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Examining the effects of activity based working on employees' work-life integration, well-being, and productivity

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EXAMINING THE EFFECTS OF ACTIVITY BASED WORKING ON

EMPLOYEES' WORK-LIFE INTEGRATION, WELL-BEING,

AND PRODUCTIVITY

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Abstract

Profound changes are happening in the globalized work environment, challenging the existing way individuals operate at work and the traditional role of the workplace. The aim of this study was to examine the effects of the physical and social work environment through the lens of activity based working (ABW) to understand the effects ABW had on an individual's ability to integrate their work and nonwork lives and how this contributed to wellbeing and productivity. Twenty qualitative interviews were conducted across three Australian-based organizations that had implemented ABW. By studying the pre and post change impacts through the lens of Person-Environment Fit Theory and Self-Determination Theory (SDT), the study presented findings that identify a strong linkage between the physical and social environments and how this linkage is able to fulfill an individual's psychological needs—relatedness, autonomy, and competence—as defined by SDT. The study identified a greater sense of relatedness as the main benefit of an ABW intervention and suggested that there is a greater role for authenticity to play in the workplace in order to foster greater levels of autonomy. The study also identified competence as an area that organizations should focus more on in order to build and sustain the necessary skills and capabilities to work in an ABW environment. Participants described benefits to mental and physical health and wellbeing as well as productivity as a result of the ABW intervention.

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Chapter 1

Introduction

The environment that organizations of all sizes and industries operate within is and will continue to become more complex. Global trends such as digitization, the speed of rapid and changing information and communication technologies (ICT), commoditization of data, and globalization has made the world smaller in many ways. With more competition than ever crossing global borders, companies are challenged to do more with less. This means that innovation and creativity are being brought to the forefront of leaders' minds in how they achieve efficiency and create value for customers.

Today's workplace has also shifted from industrialized to knowledge organizations where the primary work revolves around solving knowledge issues (Glomseth, Gottschalk, & Hole, 2011). Workers in knowledge organizations are those who not only perform routine tasks but can also generate ideas that create better outcomes. Whereas in the industrialized society, work focus was on repeatable, stable, and accurately executed processes, the knowledge organization drives value through flexibility and customer focus.

This work environment has created pressure for organizations and its employees to stay connected anytime, anywhere so that they can compete more effectively and efficiently. In response, organizations are shifting from rigid management structures to a more agile and flexible way of working, fostering more independence for employees to act and achieve outcomes (Borghei, Jandaghi, Matin, & Dastani, 2010). In a global, competitive environment, knowledge workers become the key differentiators for competitive advantage, bringing unique and non-transferable knowledge to the table. Because knowledge resides in the very people that create, possess, interpret, and apply

the knowledge (Glomseth et al., 2011), much of management's focus will continue to focus on how to attract, develop, and retain these knowledge workers.

This raises a challenge for leaders, organization development (OD) and human resources (HR) professionals to develop programs, policies, and workplace experiences to foster engagement and improve job satisfaction for knowledge workers. However, if companies are challenged to do more with less, how do organizations manage this tension and prevent for employee burnout?

The topic of work life balance continues to challenge organizations who design work life balance programs and policies that are not necessarily aimed at providing a direct benefit to the organization, rather are designed to offset the negative effects of non-work related pressures (Grawitch, Barber, & Justice, 2010). Even with structures, programs, and legislation in place, work life balance is often viewed through appraisals around the incompatibility of work and non-work life. By focusing on work life integration, as opposed to balance, we can reframe the inherent divide and fragmentation that most individuals feel they need to create to compartmentalize their lives.

Work life integration can be defined simply as "the complementary pursuit of work and non-work goals and activities" (Harrington & James, 2005, p. 674) or more holistically as a strategy that involves the "effective and efficient coordination of efforts and energies among all stakeholders sharing interest and benefits from workers able to fulfill and transition between their personal, work, family, and community obligations" (Morris & Madsen, 2007, p. 442). Though it is recognized through research on Boundary Theory (Bulger, Matthews, & Hoffman, 2007) that individuals may have a preference for separation, or the segmentation of their work and non-work lives, the majority of knowledge workers now work in an environment that imposes or will eventually impose

more blurring of the lines and force the conversation around integration to sustain personal well-being and productivity. In addition, research suggests that integration facilitates a smoother transition as the two domains become increasingly blurred.

Organizations have also begun to leverage the physical environment as an asset to attract and retain knowledge workers given its ability to influence the social environment. In a study consisting of more than 100 interviews, Davenport, Thomas, and Cantrell (2002) concluded that the physical workplace and setting have a measureable impact on knowledge workers, and autonomy and control over these work environments are valuable to these workers to enable the achievement of outcomes. Moreover, in a study conducted on how the physical workplace affected communication behaviors, Pepper (2008) states that "buildings are architectural documents intended to manipulate meaning and action–that is, social structure" (p. 319) and that the physical aspects of our work lives greatly affect aspects of our social organizational experience.

There is increasing recognition that the world is changing and the lines between work and non-work are blurring. In addition, the importance and influence of the physical environment on our social environment continues. However, surprisingly the integration of how the physical and social environments can work together has been relatively understudied.

To succeed in today's global environment requires organizations to create synergy and foster collaboration, flexibility and partnership; "an organization that expects individual accountability in return for individual freedom" (Lynch, 1997, p. 18). Thus, to keep pace with global trends, organizations will be expected to provide more options around when, where, and how to work. Conversely, knowledge workers will be faced with this newfound freedom of choice and increasing work pressures, demanding that

individuals find ways to integrate their work and non-work lives to support their wellbeing and productivity. It requires individuals to be more self-determining and creates organizational responsibility to create an environment that allows and encourages self-determining employees to thrive.

There are many factors that are converging, all culminating into a central challenge and research question that is critical to examine in order to balance individual, organizational, and society's overall needs. The pressing challenge becomes how to positively impact the health and wellbeing of people while also balancing the need to create an environment that meets or even exceeds current business performance and ensures long term sustainability of the organization and its people. How can organizations create the physical and social environments needed to foster work life integration? Specific questions this study seeks to explore in support of the purpose include:

Question 1: How do the physical and social environments interact with and support each other?

Question 2: How do the physical and social environments meet an individual's psychological needs for competence, autonomy, and relatedness?

Question 3: If the physical and social environments support an individual's psychological needs, will they experience greater work life integration?

Question 4: Are there specific needs or elements of psychological needs that are pre-requisites for work life integration?

Question 5: If an individual experiences greater work life integration, what impacts does this have on their well-being and productivity?

To begin to address this question, the purpose of this study is to explore the relationship between the physical and social environments through Activity Based Working (ABW), a philosophy that promotes an individual's ability to work anywhere, anyhow, and anytime. As a workplace strategy, ABW is a response to the lack of integrated approaches that recognize the importance and linkage between the physical building, cultural environment and behaviors, and the use of technology to enable individuals and the desired culture.

As a whole system intervention, ABW touches each and every individual in the workplace and is a powerful lever for change. It involves converging the conversations between the physical and social environments to design spaces that support the activities and ways in which individuals choose to work, giving them a variety of work settings that support formal and informal collaboration as well as high or low focused individual work. It also supports them through tools, systems, and structures that enable the culture the organization desires to create. Through an ABW intervention, organizations have an opportunity to leverage the physical workspace to enable broader cultural change and leverage the physical environment to cultivate and drive the desired behaviors in the new way of working.

In an ABW environment, there is no individual ownership as people do not have their own offices or desks. Rather, the office is a shared space, relying on individuals to contribute to the collective system of ABW to enable personal choice on when, where, and how they want to work. By involving leaders, subject matter experts, and cross-functional business representatives, a shared vision and future way of working and enabling culture is identified and implemented to aim for true choice, and therefore, increased personal accountability in the pursuit of achieving outcomes faster and better.

This study explored ABW and its impacts on work life integration more broadly through the lens of Person-Environment Fit Theory (P-E Fit), which was first presented by John L. Holland as a theory on vocational choice (Furnham & Walsh, 2001) and through the lens of Self-Determination Theory (SDT; Deci & Ryan, 2008). The study seeks to identify themes to help organizations design and create the optimal physical and social environments to influence work life integration to increase employee wellbeing and business performance. The research participants and sites focused on knowledge workers in large Australian-based organizations, and data were gathered through qualitative interviews.

Kanter refers to the myth of a divided world between family and work life, with forced compartmentalization to surrender non-work priorities to the demands of work (as cited in Morris & Madsen, 2007). This compartmentalization leads to a loss of energy and authenticity. At the same time, globalization and technology have increased work pressures and have blurred the lines between our personal and professional lives, where many people now check personal emails at work, respond to work emails on weekends, and have one smart phone device that manages it all.

This world has already changed, yet we, as individuals, continue to face challenges around shifting the mindset from one of work life balance to one of work life integration. Whereas the focus in the past emphasized clear boundaries, continuing globalization will require us to shift this mindset to better deal with the blurring of these lines and respond more effectively and intentionally through exercising individual choice around when, where, and how we work to create our own boundaries to improve our wellbeing and productivity.

