TOPcast Episode 109: Protecting Online Higher Education from the Great Resignation

Narrator: When you know what you want for the future, you need the present to line up with your goals. UCF Online offers more than 100 fully online programs in healthcare, engineering, criminal justice and more so you can get to your future and beyond.

(musical transition)

Kelvin Thompson: From the University of Central Florida’s Center for Distributed Learning, I’m Kelvin Thompson.

Tom Cavanagh: And I am Tom Cavanagh.

Kelvin: And you are listening to TOPcast: the Teaching Online Podcast. Hey Tom.

Tom: That is what TOP stands for: Teaching Online Pod, and then we add “cast” in there just to make that clear.

Kelvin: That’s right. Not to be “kit” or “er.” What do we say recently? The whole TOPsuite.

Tom: TOPsuite.

Kelvin: The TOPsuite. The Suite of TOPS. That's right. Something like that.

Tom: Something like that. Yeah. Alight, so, Kelvin, I see you drinking out of your Southern Methodist University mug.

Kelvin: Yes.

Tom: I've got a non-branded travel Thermos. What is in my non-branded travel Thermos?

Kelvin: Well, generically Tom. Well first maybe, I don't know that we've said this recently, so for the benefit of those newer to the show, we do bill this as a collegial conversation about online teaching and learning—and blended and digital teaching and learning—conducted over a shared cup of coffee. So, we do bring the coffee itself into the conversation periodically.

Tom: That's a good reminder. Yes. Thank you. So, I just jumped right into the coffee talk, but it's good to remind people. Who knows? Maybe we have a new listener.

Kelvin: Welcome.

Tom: Who doesn't know, like, “Why the heck are they talking about coffee?”
Kelvin: Because occasionally I do hear that. Occasionally. “I skipped past it until I finally figured out it was a thing. I don't like coffee.”

Tom: It's all right. If you don't want to hear the coffee part, you don't have to, but they are thematically tied. You're going to miss that setup if you go too far.

Kelvin: Loosely, Tom, thematically. Perhaps we'll see how this one, what the German judge says about this performance. So, today's coffee, Tom might at first harken back to our recent episode with UCF colleague, Dr. Zhongzhou Chen, because that episode started with a coffee from Brazil, and the coffee we're drinking today is also from Brazil. Yes, very recent. But this is a different Brazil. This is a single origin Brazil—I believe in Brazil, they might say this coqueiro. It's a light roast that came my way via that coffee of the month club that I'm part of recently. It's interesting to note that coffee—I don't know if we've talked about this per se—but coffee is a big business in Brazil. It goes back a long time with a lot of the coffee going to mass processing. I saw one website that referred to that as “blundering.” Okay, mass processing. And so much of the coffee growing area is relatively flat in Brazil, unlike a lot of places where it's very mountainous and hilly. So, a lot of the coffee harvesting and processing is done by machines, but a while back—as I understand it—some enterprising leaders in the coffee growing community decided to pursue exporting higher end coffees, specialty coffees. And some of them also focused on employing actual humans, skilled humans to carry out the harvesting and processing rather than relying on automated machinery. So, how's the coffee? And could you find a connection to today's topic?

Tom: I think so. I learn so much about coffee every other week with you, Kelvin. You do all this research. It's much appreciated. And I like the coffee actually. I like it a lot. It's good. And I do think I get the connection because you kind of punched the actual humans that are doing the work here. And just by coincidence, we are talking about humans today and how to best treat and retain humans in our organization, as opposed to the robots that we work with.

Kelvin: That’s right. That is correct. And here's a little bonus piece. This was subtle, but back in that episode with Dr. Chen, he talked about his passion for teaching that took him away from a pure science approach to physics. And he also communicated a compelling vision for transforming STEM education (by the way, if you haven't listened to that, you should go do it). And we'll be talking about passion and vision today, a little bit with those actual non-robotic humans.

Tom: Cool. Well, that is what we're talking about today. Thank you for that context. Like so many of you listening, we here have been dealing with the “Great Resignation” or in some ways called the “Great Reshuffling,” because if somebody's quitting, in most cases, they're going somewhere else. I've had a conversation with my colleague, Jocelyn Widmer at Texas A&M, and it's one of her faculty colleagues that came up with the term, the “Great Resignation.”

Kelvin: Is that right?
Tom: Yeah. So, we've had some interesting conversations about just the challenges that we've been facing and how we're trying to move forward. So, do you mind if I open with some statistics to kind of just set the stage a little bit?

