empowered soldiers, as proven by Suvorov.

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Next: formal definition of engagement

Definition of Engagement (1)

- Commitment = identification with the organization and its interests
- Empowerment = competence and authority to act in the organization's interests

**Commitment + Empowerment =
Engagement**

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"Commitment is identification of the employee with the organization, company, or work group to such a degree that the employee is willing to endure personal reversals or hardships. A committed individual takes pleasure in the success of the organization." Miller, Robert B. 1985 (my course notes for organizational behavior course taught by Professor Miller at Union College.)

Sun Tzu's description of commitment as a benefit of the Mandate of Heaven (the leader's right to command, *as earned through service to stakeholders*): "By moral influence I mean that which causes the people to be in harmony with their leaders, so that they will accompany them in life and unto death without fear of mortal peril." Sun Tzu, 1963. *The Art of War*. Translated by Samuel B. Griffith. London: Oxford University Press. Committed employees will do anything reasonable they are told to do (wide zone of indifference), but empowerment is what allows them to act without being told.

Empowerment ties in with Joseph Juran's "self control," a situation in which the worker (1) knows the requirements of the job, (2) knows how to do it (is trained to do it), and (3) has the ability or authority to regulate the outcome, but is more comprehensive if workers take the initiative to look beyond their immediate job requirements.

Definition of Engagement (2)

- Mercer: "...a psychological state in which employees feel a vested interest in the company's success and are both willing and motivated to perform to levels that exceed the stated job requirements."
- Industry Week: "a term that describes a combination of an employee's loyalty, commitment and motivation."
- von Clausewitz: "...the true military spirit"
- Sun Tzu: ch'i (spirit)

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Mercer, 2011. "Engaging Employees to Drive Global Business Success."

http://www.mercer.com/attachment.dyn?idContent=1416310&filePath=/attachments/English/Whats_Working_research.pdf

Industry Week (staff article). 2011. Employees in U.S. Aren't Very Happy. Industry Week online, June 20 2011. http://www.industryweek.com/articles/employees_in_u-s-_arent_very_happy_24897.aspx

Clausewitz, Carl von. 1976. *On War*. Translated by M. Howard and P. Paret. Princeton, NJ: Princeton University Press. "An army that maintains its cohesion under the most murderous fire; that cannot be shaken by imaginary fears and resists well-founded ones with all its might; that, proud of its victories, will not lose the strength to obey orders and its respect and trust for its officers even in defeat ...such an army is imbued with the true military spirit." This is really a definition of commitment rather than engagement, because it does not require the soldiers to exercise judgment or initiative. You can have commitment without engagement, but you cannot have engagement without commitment.

Definition of Engagement (3)



"The health of every organization depends on every member—whatever his place—feeling that everything that happens to come to his notice relating to the welfare of the business is his own job."

That is, the health of every organization depends on universal engagement.

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Ford, Henry, and Crowther, Samuel. 1922. *My Life and Work*. New York: Doubleday, Page & Company

Henry Ford paid his workers unprecedented wages, reduced prices, and earned enormous profits (simultaneously) through what we now call lean manufacturing. Many, if not most, of the shop floor improvements (identification and removal of waste) were initiated not by management, but rather by a highly engaged workforce.

We cannot overemphasize the fact that commitment is a prerequisite for engagement. If the employees do not believe that their well-being depends on that of the organization, they have no incentive to exercise judgment and initiative on the organization's behalf.

Definition of Engagement (4)

Summary: Characteristics of Engagement

1. Perception of mutual utility → Commitment
2. Wider zone of indifference
3. Exercise of judgment and initiative → employee-initiated continuous improvement

Next: How do we achieve engagement?

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"Perception of mutual utility" means the workforce and employer recognize the value of mutual reliance and loyalty. "The strength of the pack is the wolf, and the strength of the wolf is the pack."

The zone of indifference describes the range of activities that a worker will perform regardless of his or her job description. "It's not my job" is characteristic among workforces that lack commitment and engagement, and also in union shops with restrictive work rules. Ford's "...everything that happens to come to his notice relating to the welfare of the business is his own job" describes a wide zone of indifference.