Practically, this issue will only grow as the world continues to increase in complexity. Knowledge workers, in particular, will be at the centre of managing this complexity while leaders continue to push down the mandate to do more with less. Being agile and adapting to changes amidst this complexity is a key capability that individuals, leaders, and organizations need to continue to develop. Linking the physical workplace in creating an enabling social structure can be a powerful impetus for change and serve as a tangible and visible lever to signal change.

Within the Australian marketplace, the idea of ABW is already alive and well, with 66% of Australian workplaces predicted to shift to ABW by 2020, according to a 2015 study conducted by Next Generation Workplaces (as cited by Telestyle, 2015). Many workplaces have and will continue to adopt it as a preferred workplace strategy, however, given the relative newness of the concept, having only been around for less than 10 years in Australia, the long-term benefits remain to be seen. Combined with the relative newness of work life integration, the concept of the whole self, and authenticity in the workplace, there will be a growing importance to focus on how these areas are related and how they can work together to engage and retain knowledge workers and contribute value to the bottom line.

The study can also contribute knowledge and action to professionals charged with designing and building workplace strategies for the future (including HR, OD, IT, real estate, facilities, strategy, designers, architects) and senior leaders who wish to leverage the power of the physical workplace as an impetus for more transformational changes in building socials environments to support their desired culture. Moreover, the focus on psychological needs will help leaders and HR professionals open a very new dialogue around the role of fostering desired behaviors in the workplace, leveraging the physical

and social environments to support behavior change. Ultimately, by integrating the dialogue between the physical and social environment, this study seeks to address the pressing issue of how to live more intentionally to bring our whole selves to every aspect of our lives, address why this matters, and describe how the environment can support them in integrating themselves. Finally, the knowledge to be gained from this study can help individuals raise their own consciousness around the choices they make around how they integrate their lives and how they can leverage their physical and social environment to exercise these choices.

Chapter 2 identifies the key areas of research currently related to these topics and explore the themes and gaps that the existing literature has identified. Additionally, a conceptual model, leveraging PE-Fit and SDT are presented to illustrate the areas to be studied. Chapter 3 walks through the design of a research study, which seeks to address the questions posed in chapter 1. Chapters 4 and 5 present the results of the study and include an analysis and discussion of the results and its implications and applications to the field of organization development.

Chapter 2

Literature Review

As stated in Chapter 1, the purpose of this study is to explore how organizations can create the optimal physical and social structures to foster work life integration. Specifically this study examined:

Question 1: How do the physical and social environments interact with and support each other?

Question 2: How do the physical and social environments meet an individual's psychological needs for competence, autonomy, and relatedness?

Question 3: If the physical and social environments support an individual's psychological needs, will they experience greater work life integration?

Question 4: Are there specific needs or elements of psychological needs that are pre-requisites for work life integration?

Question 5: If an individual experiences greater work life integration, what impacts does this have on their well-being and productivity?

In this chapter, four key themes are presented that discuss the integration between physical and social environments, the relationship between P-E Fit and SDT, the role of authenticity in the workplace, and the evolving definition of work life integration. P-E Fit Theory focuses on the level of congruence, or compatibility between a person and their environment based on that individual's interests, preferences, and abilities (Furnham & Walsh, 2001) while SDT suggests that psychological needs are influenced by the environment and by meeting three psychological needs—competence, autonomy, and relatedness—individuals may produce better results and experience greater personal wellbeing (Yoon & Rolland, 2012). A key factor to be explored in the relationship

between the physical and social structures (or, as P-E Fit Theory would call this, the *environment*) is how these structures impact psychological needs (the person) as defined by SDT. Finally, a conceptual model is presented to identify the linkages and relationships that informed the research question and design, leveraging key concepts from PE-Fit and SDT.

The Integration Between Physical and Social Environments:

The existing research today discusses the topics of physical environment and social environment in a siloed way, downplaying the integration and influence one has on the other. Much research conducted on physical workspace focuses on the aesthetics and design elements rather than on the intentionality of design in fostering specific behaviors in creating a supporting social environment. Conversely, the literature presented on social environments largely centers on organizational culture, which rarely cites the physical environment as an artifact of organizational culture. In cultural change initiatives, too often the physical environment is overlooked, and vice versa, in physical workplace changes, the cultural or social aspects are downplayed.

A key opportunity exists in exploring the linkage between the two. Pepper's (2008) study on the physical organization as equivocal message highlights a case study which identified the unintended consequences of physical design that did not consider the social context and impact of the design and build in facilitating the desired behaviors, leading to a poor employee experience in the new building. Moreover, physical workplace research has mostly focused on how physical space can impact productivity, recruitment, retention, absenteeism, and employee health as well as how it contributes to cost savings (Pepper, 2008). Leveraging the physical workplace as a social or cultural enabler has yet to be more fully explored.

Davenport et al. (2002) dive further into how the physical space can impact knowledge workers, in particular. They identify three main factors that contribute to knowledge worker productivity: management and organization, information technology, and workplace design, stating their "recognition that the three factors have in surprisingly few instances been address in an integrated way" (Davenport et al., 2002, p. 3). They cite that companies are experimenting with new workplace designs but for the wrong reasons. Fads and cost savings tend to drive workplace redesign decisions, leading to poorly designed spaces that work against the company's intentions. Rather, the researchers argue that companies should push to build social relationships to maximize the use of redesigned workplaces and foster a better fit between knowledge workers and their environment. In this way, their research has begun to bridge the gap in recognizing the need to integrate the physical and social environments.

Another study conducted by Gay, Saunders, and Dowda (2011) begins to explore this integration through the lens of SDT. The aim of their study explores how the physical and social environments can support psychological needs, as defined by SDT, to influence people's motivation to exercise. Their research draws upon consistent evidence that the interplay between social and physical environments influence physical activity and that, as SDT posits, the environment influences behavior. Their study also recognizes that little evidence exploring the relationship between psychological need satisfaction and the physical environment exists. The implications of their study recommend the need to expand the definition of environment so that "optimal characters of both the built and social environments" can be determined (p. 195).

Weinstein, Legate, and Przybylski take this idea of integration one step further in their study of SDT's psychological need satisfaction and its impact on an individual's

perception of beauty of spaces. The researchers draw on previous research that suggests the importance of the social significance of space as well as studies that suggest spaces connote psychological meaning "when they provide comfort, freedom, and togetherness" (Weinstein, Legate, & Przybylski, 2013, p. 247), very similar elements to SDT's three psychological needs. The results of their study indicated that perceived satisfaction of all three needs were related to an individual's perception of the beauty of spaces (both past recalled spaces and presently occupied spaces). Individuals who felt their psychological needs were satisfied perceived their physical spaces to be more beautiful, and in particular, the feelings of relatedness and autonomy made meaningful spaces even more beautiful.

Person-Environment Fit and Self-Determination Theory

While research exploring the integration between the physical and social environments has been limited, it has long been recognized through P-E Fitand the research of Kurt Lewin that behavior is a function of person and environment fit, or B = f(P, E) (Caplan & Van Harrison, 1993). The measures of P-E Fit, as identified by J. Holland in 1973 outlines three key aspects—consistency, differentiation, and congruence. Through various research studies conducted by French, Rodgers, and Cobb (1974) and Cooper (1983), it has been determined that congruence is the best measure of P-E Fit.

Congruence is determined by the level of compatibility between a person and their environment, based on an individual's interests, preferences, and abilities. Incongruence results "when a personality type lives or works in an environment that provides opportunities and rewards foreign to the person's preferences or abilities" (Furnham & Walsh, 2001, p. 189). Individuals who experience incongruence are either motivated to change their personalities or change their environments to achieve

congruence. However, it has been noted in research that not being oneself (or not being authentic) is energy intensive, and when energy as a personal resource is limited, it can be viewed as much more beneficial to change one's environment to achieve congruence, as opposed to change oneself (van den Bosch & Taris, 2014).

SDT, as a key motivation theory, posits that by nature, people are self-motivated, curious and seek success as a way to obtain overall satisfaction (Deci & Ryan, 2008). SDT explores a person's interaction with their environment through the satisfaction of three psychological needs—competence, relatedness, and autonomy. The work of Deci and Ryan (1985) describes that through these three needs, SDT explores the personal motivations that drive people's choices without the impact of external factors. SDT goes on to identify autonomous motivation as a separate factor, identifying intrinsic motivation and identified motivation (the pursuit of activities which are congruent with one's values, identity, and goals) as inputs into autonomous motivation. However, this study did not explore autonomous motivation, as the concept of congruence was explored through the lens of P-E Fit.

SDT has been greatly studied in various contexts, and research suggests that having these psychological needs satisfied contributes to greater experienced life meaning, energy, and well-being while reducing negative feelings of stress, anxiety, depression, and burnout (Weinstein et al., 2013). Social contexts are a key contributor to need satisfaction, and social environments that do not foster these needs may lead to poor wellbeing (Deci & Ryan, 2008). In addition, Roca and Gagne (2008) suggest that when individual psychological needs are met, individuals are better able to persist and perform better, while several other studies have shown that psychological needs being met is positively related to positive outcomes (as cited in Yoon & Rolland, 2012).