Kelvin: Dazzle us with your math, Tom.

Tom: Yeah. Math. Yeah. So, I think these numbers are all pre-pandemic numbers. So, I don't know if anything's been updated since then, but you may have heard some of these in the past, but I'll start with some Gallup figures. So, according to Gallup, within the United States, 17.2% of all U.S. workers are actively disengaged. Actively disengaged, 17.2%. And I'm going to hypothesize that now, as we're sort of coming out of the pandemic and after the stresses of the last two years and everybody having their lives disrupted and sort of reevaluating, “What do I really want to do” and all of that, maybe that number's higher. 17.2 is pretty high, but maybe it's even higher—at least temporarily—as people kind of reevaluate. And so, what's the cost of disengagement? A lot. So according to Gallup, again, for every $10,000 in salary, it costs an organization $3,400 for those disengaged. So, by basically 34% of the salary, it costs the organization for people who are disengaged, actively disengaged. And that manifests in absenteeism, lower productivity, what they call shrinkage (shrinkages meaning you walk out the door with the box of PostIt notes and you shouldn't do that, right?).

Kelvin: See, I'm old school. We call that theft.

Tom: Yeah, I know. Yeah. Well, there's a fancy euphemism called shrinkage, but yes, it's the same thing. So, 34%.

Kelvin: Yeah. That's huge.

Tom: 34%. So, think about it. Say you've got a staff member who is $100,000 salary and benefits kind of person. That's $34,000 a year, that it's costing you or the equivalent. So, that's actively disengaged people who are here that are a population we should be thinking about. But now with this Great Reshuffling/Great Resignation, the cost to replace people—and then, so this is according to SHRM, the Society of a Human Resource Management. In order to replace a person, it's anywhere from 50% to 250% of the total salary and benefits for that position.

Kelvin: Wow. Yeah.

Tom: And 50% is on the sort of the low-end entry level and 250% is on the more senior experienced level. That's a lot of money to try to be recovering. And so that's everything from the search costs to the getting somebody trained up and waiting for them to get productive, all of that sort of baked into that number. But that's a lot. So, I mean, frankly from just a financial standpoint, there's a lot at stake here.

Kelvin: Yeah. No doubt. And so those are, if I understood you correctly, those are all pre-pandemic dynamic numbers if you've got resignation and rehiring going on, and then you—
Tom: I believe so. Yeah, because I think where I got them was from that, but I wouldn't swear on a stack of Bibles to it.

Kelvin: So, one wonders are those dynamics held exactly the same or is it worse? I don't think it's probably any better. Probably. And then you've got these multiplication effects, I guess, right? That there's so much more shuffling or resigning or disengagement going on. One article that I think you and I shared around maybe in Business Insider, it was a play on words, speaking to that disengagement thing, particularly during the pandemic era, hidden resignation. Hidden resignation.

Tom: People who come in everyday but are not here.

Kelvin: They're not here. Right. That's right. So, you got to figure, I would just figure, as you say, financially, it's probably even worse is what I would think.

Tom: I would probably put them in the actively disengaged category.

Kelvin: Yeah, that's right. I would think all that would be worse and yet, no doubt it is a lot of work when you got to try to refill empty lines. So just to comment on this, you shared a Chronicle of Higher Ed article that I had not seen before you shared it with me that was pretty recent that summarizes a lot of the impact in higher ed specifically about all this and just was good. We'll put it in the show notes and then on, so that was dire. And then on top of that, we've been talking about this—not just here at UCF—but even around as we talked to colleagues and even this week, I told you I was in a statewide meeting of colleagues of ours and it was a noticeable mention of departures among those colleagues and among staff members. So, it's happening all over the place. So, I think in online especially, maybe I don't know, exacerbated by all that early pandemic shift to emergency ad hoc, remote instruction, people being rung out and especially people with young kids with the virtual schooling, no childcare and all that. As you say, there's a lot of stressors and stuff that have been going on. Seems like—I don't know if it's worse in online higher ed—but boy, it feels like it's worse in online higher ed than it is anywhere else, but that's not—

Tom: Well, I mean just, it feels like it because we work in this space and there are some particularly in-demand professions, like programmers, developers, and instructional designers.

Kelvin: Yep.

Tom: But I mean, retail, hospitality, they're suffering right now.