Engage the Workforce (1)



Russian field marshal
Aleksandr V. Suvorov
(1729-1800)

- 63 victories, no losses
- Feared by Napoleon
- Mentor of Kutuzov,
who defeated
Napoleon

His success secret?
Employee engagement!

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Mikhail Kutuzov (1745-1813) played a major role in defeating Napoleon in Russia. When you're the only commander in the world with a truly engaged (rather than merely committed) army, you are almost certain to walk all over anybody you fight. The same applies if yours is the only business with a committed workforce.

Engage the Workforce (2)

Suvorov obviously did not start out with the best raw material for an army.



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Barge haulers on the Volga (early 20th century, public domain due to age). These men represent the social class from which Imperial Russia drew the rank and file of its Armed Forces, although serfdom was abolished in the mid-19th century. Russian serfs regarded conscription into the Russian Army as almost equivalent to a death sentence. Some men knocked out their own front teeth to render themselves unfit for military service, as a soldier who lacked these teeth could not bite open a musket cartridge.

The key takeaway is that the raw material of the Imperial Russian Army was about the least well motivated, and least educated, that one could find anywhere. The next slides will show that you don't need to hire elite employees if you engage the ones you have.

Engage the Workforce (3)

However, the same men repaired a bridge without waiting for orders or even engineering troops, thus saving their army during a campaign in the Alps.



Note the similarity to modern workplace problem-solving exercises, but everybody involved here was playing for keeps.

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Aleksei Danilovich Kivshenko - Suvorov crossing the Devil's Bridge in 1799

During Suvorov's campaign in the Alps, the French destroyed the Devil's Bridge, which was the only bridge in the region. Russian enlisted soldiers (who had previously been serfs) dismantled a nearby barn to get wood, and lashed the planks together with officers' sashes (visible in the picture) to create a temporary repair that was apparently strong enough for men and horses to cross. This is actually depicted near the end of the Russian movie *Suvorov* (1940), but with Suvorov giving the directions. The soldiers actually did not wait for orders, or even the arrival of engineering troops. This was in an era in which most armies' enlisted soldiers would not dare do anything at all without an order from a superior, and the lesson will obviously carry over into the modern workplace.

Engage the Workforce (4)

- How did Suvorov turn poorly-motivated Russian soldiers into an unstoppable war machine?
- Recall that commitment is a prerequisite for engagement.
 - Employees must equate the organization's well-being with their own.
- Next: How to earn commitment

Earn Commitment (1)

The Basic Principle



Officer: "Why, Starboard! How is this at prayers when the enemy is bearing down on us; are you afraid of them?"

Sailor: "Afraid!—No! I was only praying that the enemy's shot may be distributed in the same proportion as the prize money, the greatest part among the officers."

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Thomas Tegg, artist or publisher, circa 1805

The difference between the English sailor and the modern employee whose CEO continues to draw a high salary while cutting wages and/or laying people off was that the sailor did not have the option of leaving whenever he felt like it. In addition (again unlike an employee who can soldier, or mark time, at an undesirable job) the sailor had to do his best to avoid being killed or captured by the enemy.

Compare to Dan Price, CEO of Gravity Payments, who cut his own compensation so he could pay his employees a minimum of \$70,000 per year. <http://www.usatoday.com/story/news/nation-now/2015/04/15/seattle-company-70000-minimum-wage/25810099/>

Earn Commitment (2)

When commitment is absent (from Shakespeare's Macbeth)

"I cannot strike at wretched kerns, whose arms/
Are hired to bear their staves."