The first need, competence, is defined as the need to feel capable, valued, and able to achieve outcomes. Individuals need to believe that they can tackle obstacles, achieve outcomes, learn and grow, and adapt to change effectively in order to psychologically feel competent (Graves & Luciano, 2013). Competence also implies that individuals want and need to interact with their environments in order to achieve their desired outcomes (Yoon & Rolland, 2012).

The second need, relatedness, is the need to connect with others through safe and satisfying interpersonal relationships. Feelings of affiliation in the workplace contribute to satisfying the relatedness need (Graves & Luciano, 2013). Relatedness can also be defined as being connected and feeling close to others and having a sense that one is cared about and cares for others (Weinstein et al., 2013). Research also indicates, specifically, that close relationships at work contribute to an individual's well-being (Weinstein et al., 2013).

The third need, autonomy, as defined by SDT, is characterized by having the freedom to exercise personal choice and also to what extent one fully embraces the decision as their own (Graves & Luciano, 2013). Brudney and Lantos (2011), on the other hand, define autonomy through two dimensions: having agency, or the capacity, to make a choice based on reason and having authenticity, the ability to construct and live one's life according to one's belief system and values. Essentially then, the definition of autonomy for the purposes of this study can be viewed through a hybrid lens as having the sense or consciousness of choice, the capacity to make a choice (agency), and the ability to make a choice based on a personal belief and value system (authenticity).

The Role of Authenticity

Much of the research identifies a strong theme around authenticity's role in the workplace. For example, Brudney and Lantos define autonomy as an individual possessing agency and authenticity. P-E Fit Theory suggests that congruence, or the ability for an individual to thrive in their environment based on their authentic values, interests, preferences, and abilities, is the greatest determinant of fit. More broadly, authenticity focuses on matching person and environment fit and therefore can also be defined as "the degree to which a person acts in agreement with one's true self" (van den Bosch & Taris, 2014, pp. 1-2) or "owning one's personal experiences, be they thoughts, emotions, needs, wants, preferences, or beliefs and expressing oneself in ways that are consistent with inner thoughts and feelings" (Harter, as cited in Knoll & van Dick, 2013, p. 346).

Authenticity's role in the workplace is a new dialogue that has recently been gaining more attention. As such, much of the research conducted on authenticity to date has been focused in the individual psychology area and its relationship to psychological wellbeing. At the same time, researchers have questioned if authenticity should even have a role in the workplace, arguing that workers may be required to behave in a certain way and alter their behaviors to meet their manager's expectations (Knoll & van Dick, 2013). More recently, research on authentic leadership has been conducted, however, the broader role of authenticity and how it can contribute to workplace effectiveness remains relatively new. Thus, this study seeks to not only explore the three psychological needs as identified through SDT, but also specifically dive into authenticity's role, as a component of autonomy, in fostering work life integration. The focus on authenticity tested the hypothesis that authenticity is a critical factor, and perhaps the most important pre-

requisite in work life integration, securing authenticity's importance and relevance in the workplace.

Extending beyond the humanistic and existential approaches to authenticity, which have limited empirical support, three perspectives on authenticity have been presented. First, Kernis and Goldman (2006) created a four-dimensional model that highlighted a "striving for self-knowledge, an unbiased processing of self-relevant information, the free and natural expression of one's self and a valuing and striving for openness in relationships" (as cited in Knoll & van Dick, 2013, p. 347).

The second model is the tripartite model developed by Wood, Linley, Maltby, Baliousis, and Joseph (2008), which has its roots in humanistic and clinical psychology (as cited in Knoll & van Dick, 2013). The model identifies three elements that comprise authenticity: *self-alienation*, or the "subjective experience of not knowing who one is" (van den Bosch & Taris, 2013, p. 3), *authentic living*, congruence between how you want to live and are actually living according to your values and beliefs, and *external influence*, the extent to which a person considers external factors to meet others' expectations. More simply put, Wood et. al's model focused on "congruence between feeling, thinking, and behavior and the rejection of external influence" (Knoll & van Dick, 2013, p. 347). Schmid (2005) argues that self-alienation and authentic living are impacted by the social environment and that the optimal level of authenticity is reached when self-alienation and accepting are low and authentic living is high (as cited in van den Bosch & Taris, 2014).

The third model, an integration of the first two approaches developed by Knoll, Meyer, Kroemer, and Schroeder-Abe (2013) focuses on authentic self-awareness and authentic self-expression, articulating that people with high authenticity also seek to

explore why they behave in a certain way and honor this in the way they express themselves (as cited in Knoll & van Dick, 2013).

Wood et. al's tripartite model, grounded in a person-centered orientation of authenticity, is leveraged by van den Bosch and Taris in a study that builds the dialogue around authenticity's role in the workplace. The results of their study suggest a few important implications. First, self-alienation is the central dimension of authenticity at work. Second, individuals who perceived themselves as more authentic at work have higher levels of engagement, meaning they feel more vigor, dedication, and absorption. Lastly, high levels of authenticity were also associated with high levels of work performance and job satisfaction, key areas that leaders should pay attention to. Conversely, low levels of authenticity were associated with low well-being and motivation and high levels of stress (as cited in van den Bosch & Taris, 2013). The authors proposed a relationship between authenticity, work conditions, and outcomes, however the study did not go so far as to explore this. Rather, the authors hypothesized that authenticity could have a mediating effect between work conditions and work outcomes.

In another study in 2014, van den Bosch and Taris sought to identify the relationship between authenticity, well-being, and work outcomes, citing research conducted by Menard and Brunet (2011) and Toor and Ofori (2009) which reported positive correlations between authenticity and psychological well-being. Sheldon, Ryan, Rawsthorne, and Illardi (1997) also identified lower levels of authenticity being associated with higher levels of anxiety, depression, and stress. Wood et al. (2008) reported positive relationships between a high level of authenticity and satisfaction with

life, self-esteem, autonomy, happiness, environmental mastery, personal growth, self-acceptance, and gratitude.

However, a key gap in these past studies was their approach to authenticity as solely a trait based concept, meaning a stable personality trait. Rather, van den Bosch and Taris argue that authenticity should be measured also as a state-based concept, which dictates that individuals' ability to act authentically is largely dependent on the context in which they operate in and the congruence they feel to their environment (van den Bosch & Taris, 2014). As a result, the authors consider state authenticity a more appropriate measure for authenticity in the workplace, stating that it is a transient feeling as opposed to a fixed disposition. Thus, in exploring authenticity, this study also focused on state based authenticity, recognizing that authenticity is not a stable personality trait and can change based on the environment.

The results of van den Bosch and Taris' 2014 study, leveraging Wood et. al.'s model, demonstrated that authenticity in the workplace has a larger impact on well-being than on work outcomes, as measured by turnover intention and in-role performance. More specifically, authentic living showed positive relations with work engagement, vigor, dedication, and absorption while self-alienation was negatively correlated with these same areas. Self-alienation also showed strong positive correlation to cynicism, emotional exhaustion, personal accomplishment, and turnover intention while showing a strong negative correlation to job satisfaction. Secondly, the role of self-alienation in Wood's tripartite model of authenticity plays the strongest role for individuals at work. Thirdly, authentic living was positively correlated with positive work outcomes, meaning that if people can live their values and beliefs at work, they are more able to contribute to positive work outcomes.

In another study, Knoll and van Dick (2003) studied the relationship between authenticity in the workplace and its ability to predict voice behavior, the ability for employees to speak up. Their study explored the relationship between authenticity and organizational identification, defined as "the perception of oneness with or belongingness to an organization, where the individual defines him or herself in terms of the organization(s) in which he or she is a member" (p. 353), asserting that organizational identification plays a large part in whether an individual feels like the environment supports them. Knoll and van Dick's research provide the first evidence supporting the idea that authenticity in the workplace could work together with organizational goals and values and that the workplace could facilitate authenticity. However the study did not explore what specific work contexts and environments were more conducive to creating a strong relationship between authenticity and organizational identification.

In the studies discussed above, the idea of work life integration was largely not present, demonstrating a gap in how authenticity, above and beyond being a mediator between work conditions and outcomes or work contexts and organizational identification, has yet to be researched.

An Evolving Definition of Work Life Integration

The final theme focuses on the topic of work life integration. To date, there has been much research around a more established term—work life balance—focusing the conversation more traditionally around women in studies such as Seierstad and Kirton's (2015) study on the effect of women in high commitment careers and their work-life balance challenges and Sullivan's (2015) study on so-called bad mum guilt. Additionally, much of the research has primarily been focused on the creation and application of policy interventions rather than the physical and social structures. Harrington and James (2005)

ask the question, "Is there really a greater number of organizations today that provide not just policies, but environments that support working people in their pursuit of achieving greater balance and integration between their work and non-work lives?" (pp. 665-666). The authors assert that the focus on policies over environment can be seen as old assumptions and an out dated approach to leading the workforce.