Kelvin: Yeah, no doubt. No doubt. We have spoken a little bit about our UCF Center for Distributed Learning context. And you even did a little recording for our whole Division of Digital Learning job openings a while back and put it in the podcast feed. Some of our listeners might have heard. So, I mean, we're not immune from this. We're seeing folks who've had opportunities and have pursued them. And I think one of the things… I'll throw one metaphor out there that we've been talking about some, there's like this Ship of Theseus thing, right? At what point, if you were replacing the old ancient Greek ship one board at a time before it comes
back to port, at what point does it not remain the ship that it was when it left port? And there's a little bit of that here, where you and I have talked before about you got to onboard new people. Well, you talked about the financial cost of that, but there's an enculturation. I don't mean that in a bad kind of way. I just mean being part of the culture, seeing how things are. But if you can't get people into the organizational vibe at a faster rate than folks are leaving, you got a real problem because you're no longer dealing with the same organization anymore, I think.

Tom: Yeah. And not to go off on too much of a tangent, but I think it's mixed up in this. And as you know, this is tied up in a little bit with the remote work and the hybrid work schedule that we're doing. And I have felt this very strong sense of protection of the culture of our unit. And I've been trying to ensure that any changes we make to the way we work—whether that's going to hybrid or remote or whatever—don't negatively impact the culture. And so maybe I've moved a little slower than some people would've liked, but I've been trying not to break things, right? But having said that—we've talked about this before—I've evolved a lot on this issue. So, the whole idea of culture puts me in mind of baboons.

Kelvin: I can't wait.

Tom: Yeah. So, I may have told this story before on the podcast, so forgive me if I have. But I read about this or heard about it somewhere and I couldn't tell you the citation, so forgive me. But there was some experiment that was done with these baboons in captivity, and they had a—I'm going to make it up sort of—but a banana that was hanging from a rope in the ceiling and you could climb up a ladder and get the banana. But every time that one of the baboons climbed up the ladder to get the banana, they all got a little electric shock or something, to the point where if any baboon starts to climb up the ladder, they all jumped on them like, "Hey, no. Stay away from that because we're all going to get a shock." And then little by little, they start replacing the baboons one at a time and then they take away the banana. So, at the end, any baboon that approaches the ladder gets jumped by all the others and none of them know why, because they've all been sort of trained. And I'm worried about that when it comes to culture. Like, are we just perpetuating things that aren't... Do we even not know why or are these not good or productive? And it's a little bit like your Ship of Theseus idea.

Kelvin: We need the anti-banana issue.

Tom: Right.

Kelvin: We want good culture.

Tom: That's right. That's right.

Kelvin: Good things going on.

Tom: Kind of a non-example there.
Kelvin: That's right. But yeah, I have heard that, probably from you. I've heard that before. Yeah, that makes sense. Those dynamics. So, I guess just to state it outright, part of what we wanted to talk about in today's episode was what are we in online higher education to do to combat, counteract, offset the Great Reshuffling, right? And so, we want to try to address that, but it might be worth making a couple of caveats. Look, people are going to have opportunities, right? And I think none of us ever want to be in the way of somebody pursuing what's best for themselves and their families. That's great. In fact, shout out to TOPcast episode 80, your interview with Dr. Luke Dowden, that we called "Carism in Online Learning Teams." And I think it has a lot to say about that kind of stuff. And also, you've touched on it already, but remote work, 100% remote work is a current factor for some people. It's a real attractor and in much of higher ed, that is not a competitive option. And there's certainly a lot of corporate sector earning potential available right now for some people in some of our positions, and in much of higher ed, competing with the corporate sector salaries isn't an option either, right? So, those are things that we're not going to do so much about, but there are things that we can do, right? And I think what you and I have been talking about is we can do the best that we can to provide a positive and meaningful work environment with the potential to transform individual lives and society, and that ain't nothing.

Tom: Right, yeah. I've been trying to hit that, remind people of that as we kind of work on our culture and sort of a relaunch of our division a little bit. And as you said, anybody who's improving their station or moving on to a better opportunity, God bless them. Good for us that we helped them get there and gave them whatever skills and experiences or whatever. What I don't want to hear is "I'm leaving because I don't like it here," or because there's some problem here. That's something that we need to be addressed. And to your point, I think one thing that higher ed can offer is a genuine sense of mission that is truly making a difference for people. It's one reason why I've liked working in higher ed. I had a previous career in the corporate space where I spent a lot of time trying to teach pharmaceutical sales reps how to get past the receptionist, and that's okay for a while, but I sure feel like I'm making a difference in people's lives right now, lifting them kind of out of poverty, the number of Pell students that we support here at UCF, all of that. I think it's, I'm not laying bricks, I'm building a cathedral kind of reminders for people, that no matter what you're doing here, it really is directly impacting students and helping them.