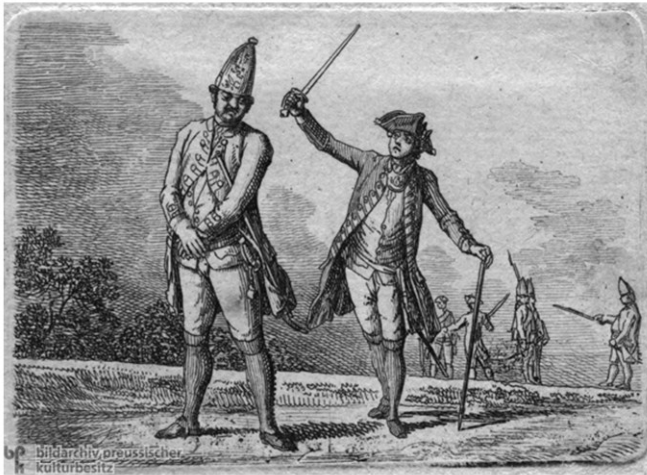


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Irish Kerns (1521) by Albert Dürer

The man on the left is a gallowglass (gallòglach) who can afford an expensive sword and good clothing, while the two kerns on the right cannot even afford shoes, much less armor or good weapons. As Macbeth discovered the hard way on the battlefield, these men were not willing to fight very hard for him regardless of their pay. Disengaged employees will similarly pretend to work for an employer who pretends to pay them, and quit as soon as they find something better.

Earn Commitment (3)



This may get you obedience, but not commitment.

There is little doubt that Suvorov would have made mincemeat out of Frederick the Great.

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First Military Punishment: How an Honorable Man Receives a Beating (1776) Etching by Daniel Chodowiecki (1726-1801). It is a general principle that punishment is useful only for teaching somebody what not to do, as opposed to promoting a desirable behavior or characteristic.

Frederick the Great wrote, "...our armies are composed of the dregs of society—sluggards, rakes, debauchees, rioters, undutiful sons, and the like." (Frederick II, King of Prussia (translated by Jay Luvaas). 1966. *Frederick the Great on the Art of War*. New York: The Free Press) He therefore wrote continuously about the need to guard against desertion (turnover), as recruits of this nature might simply run after accepting, and possibly drinking up, their enlistment bonuses. The Duke of Wellington similarly described the typical enlisted British soldier as "the scum of the earth" (for similar reasons, e.g. men enlisting to escape trouble with the law, debtor's prison, or angry fathers with pregnant daughters), although he added that the British Army made fine fellows of them. How, then, did Suvorov obtain world-class results from similarly poor material?

Earn Commitment (4)

- Your success depends on your workers' commitment!
 - Suvorov demanded good rations, cleanliness, and the best possible medical care for his soldiers.
 - Suvorov did not take comforts for himself that were not available to his soldiers. **This is a universal principle that today's executives often ignore.**

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Zhuge Liang (Translated by Thomas Cleary) "According to the code of generalship, generals do not say they are thirsty before the soldiers have drawn from the well; generals do not say they are hungry before the soldiers' food is cooked; generals do not say they are cold before the soldiers' fires are kindled; generals do not say they are hot before the soldiers' canopies are drawn." Suvorov, as well as Alexander the Great and Julius Caesar, followed this code to the letter to achieve world-class results.

Frederick the Great, incidentally, also insisted on good rations for his soldiers, which went some way toward earning commitment despite his reliance on punishments to get obedience.

Earn Commitment (5)

How to get your workforce to follow you to the ends of the known world:



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Alexander the Great Refuses to Take Water (1792) by Giuseppe Cades (1750–1799)

It is said that, when Alexander the Great's army was marching through a desert, a soldier found enough water to provide enough drink for one man. He offered it to Alexander, who immediately dumped it onto the ground to show that, if his soldiers had to go without water, he would do so as well. "So extraordinary was the effect of this action that the water wasted by Alexander was as good as a drink for every man in the army." (Green, Peter. 1991. *Alexander of Macedon, 256-323 B.C.: A Historical Biography*. Berkeley: University of California Press. p. 434

Compare to CEOs who continue to collect large salaries (and bonuses) while laying people off and offshoring jobs.

Earn Commitment (6)

Caesar crossing the Rubicon; his soldiers were more committed to him than to the Roman Republic.

Next: similar leadership behavior in a modern business



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"If his troops endured deprivations, he put up with them too. If food was scarce, he went without it." Grose, Thomas K. 2005. "Julius Caesar." *U.S. News & World Report*, "Untold Tales of the Great Conquerors." This is doubtlessly why his soldiers became more loyal to him than to the Roman Republic. The obvious lesson today is that a CEO who continues to draw a high salary and/or bonuses while laying people off or cutting wages is not entitled to the commitment of the workforce.