Shifting away from policies to achieve cultural change that supports work life integration has had major challenges, where leaders and HR have oftentimes opted for creating and deploying policies that can easily be measured instead of tackling organizational change, which brings about much more ambiguity, time, and energy. To address this challenge, Harrington and James (2005) introduce the Standards of Excellence Index (SEI) as a tool that measures organizational change towards improved work life integration. The SEI provides leaders with a tangible tool that helps them understand work life integration in their organizations and start to measure progress. It seeks to answer the question "To what degree does an organization integrate a work life perspective in the way it manages our people" (p. 681). To date, the implications of their survey identifies a consensus from study participants that accountability, leadership, and measurement are areas that require more focus and attention, drawing a conclusion that leaders have not yet embraced the challenge of creating a new mindset towards integrating work and life through their organizations. The opportunity for leaders lies in truly owning the cultural shift and creating the right environment for work life integration to thrive.

In addition, there has been a lot of research on individual work life decision making frameworks (Grawitch et al., 2010). The majority of these frameworks are created from a reductionist point of view, implying an inherent trade-off, loss, or conflict

that work and non-work create. In this way, Grawitch et al. argue that current work life balance programs and policies focus on how to decrease the negative effects of non-work related activities that don't necessarily bring benefit to the organization, citing vacation benefits and childcare as two examples. Today's programs seek to reduce negative outcomes instead of promote positive ones, but for work life integration programs to be effective, organizations need to focus on the individual person, their environment, and the fit between the two. Related to the debate between separation and integration in work life border theory, Cowan and Hoffman assert that for true separation to occur, this would imply no interaction between work and non-work. However, when constructing borders, they acknowledge that borders can include physical, temporal, and/or psychological borders (Cowan & Hoffman, 2007). If this is the case, then is there such a thing as true separation in this day in age, and is the reductionist point of view becoming obsolete?

Grawitch et al. (2010) identify research on facilitation, a work life theory that emphasizes maximizing the positive role that work plays in life. Facilitation suggests that engaging work can produce positive energy that can spill over into other aspects of life. Grawitch et al. cite examples of individuals that foster work relationships to fulfill social and achievement needs as having a less stressful and more enjoyable work environment than those who focus more on non-work relationships. Work life border theory also addresses this spill over of work and nonwork as permeability. The concept of permeability states that many psychological aspects, including ideas, thoughts, and emotions cross domains (Cowan & Hoffman, 2007), which demands both employees and organizational leaders to recognize the need to operate more flexibly than we do today.

Grawitch et al. (2010) also address another key focus area, which is the traditional focus on work vs. family. To challenge this traditional focus, the authors created a

Personal Resource Allocation framework that addresses work and life more holistically as an allocation across all life pursuits to focus the conversation more on person-environment interactions in the pursuit of positive outcomes (Grawitch et al., 2010). Supporting this, Morris and Madsen (2007) also articulate that integration is a holistic strategy that includes the personal, work, family, and community aspects of an individual's life. They identify *integration* as a key theoretical approach, in addition to the eight theories they present in their research. Key elements of their theory, which greatly support Border/Boundary Theory, are a "healthy system of flexible and permeable boundaries that facilitates and encourages equal attentiveness and connection with priorities and valued activities originating in the work-life, family-life, and community-life domains" (Morris & Madsen, 2007, pp. 442-443) which seek to challenge the traditional assumptions of work life balance to place equal emphasis on all aspects of life.

Finally, a conversation on work life integration would naturally evolve to explore the topic of flexibility. While not the sole focus of this study, the importance of flexibility through the research in Boundary Theory is important to understand. As identified in results of a flexibility study, Cowan and Hoffman (2007) found that contemporary definitions of flexibility include four key areas: time flexibility, space flexibility, evaluation flexibility, and compensation flexibility. Time flexibility can be represented by the respondent quote "Knowing your deadlines, meeting goals, as long as you get this done, you should be free" (p. 40) while space flexibility refers to both physical space and location and mental space to be able to think about work at home and think about home at work. Evaluation flexibility, related to both, refers to the ability to be measured on outcomes and results delivered instead of traditional face time. Compensation flexibility refers to the ability to make trade offs around time vs. money when determining

individual flexibility needs. The results demonstrate an important shift away from the work life balance conversation and in recognizing the need and relevance of work life integration practices and mindsets. The authors also suggest that the study raises a larger question around the concept of work, suggesting that work no longer refers to a place, time, or specific activity.

Through the research, there is a clear need for a more integrated conversation around the physical and social environments and how the two can facilitate psychological need satisfaction, particularly authenticity as a vehicle to enabling work life integration. Authenticity, as a requirement to work life integration, can be a powerful cultural enabler for organizations in fostering greater employee well-being and productivity. These relationships are identified in Figure 1.
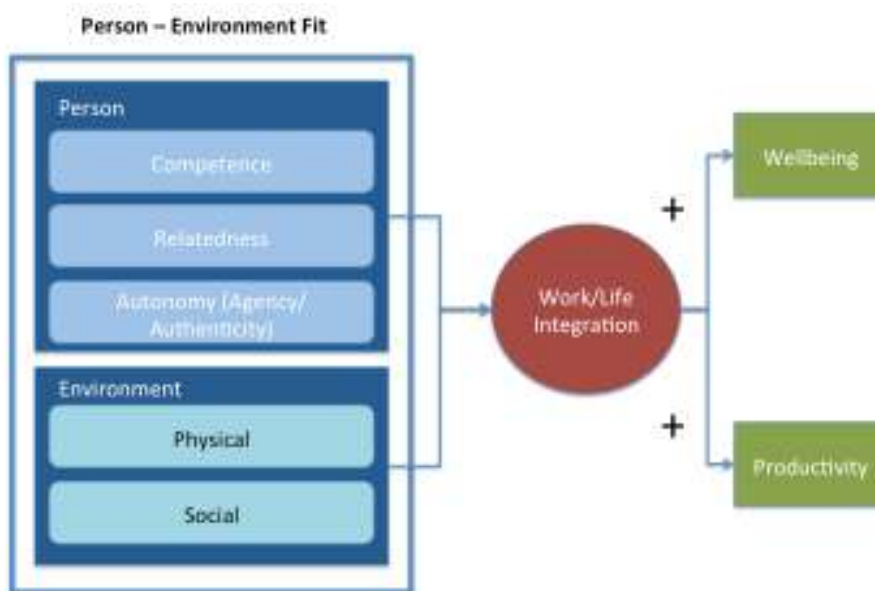

Figure 1

The Relationship between Person-Environment Fit and Work Life Integration

In exploring these relationships, this study makes a key assumption that our current environmental context demands that we manage the blurring of our personal and

professional lives through pursuing work life integration. Boundary Theory suggests that adult workers create boundaries between their work and personal lives that vary in strength. It is the variation in strength that determines the interaction between their work and non-work lives (Bulger et al., 2007). However, this study did not dive into a deeper discussion on the individual choice between segmentation and integration and whether individuals would prefer to keep their work and non-work lives separate. While individual preference plays a large role in the strength and rigidity of this boundary, today's complex world demands workers to reconsider the rigidity of these boundaries in order to allow for more flexibility and integration between their work and non work lives.

In conclusion, much of the research proposed around authenticity and work life integration identifies linkages to P-E Fit theory. This study proposes to specify the environment as both the physical and social environments that organizations create and explore how our environments impact how we show up at work. It also proposes that the person can be explored through the dimensions of SDT and the three psychological needs while broadening the definition of autonomy to include agency and authenticity, to allow for further exploration of authenticity's specific role in work life integration. Lastly, the study seeks to broaden the idea of work life balance to be more holistic and positive, drawing on facilitation and integration theories as opposed to the prevalent reductionist point of view. Chapter 3 describes the methods and design to conducting the study in support of the hypotheses stated and conceptual model presented.

Chapter 3

Methods

As stated in Chapter 1, the purpose of this study is to explore how organizations can create the optimal physical and social structures to foster work life integration. Specifically this study examined:

Question 1: How do the physical and social environments interact with and support each other?

Question 2: How do the physical and social environments meet an individual's psychological needs for competence, autonomy, and relatedness?

Question 3: If the physical and social environments support an individual's psychological needs, will they experience greater work life integration?

Question 4: Are there specific needs or elements of psychological needs that are pre-requisites for work life integration?

Question 5: If an individual experiences greater work life integration, what impacts does this have on their well-being and productivity?

Based on the purpose of the study and key questions, this chapter outlines the research design elements, including population and sampling identification and techniques, data capture and analysis, and measurement of the research.

Research Design

The methodology of the research design was a qualitative study, which allowed the researcher to investigate how the physical and social environments enabled by an ABW workplace strategy and intervention influenced an individual's choice on when, where, and how they work, which may have contributed and/or detracted from work life integration. A qualitative interview method was chosen to better understand the process

by which people make decisions based on a pre and post shared experience of ABW within their organization and how they make sense of the experience of ABW as it relates to their life.