Kelvin: Yeah. So, two of the, I think, big ideas that you and I have been kicking around lately that we thought, I think that we might unpack a little bit in our remaining time in this episode is kind of the connecting organizational vision with individuals’ purpose and passion. That's a thing that we can unbundle a little bit. And then cultivating a work environment where individuals can thrive. And both of those things are part of the equation, I think, and they both have things that we can unpack. Where do you want to start?

Tom: Let's start with the people because I've been thinking about that, too. And I'll say something that, I think we, as an organization have done really well. And even prior to my arrival, so, I won't take any credit for it. It's just something that I've agreed with and perpetuated—
Kelvin: You were a newer baboon?

Tom: That's right. That's exactly right. Although I think I understand why, is investing in people and their own professional development.

Kelvin: Yeah.

Tom: We've been really supportive of training, of certifications, of going to conferences, of presenting, of working with others, of getting out into the community and sharing what we've done and learning from others. And it's even to the point where we've gotten people certifications in things and they've moved on because they're now certified in that thing. But we knew that was a risk when we paid for that person's certification. And I would do it again because we have to invest in our people. And I think that's a demonstration of an organization that cares about you and your success.

Kelvin: Yeah, I think again, another plug for that TOPcast episode 80, the Luke Dowden interview, he speaks eloquently about that, right?

Tom: Yeah.

Kelvin: The hiring, the retention, and just kind of how you treat people. And he had a couple of anecdotes that were along the lines of what you said, that it's okay. I'm investing in the person, whether they stay or not, right? And that I like to think pays off. And maybe that's because I think the more that leaders—especially all of us—but leaders, especially, model trust of and loyalty to individuals, the more that's reciprocated. It won't ever be perfectly one to one reciprocated. But I think the more that leaders model trust of and loyalty to, they get some of that back. It begins to shape the culture a little bit. And I think Luke spoke so eloquently about that in your interview with him.

Tom: Yeah. Agreed.

Kelvin: There is a little bit, you talked about just. "Hey, we've been through some things and people have got just so many stressors." I don't know. I think some people probably find this language over the top. Others think, no, it's right on the money. We, certainly in our field, some of our colleagues speak about trauma-informed pedagogy. I wonder if we might talk about trauma-informed leadership, right? It's like, okay, how do you lead when there's an awareness that there is maybe more burnout going on than there has been pre-pandemic and more widespread overwhelm and anxiety, the actions that you take say something about the culture and the kind of place you're going to be and the way that people are going to be treated. Would you agree with that?

Tom: I would. And I'll just be a little vulnerable here. I've had to change my own style a little bit. Maybe not as much as people would've liked, but I tend to be a real, "Hey, rub some dirt on it. Let's go," kind of a guy. And that doesn't work with people, with a lot of people.

Kelvin: Yeah.
Tom: And that's not bad, right? That's just what people need. And so, I've had to take a step back and be a little more intentional, a little more deliberate about making sure that, especially as we talk to the leadership teams that report to us, "Hey, check in with your people. Make sure they're okay. Make sure they know the number of the Employee Assistance Program. Make sure they're taking time off. Make sure that they're not working nights and weekends, unless we absolutely have to ask them to." But, I kind of want to know if we're asking people to do that, because I don't want to abuse people. One of the things that was in that Chronicle article—now this was very much from a student affairs kind of perspective and is also from the perspective of somebody who's left higher ed somewhat unhappily. There's definitely some disgruntledness in there. But there's some interesting points that are made. And one of them has to do with this idea of sort of like mission gaslighting. So, as we talk about, "Hey, you can have an impact and you can help students." We try—I don't think I've ever done this—but we wouldn't want to use that as an excuse for not compensating or treating people right. It's like, "Well, you can't expect a lot of money because you're helping the world." It's like, well, okay, if I want to do that, I'd go work for a charity. And that's why you go to work for a charity where you don't expect necessarily to make a lot of money, but it's because something you really, really care about. I'm not implying that there's some trade off there. What I'm saying is that to help the people who are actively disengaged engage is to appeal to their sense of mission, but still pay them right and treat them right and all of the other things, right? These are not mutually exclusive.