Image source: Haaren and Poland, *Famous Men of Rome*, 1904 (public domain)

Earn Commitment (7)

- 1991-1992 recession: the engineering firm of Berson, Ackermann & Associates was forced to lay off employees, but only after the CEO (Bernard Berson, P.E.) cut his own pay to zero.
 - Most of the firm's remaining professionals accepted pay cuts to stay with the company.

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Reference: *Engineering Times*, January, 1992

Earn Commitment (8)

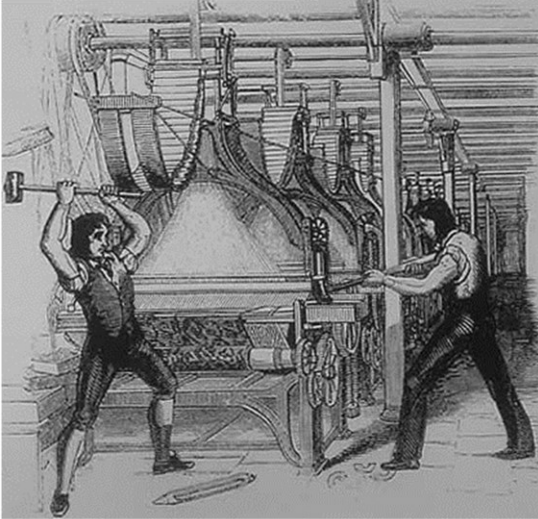
- Compare Berson's example to that of GM's Roger Smith, who continued to draw \$1.4 million a year while closing plants and laying off workers.
- "Paying bonuses to management and withholding worker bonuses in a problematic year is perceived to be unfair, regardless of the extenuating circumstances..."

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Reference: Peters, Tom. 1987. *Thriving on Chaos*. New York: Harper and Row

Why should the workers care much about the company, or the quality of their work, under this kind of "leadership?" Recall the joke from the Soviet Union: "They pretend to pay us, and we pretend to work."

Earn Commitment (9)



Commitment requires a no-layoff policy. Henry Ford had one, but labor relations problems soon developed when his successors circumvented it.

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The picture is of Luddites smashing machinery because they believe productivity improvements will destroy their jobs. Needless to say, workers will not look for ways to make their jobs more efficient (lean manufacturing) if they think the improvements will result in layoffs of the now-surplus personnel.

Earn Commitment (10)

- The benefits of improvements must show up in workers' paychecks.
 - **Industrial and labor relations in one sentence:** "It ought to be the employer's ambition, as leader, to pay better wages than any similar line of business, and it ought to be the workman's ambition to make this possible."

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Ford, Henry, and Crowther, Samuel. 1922. *My Life and Work*. New York: Doubleday, Page & Company

To this Ford adds, "If an employer urges men to do their best, and the men learn after a while that their best does not bring any reward, then they naturally drop back into 'getting by.' But if they see the fruits of hard work in their pay envelope—proof that harder work means higher pay—then also they begin to learn that they are a part of the business, and that its success depends on them and their success depends on it."

Another restatement of "The strength of the pack is the wolf, and the strength of the wolf is the pack."

Earn Commitment (11)

- The Ford Motor Company (late 1930s) brought in a machine that would do the work of 20 people but needed only one to operate it.
 - "The other nineteen wouldn't be fired right away—there appeared to be a rule against that. The foreman would put them at other work, and presently he would start to 'ride' them, and the men would know exactly what that meant."

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Sinclair, Upton. 1937. *The Flivver King*. Second printing, 1987. Chicago: Charles H. Kerr Publishing Company It is no surprise that the UAW was soon able to organize Ford workers who had previously wanted nothing to do with unions. "There appeared to be a rule against that," along with Ford's own writings, suggest that there was in fact a no-layoff policy but Ford's successors looked for ways to circumvent it.

Earn Commitment (12)

- "...after a workman has had the price per piece of the work he is doing lowered two or three times as a result of his having worked harder and increased his output, he is likely entirely to lose sight of his employer's side of the case and become imbued with a grim determination to have no more cuts if soldiering [marking time, e.g. like soldiers marching in place without going anywhere] will prevent it."