Participants were asked a series of open-ended questions in a one on one sixty minute interview. The interviews were conducted in person and via telephone, depending on the location of the organization. Interviews were audio recorded, and communication via tone and body language was observed (when conducted in person) and captured by the interviewer.

Sampling Method

The sample for the research study included a population of three client organizations that have undergone an ABW implementation in Australia. Organizations were former clients of the company, Veldhoen + Company, who are the creators and innovators of ABW. The client organizations represented diverse industries, including healthcare, finance, and real estate and also represented diverse locations across Australia, including Perth, Sydney, and Melbourne. Given that ABW is considered a whole system intervention, it was a great way to study the before and after impacts of physical and social environmental changes on employees and the impacts that these changes may have had over a period of one to four years since the implementation.

Organization 1: Activity Based Working was implemented at Organization 1 in 2014. Consolidating six building locations and staff into one main building across 46,500 square meters, about 1,700 employees were relocated into a single building. The client's purpose, as a major healthcare insurer, was to align its purpose of better health with how its workspace supported its employees. The cultural aspects of the transformation sought

to foster better health and well being, collaboration, and innovation, as manifested through the physical environment and supported by enabling tools.

Organization 2: Activity Based Working was implemented at Organization 2 in 2012. This financial services organization consolidated five offices into one building, bringing together 2,700 employees into a single headquarters consisting of 43,500 square meters. The organization focused heavily on engaging leaders and building a culture around happy working to foster stronger collaboration and innovation to deliver greater customer value and bring their corporate values to life.

Organization 3: ABW was implemented at Organization 3 in 2014. This property management and investment company planned to relocate their head offices due to the end of their expiry lease. The organization aimed to provoke a cultural shift to deliver on their core values of accountability, collaboration and passion. Their new office consisted of two floors, which were connected by an open staircase, with the aim to put themselves on show so that visitors could look into our busy, collaborative way of working.

Once the three client organizations were identified, the samples across the organizations were selected through two sampling techniques: criterion and convenience sampling. This enabled the sample to be diverse and also better fit to answer the questions related to work life integration. Identifying the sample initially through criterion then through convenience sampling (based on individuals who fit the criterion) sought to gain access to the most appropriate and diverse target population.

To capture a broad perspective, diversity was important to the study in discovering the wider impacts of physical and social environmental changes and its relationship to work life integration. The criteria applied for diversity of selection included the following:

- Sample organizations included a broad range of industries based on convenience and past partnership working with Veldhoen + Company

- Sample participants represented various functions and/or departments

- Desired population was a mix of male and female

- Individuals were current employees of the client organization

- Individuals were considered knowledge workers (defined as individuals who bring unique and non-transferable knowledge to the table to create, possess, interpret, and apply the knowledge and add value to organization through ideas and insights)

- Individuals were in a non-executive role (e.g., individual contributors and/or middle managers)

Criterion sampling was important to identify the best suited participants to gather deeper insights and discover how individuals make choices on how they integrate their work and personal lives. Convenience sampling was important as well to ensure an adequate response rate and diversity of participants. A mix of industries and departments or functions was desirable in that it enabled the research to explore the broader implications of work life integration above and beyond specific industry trends. A mix of male and female was also desirable since it contributed a more balanced view of integration, whereas work life balance, in the past, has skewed towards exploring impacts for working mothers. Knowledge workers were also critical to the study because of the nature of their work and the impacts on their work across time and distance based on trends such as globalization and access to information. This has forced a blurring of the lines that do not rely on traditional working hours and locations (e.g., not tied to machinery/tools to do their jobs). Finally, the sample was also targeted at non-executives to capture the broader, deeper levels of the organization that may better represent the

broader organizational population's point of view. Some key demographics are contained

in Table 1.

Table 1

Participant Demographics

Demographic	Distribution
Organizations interviewed	3
Gender	55% men,/ 45% women
Tenure	Mean: 7.5 years Range: 7 months—27 years
Leaders (manage other employees)	45%

Data Collection

One-on-one interviews were conducted at the client site, when possible, to enable

the interviewer to observe the physical environment, enable convenience for the

interviewees, and also establish a comfort with the interviewees in allowing for

familiarity of their surroundings during the interview. When not possible, interviews

were arranged via telephone; 35% of the interviews (n = 7) were conducted via

telephone. Data was collected through audio recording and typed notes to capture both

the verbal responses and interviewer observations around how the information was being

shared (e.g., body language, tone of voice, eye contact, long pauses, etc.) The interview

protocol (see Appendix C) contained the following questions:

1. Warm up question: I'm curious about what drew you to participate in this study.

2. Capture demographic data:
   a. Gender
   b. How long have they been with the company?
   c. How long has the org been in an ABW environment?
   d. Function/dept?
   e. Do you manage other employees?
3. Think back to the time before you transitioned to ABW. Since the transition to ABW, how has the way you work changed?
   a. How is the physical environment different?

    b. How do people behave differently?

    c. How does this influence how you make decisions on how you work?

    d. What helps or hinders you from making these decisions?

4. What aspects of the change felt comfortable? Uncomfortable? How did this impact you?

5. How do you believe these changes have impacted the organization?

6. How has your life changed pre/post move into the new space?

7. Draw a picture of how your work and life are related; interpret the picture

    a. How much of yourself would you say you bring to work (%)? or is there a part of yourself that you don't bring to work? Why? What impacts does that have?

    b. If I'd asked you to draw the picture before the change, would it look different?

8. Thank you for sharing your story. Is there anything else you'd like to share about the impact of the change?

IRB Requirements

Given that the research involved interacting with employees from more than one organization, the study was conducted under the Institutional Review Board (IRB) guidelines of Pepperdine University. The IRB expedited application was filed. Recruitment materials are presented in Appendix A, and the consent form used in the study is contained in Appendix B.

Recruitment for participants commenced by identifying past clients that Veldhoen + Company have partnered with to implement ABW in Australia. Once interested client contacts were identified, the researcher reached out to the contact to explain the purpose of the study, criteria for participant selection, and answer any questions. The recruitment materials (contained in the appendix) were then emailed to the contact to share with potential participants as context for the request.

Once participants were identified, they were emailed the Informed Consent Agreement to read prior to the interview. On the day of the interviewer, they were provided with a soft or hard copy and an opportunity to ask any questions before signing. Once the form was signed, the interviews commenced. Participant time commitment was

limited to ninety minutes with any initial contact pre-interview allocated for thirty minutes, if needed, and the interview itself allocated for up to one hour. Interviews took place from February 2016 to May 2016. No follow up interviews with any individuals were required. Data analysis was conducted throughout the interview process and more fully in May when all the interviews wrapped up. Data was collected through typed notes during the interview; the interviews were also audio recorded then transcribed.

Data Analysis and Method

A total of 234 pages of transcriptions were reviewed and analyzed in order to synthesis the key themes and begin to address the original research questions presented in Chapter 1. A combination of a few methods of analysis were undertaken. Firstly, transcribing the notes captured in the audio recordings enabled a further depth of understanding. Reading the transcription notes in their entirety and comparing observational notes allowed for analysis through categorization, identifying similarities and differences, antecedents and consequences of the responses. Additionally, analysis also focused on connective analysis, identifying the relationships that may or may not have been intended through the purpose of the study. This approach enabled a more holistic view of how the data makes sense in the context of the research purpose and the conceptual model presented. Finally, content analysis was undertaken to identify the frequency of statements or sentiments described in the qualitative narratives (Creswell, 2014). The key findings and themes that resulted from this analysis are presented in the following sections and are organized based on the original research questions posed in chapter 1.

Measurement was based on the conceptual framework presented in Chapter 2, drawing upon P-E Fit Theory and SDT (e.g., does the social environment meet my needs

for competence, relatedness, and autonomy? Is the physical environment designed to facilitate these attributes and foster congruence?) Using the conceptual framework provided a foundation to analyze qualitative outputs and also leveraged a consistent language to explore and identify themes, similarities, differences, and relationships. The conceptual framework was also helpful in that it drew upon two well-studied theories, however in this case, integrating the two theories together and applying these theories to a different context and purpose.

In conclusion, Chapter 3 identifies the specific design elements of the research study as well as provides rationale for the research design decisions taken. In addition, key information related to IRB requirements have been identified in support of the holistic design of the study. Key documentation in support of the IRB requirements is contained in the appendix. The method of data collection and analysis was also described. Chapter 4 discusses the key themes identified through analysis of the research findings.

Chapter 4

Results

As stated in Chapter 1, the purpose of this study is to explore how organizations can create the optimal physical and social structures to foster work life integration. Specifically this study examined:

Question 1: How do the physical and social environments interact with and support each other?

Question 2: How do the physical and social environments meet an individual's psychological needs for competence, autonomy, and relatedness?

Question 3: If the physical and social environments support an individual's psychological needs, will they experience greater work life integration?