Kelvin: No, that's right. And you did mention something there quickly that we've been trying to tend to internally for a while. We have identified some compensation lags in different pockets of our organization and been trying to attend to those. It was arguably somewhat resulting from some incomplete actions institution-wide, and we're trying to step in, but that kind of stuff, when there are additional stressors and then an individual feels like they're out of step, title, or salary or whatever, that does not help.

Tom: True. Yeah. And yeah, we've been really intentional about that, too. And I don't think we're done. I think we're going to continue to look at that.

Kelvin: I totally agree. That's a big lesson. All right. So, all of that's one big chunk of, you called it the people part, making a positive work environment where individuals can thrive, but then there's this other part, that connecting the organizational vision with individual's purpose and passion. You want to say a word or two about that?

Tom: I mean, I did sort of refer to that Christopher Wren anecdote of the bricklayer in the cathedral. And I think that's just really important. Some of the things I know that you and I both do in the kinds of meetings that we have is try to concretize that for the staff so that we'll stand up a panel of students who can talk directly to our team, or I remember we piped in a deployed student at an all hands meeting one time. And she talked about how important it was for online learning, given her circumstances in the military, or we've had students who needed accommodations, or we've brought in somebody from athletics who talks about how, given the travel schedules and all of the demands on student athletes, how
online learning has been able to help them. Let's remind people of who we're helping. So, if you are spending your day processing purchase requests or making graphics or whatever it may be, you can feel isolated from the mission. And I think periodically reminding people of the mission and their important role in achieving it is something that we need to do every once in a while.

Kelvin: Yeah, I think that's good. And so that's very much how the individual themselves sees their work and how they frame it. There's a good book—I don't know if you know this book. I've been in love with StoryCorps, which I think has some kind of a connection to NPR for a long time. And the founder of StoryCorps, Dave Isay, has a book that was based on a subset of stories from StoryCorps that is all about… The book's called *Callings*, and it's all about people who have found great fulfillment in their work. I mean, and it's all over the place. There was a—we're in Florida—up in Jacksonville, Florida, there was somebody who was the drawbridge operator and was one of the featured people. And you talked about the Christopher Wren cathedral thing, there was a second-generation bricklayer and she talked about what that meant to her. So, that kind of just even getting in touch with that I think is helpful. You know, talk about those kinds of people. But there's also a leaderly aspect of maybe what we might call vision casting as well, right? There's the individual's vision, but then there's the kind of, I guess we could call that an invitation in to connect one's personal purpose and passion and vision framing with the organization. You want to comment any about how to do that well?

Tom: Yeah. Well, I mean, I'm a work in progress, right?

Kelvin: Aren't we all?

Tom: Yeah. It's something that we are trying to do. And I have been advised by some that I respect that, look, one of your jobs—maybe arguably the most important job as a leader—is to set the vision for the organization. And then there's the aspect of, okay, let's get the resources and the right people and then get out of their way so they can do their best work kind of aspect to achieving that vision. But the most important thing is to set the vision. Stephen Covey has talked about some of that where you may be hacking your way through the jungle and you're making all kinds of great progress, when all of a sudden you realize you're in the wrong jungle and everybody behind you is like, "No, we can't stop. We're making great progress." But we are going the wrong way. So, that's really important to kind of set your target, what you're aspiring towards. And for me in higher ed, that is just so abundantly clear that it's about impacting students. And it might vary from institution to institution. UCF's mission is going to be very different from a community college's mission, from Princeton's mission. They're all different, but they're all about impacting students.

Kelvin: And I might add, historically, one of the things I'm particularly proud of in online higher education is that generally is a subset of students who have adult life responsibilities, so it's an access mission, right? It's expanding access to folks who wouldn't easily be able to pursue a high-quality higher education. And I'm extremely proud to be associated with that every day.
Tom: Yeah. Well, as somebody who earned two degrees as an adult with a family working full time, those are my peeps. I feel a particular affinity to that part of our mission.