Earn Commitment (13)

- Show (don't tell) your workers that your success depends on them!

Henry V

For forth he goes and visits all
his host.
Bids them good morrow with a
modest smile
And calls them brothers, friends
and countrymen.

Constable of France

That our superfluous lackeys
and our peasants,
Who in unnecessary action
swarm
About our squares of battle,
were enow
To purge this field of such a
hilding foe,

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This presentation promised earlier to discuss the difference between the English and French leadership at Agincourt. Shakespeare made it clear that Henry V knew that the outcome of Agincourt would depend on his common soldiers, especially his longbow archers, while the Constable of France dismissed all but his fellow nobles as "superfluous lackeys" whose action was "unnecessary." The instant management writes off hourly workers as easily interchangeable robots, it can forget about engagement and probably commitment in the bargain.

Note also that Henry V practiced what we now call management by walking around (MBWA) by visiting his soldiers. Henry Ford was similarly often seen on the shop floor, where he would learn from workers where waste (muda) was present. In addition, his behavior showed that the shop floor, rather than the corner office, was the most important part of the company.

Earn Commitment (14)

- We have commitment when the workforce equates the organization's well-being to its own.
 - We cannot have engagement without commitment, but we can have commitment without engagement unless we empower the workforce.
 - Next: How to empower the workforce

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As an example, committed soldiers will obey orders without question, not because of fear of punishment, but because they would be ashamed to let down their organization (e.g. their regiment) and their comrades. Committed workers will similarly have good attendance and low turnover, and will happily do any task they are asked to do (wide zone of indifference). If they are not empowered, however, they will not exercise judgment or initiative in the absence of direction.

Empower the Workforce (1)

- Recall the prerequisites for a state of self-control:
 1. Know what is required
 2. Know how to achieve the requirements
 3. Have the autonomy to act (within prescribed limits)

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The takeaway is that self-control of a job (as described by Juran) requires the training and education necessary to exercise autonomy for the job.

Empower the Workforce (2)

- **Training is a prerequisite for empowerment.**
 - Suvorov: "If a peasant doesn't know how to plow, he can't grow bread. A trained man is worth three untrained: that's too little—say six—six is too little—say ten to one."
 - **The leaders' behavior must show that training is a priority.**

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Longworth, Philip. 1965. *The Art of Victory: The Life and Achievements of Field Marshal Suvorov (1729-1800)*. New York: Holt, Rinehart, and Winston

Suvorov was an excellent communicator who could summarize an entire concept in a single sentence, or even a single word. "If a peasant doesn't know how to plow, he can't grow bread" makes it very clear that one cannot expect an untrained person to do a good job.

Empower the Workforce (3)

Glory began to dawn with due sublimity,
While Souvaroff, determined to obtain it,
Was teaching his recruits to use the bayonet.

It is an actual fact, that he, commander
In chief, in proper person deign'd to drill
The awkward squad, and could afford to squander
His time, a corporal's duty to fulfil:

Can anybody see a success secret hiding in plain view?

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Lord Byron's *Don Juan* puts the protagonist at the siege of Ismail, where he meets Suvorov and gets talked into leading the assault on the fortress. Pay close attention to how Byron dismisses Suvorov's personal participation as a drillmaster as a waste of time. While most armies did indeed delegate such training to noncommissioned officers, the general's participation conveyed to the entire organization that "training is the most important thing we do around here." The result was that the Russian soldier (a former serf) was not only better motivated, but also better trained, than any of the enemies he had to fight. The results were highly inconvenient for the enemies in question, who ranged from ferocious Turkish Janissaries to the future soldiers of the Grande Armée that would, in Suvorov's absence, use most of Europe as a parade ground.

Empower the Workforce (4)

"He show'd them how to mount a ladder (which Was not like Jacob's) or to cross a ditch."

Suvorov actually created a mock-up of the enemy fortress so his soldiers could practice against it before the actual assault.