Question 4: Are there specific needs or elements of psychological needs that are pre-requisites for work life integration?

Question 5: If an individual experiences greater work life integration, what impacts does this have on their well-being and productivity?

Chapter 4 presents the key findings and themes resulting from the data analysis. Direct quotes have been provided to support the key themes and create a deeper understanding of the narrative the research uncovered.

Key Findings and Themes

The physical environment and social environment are linked and impact each other. When asked purely about the physical changes, all participants were able to easily articulate physical changes, noting a new, modern building, ergonomic settings, fit for purpose spaces, brighter colors and vibrancy, openness, informality, less clutter and paper, and increased natural light as the major physical changes. Technology upgrades

such as large screens and laptops were also raised. Ninety-five percent also noted how these attributes also led to increased movement and interaction with colleagues as a result of the physical changes.

When asked about the specific social changes participants experienced, 75% of the participants articulated notable social changes. Interestingly, participants from Organizations Two and Three cited heavily investing in change management support to facilitate the ABW intervention and move into the new building, articulating that change management was a critical success factor to enabling the new environment. Change management support included robust communications, training, and leadership and employee engagement interventions to facilitate shared and widespread understanding of the changes that were anticipated in the new physical and social environment. In sharing final thoughts at the conclusion of the interview, one participant raised the following:

> For organizations who are thinking about a setup like this, change management is very important and change management prior to the move. Making them comfortable with the move and things like that is very important, I think that is probably one of the key enablers to make this thing work.

The two organizations that invested more heavily in change management articulated more social changes, with 92% of these respondents indicating some sort of social change, including improved mental and physical well being and increased autonomy, flexibility, and collaboration. On the other hand, Organization 1 did not experience much social change as a result of the intervention, with 50% of respondents from this organization responding that they had experienced little to no social changes. When asked about how people behaved differently, respondents from this organization indicated,

> Not many, to be perfectly honest. They sort of set the rules and gave us all the 'this is what you're supposed to do in a particular space. If you get a quiet space

and you're making noise, people will move you.' That doesn't seem to have happened.

I do find that people still navigate to the same sort of people, and the managers tend to like to still be in the same area as them. But other than that, that's pretty much the same as the old environment. They preferred us to be around them as well, so, not a lot of change.

Most notable was when asked about how the intervention, ABW, had overall, changed the way the individual worked, 85% of participants naturally responded with behavioral or social changes. Interestingly, when prompted specifically about what physical changes occurred 17 (85%) of the 20 participants had a difficult time only articulating physical changes, rather articulated physical and social changes interchangeably. Of the three participants that articulated only physical changes, these individuals were all from Organization 1.

This demonstrates the linkage between the physical and social environment. Participants from Organization 2 and Three who invested more heavily in change management also more strongly related the physical changes with the social changes while the linkage was weaker from respondents of Organization 1 which invested less in change management.

As an example of this linkage, one respondent commented on the changes in the physical environment, first focused on the physical spaces and physical technology, which then led to thinking around how the social environment had changed and what impacts that had:

> I guess it's having lots of collaboration spaces with the ability to look at screens of information whether it be information in a spreadsheet or on a slide pack. It meant that you can get a number of people around a table and you can actually put together information and slide packs more collaboratively as well. So it means that things can be pushed on quite quickly, even if you're just trying to brainstorm something. If you can find yourself a collaboration space, then it means that things, again, move forward a lot quicker.

Overall, while many of the changes were perceived as positive, the one negative change discussed across all three organizations was how the physical environment contributed to a social change in the increased sense of distractions caused by increased interactions, which caused an increase in noise. Additionally, the openness, lower barriers and physical layout of the building also seemed to contribute to the perceived change in the social environment being more open to and accepting of interruption. However, this also revealed a breakdown in the physical and social environment, where quiet zones were not being used fully as quite zones. When asked about what hindrances participants experienced through the change, 35% cited being interrupted by others or too available to others, which prevented them from getting all their work done. Seventy-five percent of participants also expressed a sense of frustration towards colleagues in their organizations that did not adapt to the new physical environment and the rules and etiquettes that supported the social environment (e.g., talking in quiet zones, "camping" in the same spaces everyday, not cleaning after themselves, etc.). These resistors to change were noticeable and had a major impact on how individuals experienced and articulated the social change.

Thus, the way in which participants articulated changes in the physical and social environment demonstrated that the two are linked. More interesting is that while all participants could easily articulate changes in the physical environment, the more tangible aspects of the change, the two organizations that invested more heavily in change management were able to more deeply articulate a stronger linkage and relationship between the physical and social environment, or the intangible aspects of the change, suggesting that investment in change management could lead to more awareness

of the linkage between the two and better management of the negative aspects such as distractions and poor etiquettes.

Activity based work has potential to facilitate meeting an individual's psychological needs. As a whole system intervention impacting the physical and social environment, ABW creates an opportunity to design the environment to meet an individual's psychological needs, as identified through SDT, to facilitate a stronger person-environment fit if attention is paid to creating an environment that addresses these psychological needs.

Relatedness. Across all three organizations, the physical and social environment most strongly facilitated a sense of relatedness. When asked about how the way people work had changed, 85% of the respondents cited that the way they worked with other people and the relationships they had had changed. Additionally, when asked about what aspects of the changes felt comfortable, 3 respondents noted that the stronger sense of relatedness had contributed to the comfort and naturalness of the change. One respondent, in reflecting on what elements of the change felt comfortable, came to the following insight on the impact of the physical and social environment: "When we moved into this building, things like the stairs [felt] normal. And interestingly enough, I'm quite introverted and normally unsocial. The social connectedness came easy."

Physical attributes such as the open plan, lower barriers between workspaces, increased informal collaboration spaces (spaces that are not enclosed), central staircases linking floors, and large shared kitchen spaces contributed to relatedness in the workplace. Moreover, these seventeen participants noted that the social environment provided greater support in having ad hoc, often unplanned conversations, being more intentional about sitting with certain people and/or teams to collaborate, connecting with

different people to learn and share more knowledge, having more face to face interaction, or simply socializing more and getting to meet new people and know colleagues on a personal level. These behavioral elements fostered an even greater sense of relatedness.

The impacts of increased relatedness were significant for organizations. Being able to see and interact with people increased transparency, broke down silos, enabled people to learn more, created a sense of belonging, and fostered stronger relationships and care for individuals and teams. One respondent captured the various benefits, stating,

> I would say it's probably allowed teams to be a lot more co-located and agile. I think it's facilitated the kind of organization we would like to be. It's also made it possible for people to sit on different floors in the building with different areas in the business, which makes a big difference. I think it breaks down the silos to some extent, so if I'm working in the risk-team and I can sit with risk people, I'm learning things by sitting in the area or listening to them, that I wouldn't ordinarily know from meetings or from just a structured discussion with them.

Another respondent shared views on how the physical and social environment facilitated bringing people together:

> I think [the change has] impacted us very positively. I do think we were siloed, and it's not just ABW that's helped us in this environment. We've done a lot of work around culture as well, but I think what we've really tried to do is bring the company together. So we've got a common purpose and a common value system and I really see the environment as a physical element or manifestation of that culture and so I think it's very much helped to bring us together to be on a common goal, common purpose, working together.

Another respondent commented on the increased ability to learn from others, especially those with more experience:

> I think the main things for me is just that to be able to easily have those conversations with your manager, just sitting next to people at a much higher level, not even just my direct managers that you can easily have a chat with and hear about their experiences without needing to set up a meeting with them. I've learned a lot. Being one of the younger people here, I've learned so much just from speaking to people at a higher level.

The increased level of relatedness was also described as more social, open, and welcoming, and conversely, less isolating.

> It's definitely more open and welcoming. You would definitely see more people than you used to. I would move a lot between the floors anyway in the old building and that sort of stuff because I had a lot of project-based work so I had to see quite a diverse range of people. But you'll see people you haven't seen for years walking up and down the stairs because you'll walk between floors. You'll be like, 'Hey, How's it going?' You might not have seen them for 10 years.

On the other side, some of this stronger sense of relatedness created some negative impacts. One participant described the new environment as being too socially connected, contributing to a sense that it was harder to get work done. This respondent shared,

> We almost live in world where the social connections are deemed almost too important and you have — We have catch-ups for having catch-ups for the sake of it, rather than with a purpose in mind. Some of that is probably amplified in this building. I think the driver of that is because you don't know where somebody sits. It's like, you set up a half hour with them once a week, or once a fortnight. A formal half hour. Finding meeting rooms have become harder.

As stated previously, this increased level of social interaction also contributed to increased distractions, as noted by 35% of respondents. As one respondent put it,

> When you're trying to meet a deadline or get something done relatively quickly, it's not necessarily the best thing where people just stroll up because you suddenly find you can hemorrhage quite a lot of time with that type of behavior where people feel much more able to actually come and tap you on the shoulder.