Kelvin: Yeah, for sure. We talked a little bit about passion and purpose. Those are related, but different. I know for me—I shared this with you a while ago, because I was curious what you thought as a former, I don't know, part of the entertainment complex of America, right? There was this Business Insider article about the lack of the so-called reshuffling in Hollywood's entertainment industry. And I think some of the argument there was, well, those are some people who are particularly passionate about their work and most of them work remotely, except when they're on set. And it was like, yeah, they don't really see a whole. And I thought that was interesting. I know we talked about that a little bit. Any comments about either the entertainment industry or the whole passion thing?

Tom: Yeah. We can do a whole other podcast probably about that. But so, the entertainment industry, there are few doors into that industry. So, kind of once you're in, I could see not wanting to kind of give up your spot, especially if you've worked. That's another industry that abuses entry level people. I shouldn't say another. I don't think higher ed abuses entry level people. Having worked in the entertainment industry in television and film, that industry abuses entry level people. I was abused in that industry. You get paid nothing, you work unbelievable hours, and it's all because, oh yeah, but this is what you got to do if you want to get to this level, and everybody pays their dues and it's expected, and they just abuse you. So, I can kind of see once you've gotten through that and you're in, and you're working, you don't want to give it up. More generally about passion and purpose, I'm a big fan of Mike Rowe of Dirty Jobs fame. And he's talked about finding your passion and he's a little dismissive of it. He's funny about it. And rather, instead of finding your work that's your passion, find your passion in your work. Because he said, he's made many years of seasons of Dirty Jobs with people who had the most awful jobs that they had to do. I won't even describe them. If you've seen the show, you know what I'm talking about. And he said, these are some of the happiest people who love their work, who feel like they're doing the Lord's work, doing great stuff, jobs that have to be done. There's dignity in all work. But, they're very happy because they've been able to find the reason why that's important. Now I'm not comparing working in higher ed to climbing through sewer pipes and scrubbing them out—

Kelvin: Although.

Tom: Yeah, you never know. But I do think there's something to that too. Commit yourself to this mission and we have to remind people of what it is. And I think that there's an awful lot of purpose that can be found here.

Kelvin: Yeah. I know we need to start wrapping up, but I do want to make two plugs related to purpose, two resources I have found particularly helpful. One is the podcast Hidden Brain hosted by Shankar Vedantam. He had an episode a while back called “Cultivating Your Purpose,” which I think reinforces a little bit of that point you were just talking about because he doesn't say find your purpose. He does a lot of interviews, some researchers who've been studying purpose
deeply and their takeaways. Yeah, you don't trip across your purpose. You cultivate your purpose. Very insightful in three big kind of ways that people cultivate purpose. And I thought it was really helpful. It's very empowering, I thought. And I think that's a great thing to share in our community. We'll put that in the show notes. The other is—I think a lot of people have seen this by this point, but Adam Grant—what is he, an organizational psychologist, I think—has this TED talk, has languishing in the title. And he has these three Ms that are the big thing. Spoiler alert, he talks about mindfulness and meaning and mattering. And I think it's that mattering part that's so important. And that's only 15 minutes. So, we'll put that in the show notes. You should watch that as well. But cultivating and maintaining our sense of purpose, whether you stay in online higher ed or not, wherever you go, there you are. So, you might as well do it with purpose.

Tom: Yeah. Amen. That's a t-shirt right there that we should print up and wear. And yeah, I'm going to echo the Adam Grant TED talk, I thought that was great. Especially as this sort of ennui in the zeitgeist out there. I'll use a lot of French and German.

Kelvin: Those are all fancy.

Tom: Yeah. About this sort of feeling that people are having of just dissatisfaction or is this what it's all about? Or whatever. Those are really grounding to me as those kinds of concepts that Adam Grant talks about. So, Kelvin, my cup is empty.

Kelvin: Yep.

Tom: And I'm looking at the clock. So, what do you think I try to wrap it up with the bottom line here?

Kelvin: Please do. Yes.

Tom: All right. So, I think you'll agree, we are likely to see more colleagues depart their current online higher education roles.

Kelvin: Unfortunately.

Tom: Maybe even before all the dust settles here. However, by combining new flexible work arrangements, understanding of personal circumstances, and helping team members align their personal sense of purpose, passion, and vision with the best aspirations of our field, we can make our teams places where people want to thrive.

Kelvin: Yes, yes. Let's go do that!

Tom: Let's do that. Yes. Well, thank you for the Brazilian coffee.

Kelvin: Uh-huh. You're quite welcome. So, until next time for TOPcast, I'm Kelvin.
Tom: And I'm Tom.

Kelvin: See ya.