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http://knsuvorov.ru/imagery/picture_02.html for a painting of Suvorov, with a musket in his hand, showing soldiers how to mount a ladder. The title is "Suvorov teaches soldiers" by K. Lebezhko, but there is no way to tell whether the painting is from 1922 or earlier, and thus in the public domain in the United States.

Most officers of that era would probably not want to be seen with a musket, the weapon of a common soldier rather than an officer. The enlisted men who saw Suvorov with one realized, however, "My commander thinks my musket is important, and that means I'm important!" Subsequent slides will compare Suvorov's approach to that of a contemporary CEO.

Empower the Workforce (5)

"He made no answer; but he took the city."



Suvorov directs the storm of Ismail (1790)

The seemingly impossible victory was achieved with soldiers who, **prior to Suvorov's arrival, were poorly trained and poorly motivated.**

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Image source: Soviet Russian postage stamp, 1940, 150th anniversary of the capture of Ismail. Per Wikipedia Commons, "Pursuant to Article 1259.6 of Part IV of the Civil Code (No. 230-FZ) of the Russian Federation dated December 18, 2006, "official symbols and signs (flags, emblems, orders, banknotes, and the like), as well as symbols and signs of municipal formations" are not copyrighted. These include "postage stamps and other signs put on mail and evidencing that postage has been paid."

The key takeaway here is that workers who are confident in their abilities because they are well trained, and confident in each other and in their organization, can achieve results that others dismiss as impossible.

Empower the Workforce (6)

- Training instills confidence
 - Your workforce knows it can do what competitors cannot.
 - Suvorov's "attack through" was unstoppable, devastating, and made possible by repetitive training.
 - Opposing armies simply lacked the training necessary to resist it.

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Contrary to what we see in movies, an infantry or cavalry charge did not (at least under Suvorov) consist of running up to the enemy, and then engaging in a hand to hand melee. The attack through is actually too dangerous for live actors to portray in movies because of the likelihood of collisions, to which Suvorov lost dozens of men during practice. Peter Jackson's *Lord of the Rings* movies depicted two such attacks, but those on the receiving end were computer-animated images rather than stunt performers.

The attack through is best described by the statement, "The cavalryman rides at a man to kill him. If he misses, he goes on to another, moving in straight lines with the intent of running his opponent through." (*The Saber*; Edited by Charles M. Province from several "Saber" articles by Lt. George S. Patton, Jr.). Suvorov's infantry used the bayonet in the same manner.

The only viable response involving infantry against infantry, or cavalry against cavalry, would in fact seem to consist of a countercharge; that is, meeting the attack through with another attack through. (A contemporary infantry square could, on the other hand, resist almost any kind of attack by cavalry.) Suvorov's opponents, regardless of their bravery or commitment, could not resist this tactic because they lacked the training necessary to respond in kind. This reinforces the takeaway that an engaged (committed, trained, and empowered) workforce will beat one that is merely committed, let alone one that is "actively disengaged."

Empower the Workforce (7)

- How Not to Do It:
 - A CEO invited W. Edwards Deming to teach his executives TQM. Then the CEO walked out.
 - Even Deming could no longer command the executives' attention.
 - Disengaged CEO → Disengaged Managers → Disengaged Workforce

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George, Michael. 2002. *Lean Six Sigma : Combining Six Sigma Quality with Lean Production Speed*. New York: McGraw-Hill pp. 19-20

Compare to Suvorov, who set an example by performing the task of a sergeant or corporal, to make it unequivocally clear that "training is the most important thing we do here." The reputation of W. Edwards Deming could not hold the executives' attention when their CEO made it clear, through his actions, that total quality management was not the most important thing in the company's agenda.

Empower the Workforce (8)

- Suvorov's hands-on approach → gemba leadership
 - Henry Ford also preferred the shop floor to the corner office (to the extent that bills went unpaid, and checks undeposited)

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Gemba = the value-adding workplace, in contrast to the corner office.

Ford was fortunate to have had a good accountant (James Couzens), or he would probably have gone out of business due to neglect of the finances.