However, another respondent who called this out also discussed the need to set clearer boundaries to reduce distractions and interruptions. He reflected:

> I think I went through a patch where I was getting really distracted, because I could talk to anybody and I could do things ad hoc. So probably, my productivity went down for a while. But then, I just had to find ways to deal with that. It took me a while to find methods that worked.

Autonomy. The second element of SDT is autonomy. As defined in Chapter 2, autonomy includes possessing agency, having the sense or consciousness of choice and

the capacity to make a choice, and authenticity, the ability to make a choice based on a personal belief and value system. It can be said that in order to demonstrate authenticity, an individual must first have agency.

In understanding the environment's impact on agency, respondents discussed the physical environment as being both an enabler and disabler to agency. ABW fostered the increased consciousness of choice. Many cited being more intentional about planning out their days and how they worked. More proactively using their calendar, blocking out days to work from home or in quiet, focused areas, and creating blocks of meetings enabled people to be more effective and productive, which increased people's consciousness of choice.

However, the physical and social environment both enabled and hindered an individual's capacity to make a choice. On the one hand, the variety of settings and spaces and available tools and technologies were noted as a key enabler in one's capacity to exercise choice. On the other hand, situations such as overcrowding in the building, and therefore limited access to a variety of settings and spaces, or technology failures were major disablers to choice.

Additionally, when specifically viewed through the social environment, enablers and disablers and contributors and hindrances to one's preferred way of working were even more significant. Whether or not individuals experienced the social environment as enabling or disabling agency was greatly determined by the actions of others. For example, 65% of respondents cited that leadership mindset and behaviors served as critical role modeling for the successful or unsuccessful adoption of the social environment changes. This had impacts on whether they felt they had true capacity to exercise choice based on how they perceived leadership's support or lack of support,

even if leaders hadn't explicitly stated their point of view. This raises an interesting

question on whether individuals can truly have choice if they experience leaders'

behaviors that run contrary to the new environment. One respondent commented on the

importance and contribution of leadership role modeling to enabling agency, stating,

> There's certainly senior management support and adoption of the culture that
> helps make decisions. So you see senior managers and senior executives operating
> flexibly and giving autonomy to people and that helps make the decision to do the
> same thing for our own teams.

Another respondent poignantly shared,

> What hinders me along the way is these leaders that pay no attention to the
> behavior elements of ABW which then slowly start to build these silos of people
> that sit in these same spots, which then in their behaviors prevent other people
> from enjoying all the benefits of ABW because they prevent them from sitting in
> different spots or they give them a really trashy experience when they come and
> sit in an area and someone comes up and stands over them and says "Why are you
> sitting here?" And I pinpoint leaders because ABW, at the end of the day, is all
> about leadership. It's about leading your team and leading yourself.

> In addition to leaders, other colleagues' behaviors limited people's ability to

exercise choice. As stated previously, 75% of respondents cited frustrations with other

colleagues' resistance in adapting to the new way of working. This resistance manifested

through various behaviors, including talking in quiet zones, interrupting others in quiet

zones, "nesting" or "camping" in spaces, habitually sitting in the same area, reserving

seats for others, and not cleaning up after themselves. When asked about what hindered

the ability to make decisions, one respondent shared how colleagues impacted agency:

> Probably the way other people work. You always have to consider how other
> people work. Sometimes it hinders where other people won't move around to
> work with other people, but other times it's a help in the respect that you know
> basically where to find who you're looking for, so you can go and ask them a
> question. If you want to work with someone, sometimes people are very stuck in
> the old ways so they'll still sit in the same seat every time or the same general
> table area all the time. They wouldn't actually relocate very easily.

Agency then becomes limited based on a lack of choice due to other's behaviors and the perceived ownership of space that is created when people "camp" or sit in the same area and create a perceived ownership of space. This was the greatest hindrance, as noted by 80% of respondents, thus limiting their ability to exercise choice. One interviewee responded strongly to this dilemma, stating,

> I would not be as rude or impolite as to actually try and go to find a desk with a screen. If I wanted to be up there with those guys, I would actually just find a space and work from my laptop. I wouldn't dream of being brave enough to actually go and find a desk, because that could be somebody's desk, you know what I mean? The biggest hindrance is the fact that you don't want to go and take a spot which is actually somebody's desk because even though it's not somebody's desk, people do still tend to get a bit precious about—'You sat in our area. What are you doing here?'

The behavior of others' and its impact on an individual's agency became a great area of conversation across all organizations. Considered to be a prerequisite for authenticity, agency also impacts the ability for individuals to demonstrate authenticity to make choices based on their personal beliefs and value systems. Where authenticity was positively impacted was when individuals noted that the level of flexibility they had after the transition to ABW had greatly increased. Whether it was the tools they now had that facilitated mobility, the digitization of information that freed them up from paper and storage, the increase in variety of spaces, or the cultural changes in support of more flexibility, 95% of individuals cited having increased personal flexibility in the new environment. Flexibility was described in various ways, ranging from increased mobility around the workplace, an increased ability to work from home or outside the office, or the ability to work more flexible hours. One respondent noted,

> I do have autonomy to make decisions. I can work from home whenever I like. I'm a leader as well of a team. So my leader gives me lots of autonomy, and I have the ability to make decisions around how I want to work based on what my outputs are and what I'm accountable for.

This implies that working more flexibility freed individuals from the impact of others' behaviors in the surrounding environment so that individuals could exercise authentic choices with less impact from others, especially where participants noted having increased flexibility outside of the workplace. This was a major benefit that these participants noted, and based on these themes, the participants experienced a level of increased individual autonomy.

While increased flexibility supports authentic choices more readily outside the workplace, the real opportunity to maximize autonomy could be influenced by helping all individuals adopt a shared set of behaviors in the workplace. While ABW introduces the consciousness of choice, operating under the same set of expectations and demonstrating consistent and shared behaviors can then maximize an individual's capacity to exercise choice (agency). Moreover, this also creates a greater opportunity to raise the discussion around authenticity, as a critical component of autonomy, so that individuals can increase their ability to make authentic choices both inside and outside the workplace.

Competence. The final element of SDT relates to competence, whether an individual feels capable, valued, and able to achieve outcomes. None of the respondents explicitly reported low levels of competence in adapting to the new environment. On the contrary, most articulated that most changes felt comfortable to them, and only one participant self-identified as having not embraced ABW principles based on personal preference. Participants did, however, cite instances they observed that suggested issues of competence in others.

Competence from a physical standpoint includes having the ability to use new tools and technologies, how to operate equipment and adjust work settings, and generally how to operate in the ABW physical environment (i.e., using different activity settings to

support specific activities). From a social standpoint, competence is related to understanding what culture changes are anticipated and what behavior changes are expected in the new environment in support of the culture change. Additionally, it includes some basic etiquette on how to interact in the space, such as behaviors on where to eat, when and how to clean up after yourself when moving to a different space, and how to use certain spaces (i.e., quiet zones vs. noisier zones that facilitate the use of shared space.

Developing competence can be facilitated by robust change management, training, and communication initiatives. As previously called out, two out of the three organizations invested heavily in change management, thus building competence to facilitate these changes and realizing greater intangible benefits as stated in section 4.1. However, interestingly, one organization that had originally invested heavily in change management, upon reflecting on their progress in the years since their transition, noted a breakdown in the competence of people using the space. As time passed and less emphasis was placed on developing or maintaining competence, the benefits of the environment change began to erode. One respondent captured this sentiment, stating,

> While I understand ABW very well, other people don't apply the thinking so they become the hindrance. People new haven't come on this journey that we went through to get to ABW. They've just come in — They've come out of a traditional office environment and walked into this one and they treat it exactly the same as the traditional environment. You don't get the same level of induction and the training that we got and it was a huge program to educate everybody and get them on board and understand how to do it.

Three individuals also cited the pain point around inducting new employees into the ABW environment. Without the continued emphasis on building competence, the effectiveness of the environment was impacted, this being especially true over time. As

one respondent noted poignantly at the end of the interview, "I always think about,

'Okay. How would a new person feel in this setup?'

Finally, when asked about what changes felt comfortable and uncomfortable, the

majority of responses around being comfortable were related to relatedness and

autonomy. Moving around, not having a desk, working more autonomously, and having

more flexibility felt very comfortable to respondents. However, the uncomfortable

attributes were mostly related to challenging other people's competence. Managing other

people's resistance to change in adapting to the new environment and calling out the

wrong or poor behaviors in others contributed to most people's discomfort in the new

environment. As one respondent summed up,

> It was the expectation of everybody to own the spaces and to stand up and call out
> and challenge and things like that, and people didn't. They just kept going with
> what they did. There was a lot of work that had to be done to sort of discourage
> that to get people to stand up and be leaders and challenge spaces.

Thus, the importance of initial competence building in supporting the roll out of

changes in the physical and social environment need to be regularly maintained to allow

employees to build the necessary capabilities to reduce discomfort and resistance in the

new environment as well as support the organization and its employees as it grows and

changes.