Empower the Workforce (9)

- Workforce communication (provision of ISO 9001)
 - Suvorov's *The Science of Victory* was written deliberately to be understandable by enlisted soldiers.
 - It included a shared language, in which even a few words conveyed entire principles.
- Next: Now that we've trained the workforce, we must encourage initiative.

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A Russian-speaker to whom I showed a Russian copy of *The Science of Victory* (no complete English version exists) said that Suvorov wrote in "folk Russian" rather than the language of authors like Tolstoy, which makes it untranslatable. This is unfortunate because it is probably in the same class (in terms of practical utility) as Sun Tzu's *Art of War* and Miyamoto Musashi's *Book of Five Rings*.

Henry Ford's books were similarly written at a level understandable by people with basic educations—Ford himself never finished high school—rather than MBAs and PhD candidates. He was also, as illustrated by his statement "It ought to be the employer's ambition, as leader, to pay better wages than any similar line of business, and it ought to be the workman's ambition to make this possible," able to teach an entire principle in a single sentence.

Encourage Initiative (1)

- Once we have trained the workforce, we must encourage initiative.
 - If no ladder is available, Suvorov urged, "Bayonet into the wall; climb on to it, after him another and a third. Comrade help comrade!"
 - Lesson: workers are to use their training, and whatever is at hand, to find or improvise a solution.

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Note the similarity to modern team exercises in which the team must use whatever is at hand to solve a problem.

Encourage Initiative (2)

- "If you don't know, find out."
 - "I don't know," was never acceptable to Suvorov.
 - "I don't know, but I'll find out at once" was another matter.

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Suvorov was fond of hectoring his soldiers with seemingly insane questions like, "How many stars are in the sky?" He was delighted when a private answered by beginning to count stars on the spot; that is, trying to obtain the information rather than answering "I don't know, Sir," or even that the answer was beyond the knowledge of any number of astronomers.

There was only one occasion in which Suvorov found "I don't know" acceptable. He demanded of a colonel what was meant by a retreat. The colonel replied that he didn't know and, upon noticing Suvorov's anger, elaborated to Suvorov's delight that the word was not known in his regiment.

Encourage Initiative (3)

- Suvorov's funeral
 - The pallbearers and the casket could not fit through a passageway in the chapel.
 - Some of Suvorov's soldiers took the casket from them, and lifted it over their heads to reduce the procession's width.

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This was simply another example of the kind of initiative that Suvorov's men practiced routinely on the battlefield.

Conclusion (1)

"Suwarrow now was conqueror"

- Achieved by a fully-engaged workforce against workforces that, while committed, were not empowered and therefore not engaged
- Remember that only 3 out of 10 workers (on average) are engaged today.

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Byron's description of the fall of Ismail, an event commemorated by Russia's first national anthem: "Let the thunder of victory sound."

Russia's enemies at the time included the Poles, who have always been brave and well-motivated soldiers, and who were led by Tadeusz Kościuszko; the same general who played a role in the United States' victory in the War of Independence. The individual Turkish Janissary or Spahi was a courageous and well-trained fighter, but he was not empowered and therefore not engaged. Nationalism motivated the revolutionary French, but they were not as well trained either.

This underscores the superiority of an engaged workforce over even a committed workforce. Remember that we can have commitment without engagement, but we cannot have engagement without commitment.

Conclusion (2)

1. Earn the workforce's commitment
 - No layoffs, and no restrictive work rules
 - Share the gains with the workforce
2. Train and empower the workforce
 - Management must set the example
 - Encourage initiative

Commitment + Empowerment =
Engagement

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Restrictive work rules (imposed by unions) go hand in hand with layoffs. If there is a no layoff rule, there is no reason or excuse for restrictive work rules whose purpose is to protect jobs.

Remember that the prerequisites for empowerment include (1) knowledge of the requirements and objectives, (2) the training and education necessary to accept responsibility for the job, and (3) appropriate autonomy. Training is therefore a prerequisite for empowerment, but does not automatically create empowerment. Empowerment requires that the workers be encouraged to exercise autonomy, within appropriate limits—e.g. nobody can change a work instruction for a job that involves deliverable product. On the other hand, workforce-initiated projects can and should result in a change if they reveal a superior method.

Questions and Discussion