The relationship between psychological needs and work life integration

requires further exploration. The relationship between psychological needs and work

life integration is difficult to attribute to three psychological attributes alone. Moreover, it

should be noted that throughout the study, it became increasingly clear that work life

integration and an individual's ability to bring their whole selves to work, while related,

are also mutually exclusive. Ten percent of respondents articulated bringing their whole

selves to work but also maintaining a clear work life boundary with low integration and appetite for integrating. This made it difficult to draw broader conclusions and distill the specific relationship between psychological needs and work life integration given these individuals still held a strong point of view around work life balance and maintaining strict boundaries rather than subscribing to a work life integration approach.

However, in looking at the psychological factors and the narratives participants shared in response to the question "How has your life changed since ABW?" and how this response correlated with participant responses to ascribing a percentage of how much of their whole selves they bring to work, there were still some interesting relationships that emerged, as presented in the tables below. Though responses to the question "how much of your whole self, percentage-wise, do you bring to work?" may not accurately capture the degree to which an individual integrates their work and non-work lives, the data presents some interesting relationships that require further exploration.

Table 2 presents the range of percentages in response to the question "how much of your whole self, percentage-wise, do you bring to work?" by organization. Based on the data in the table, it illustrates that 50% of members from Organization 1 brought 80% or less of their whole selves to work as compared to Organization 2, who had 63% of their respondents indicating that they brought 91% or more of themselves to work.

Table 3 presents a comparison by perceived impact on life. When listening to the respondent's narratives on the impact of the environment change on their lives, many who immediately responded that they hadn't experienced much change, then began to talk about the change more and articulate moderate to profound life changes. Whether these changes were attributed directly or indirectly to the environment changes is hard to say. However, based on the relative degrees of change each articulated in their narratives,

a high, medium, or low category was applied by the researcher and then compared to their self reported percentage of how much of their whole selves they bring to work. Those who were categorized as having a high level of impact on their lives also had the highest average of work life integration suggesting a relationship between these two factors.

Table 2

Percent Range of Responses to "What Percentage of Your Whole Self Do You Bring to Work" Based on Organization

Percent Range of Whole Self	Organization 1 N = 8	Organization 2 N = 8	Organization 3 N = 4
80% and below	50% (4/8)	25% (2/8)	25% (1/4)
81—90%	38% (3/8)	12% (1/8)	50% (2/4)
91% or higher	12% (1/8)	63% (5/8)	25% (1/4)

Note. When a participant responded with a range, the median of the range was used in the above calculations. When responses greater than 100% were given, 100% were applied in the above calculations.

Table 3

Comparison by Perceived Impact on Life and Average Percent of Whole Self

	High level of impact on life	Medium level of impact	Low level of impact
Count of respondents / %	6 / 30%	8 / 40%	6 / 30%
Average whole self %	91%	89%	80%

Finally, when reviewing the narrative responses and categorizing them based on the three psychological needs of relatedness, autonomy, and competence, all participant narratives indicated at least one psychological impact of their life. Table 4 presents how many of the three psychological needs were met through the change, as identified in the changes in their lives and each participant's narrative.

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Table 4

Respondents Expressing 1, 2, or 3 Psychological Needs Being Met

	1 Psychological Need Expressed	2 Psychological Needs Expressed	3 Psychological Needs Expressed
# of respondents	13	3	4
% of respondents	65%	15%	20%

Table 5 compares the percentage of psychological needs expressed by the respondents to their average responses to how much of their whole selves they bring to work. Although 65% of respondents (n = 13) only articulated one psychological need that was met, their work life integration was also on average the lowest while those who articulated richer narratives that identified all three psychological needs met had a very high percentage, bringing on average 98% of their whole selves to work.

Table 5

Respondents Expressing 1, 2, or 3 Psychological Needs Being Met as Compared to the Average of Those Respondent's % of Whole Self Integration

	1 Psychological Need Expressed	2 Psychological Needs Expressed	3 Psychological Needs Expressed
% of respondents	65%	15%	20%
Average whole self %	84%	86%	98%

Tables 2 through 5 present some interesting trends to be further explored. Firstly, Organization 1, having 50% of its respondents with less than 80% work life integration, also did not have any participants who described a greater sense of competence in their life change narrative. Organization 1 also identified investing less in change management initiatives, which would have contributed to building greater competence. Additionally, of the six individuals who described a low impact to their lives, five individuals were from Organization 1.

We can also see, the richer the narrative (the more psychological needs expressed in their life change), the higher the average percentage of work life integration at 98%. Also, those that indicated competence as part of their life change narrative had an average of 96% work life integration as compared to narratives that did not mention competence, with an average of 84%. Again, the role of competence seems to play a facilitating role in how people bring their whole selves to work.

This point is demonstrated through responses participants gave when asked about the impacts of how much they chose to bring of themselves to work. Specifically after answering what percentage of their whole selves they bring to work, participants were asked what the impacts of this were. Respondents were left to interpret if impacts were positive or negative. Interesting, the seven participants who indicated 80% of less, four respondents indicated negative impacts while the other three responded with neutral impacts. However respondents alluded to the fact that these were conscious decisions, which is represented in the following negative impacts shared:

> Probably, I'm not connecting with people at work as much. So they're not really getting to know all of me. Or perhaps there are things that I could help them with or they could help me with or we would connect more. Or there's even skills that I have that I'm not really-- they're not aware of or I'm not fully using at work.

> You've got to be really professional and objective and not that you can't have fun. You can definitely still have fun, but you've got to hold that credibility across the business, where in my personal life I'm probably not always like that. I'm definitely more extroverted at home than what I am at work. I'd be considered an introvert at work and extrovert at home definitely. Yes I think that's just the facade particularly when you're new as well. So you're trying to build those relationships so people don't know how crazy you are in real life, which is definitely there.

> Probably the main impact is you get a reputation of not going to lunches or never going to drinks so you lose that little bit of more social interaction with workmates, but that doesn't worry me.

Those who responded with higher whole self percentages responded with positive impacts. For example, respondents who indicated 100%, shared the following positive impacts:

I'm comfortable. I can be myself. I can relax. I don't dread work.

I have a very strong understanding of who I am. I'm really quite confident and I'm very open. If people want to know something, I'll answer.

I bring everything. [My leader and I] would talk about each other's lives quite a lot, that was part of our catch ups every week, when she found out what I was going through, she just brightened the path for me, in terms of what I have to do, so much that it just reinforced even more how important it is for us to be who we are at work. We have got to bring our whole selves to work, because otherwise we're kidding ourselves. It's just-- I just don't understand how someone, again, can be different as a person, as a human being, and be different at work because you bring all those skills of who you are to work.

It's good because I don't feel like I have to keep things hidden and it's not this constant persona to keep up. I'm very much who I am, I don't have to play this charade and try and keep up this image that I've set for myself. And people know when they ask me something that I'll be honest and I'm be giving my true answer. And that helps with the relationships that I've built within the company as well.

It should be mentioned that when asking people to assign a percentage, many had trouble responding to the question, often assuming that there was a relationship between how much of their whole selves they bring with their perceived commitment and/or effectiveness in the role. This was demonstrated in two instances, where two participants seemed to have estimated their percentages to be higher, which was revealed through the disconnect in how their narrative supported their ascribed percentage. In effect, clarification on what was meant by the whole self was needed during the interviews much of the time to make a distinction between bringing your whole self to work and perceived commitment to the work or role. Additionally, as the conversations unfolded through the data gathering process, it became clearer that people perceive work life integration as different to bringing one's whole self to work. As the conversation around work life

integration continues to grow in importance, there is an opportunity to more clearly define and understand its meaning and the trade offs between a higher or lower work life integration.

Two elements of Self Determination Theory provide further opportunity to explore as pre-requisites for increased work life integration. The original research question seeking to identify specific needs or elements of psychological needs as pre-requisites to increased work life integration still remains to be further explored. Through the data and analysis, a theme continues to emerge around competence and the role of competence in facilitating work life integration. This would suggest that competence, or elements of competence, including feeling like they possess the capability, feeling valued, or having the ability to achieve, may serve as potential pre-requisites to increased work life integration and other potential benefits increased competence may create. Moreover, as discussed previously, the capacity to have choice, and therefore exercise decisions as a key component of autonomy, should also be further explored as a prerequisite.

The impacts of increased work life integration. Based on the data gathered, it is difficult to attribute the positive benefits to an increase in work life integration alone. Regardless of how participants described their work life integration or the percentage of how much of their whole selves they brought to work, overall all participants described positive impacts based on the transition to ABW. Two participants noted negative impacts around increased isolation (in which one respondent perceived in others and another noted in herself) and decreased productivity due to increased distractions. Additionally, the loss of personal space and the ability to put up personal items such as family photos was also discussed as a negative. However all participants noted that these

negatives were marginal as compared to the overall benefits they experienced through ABW and that they would not want to go back to the old way of working. When asked about impacts, the majority of impacts were positive and related to health and well-being, productivity, and engagement.

Health and Wellbeing

Eighty percent of participants discussed positive health and well-being impacts as a result of the environment change. Health and well-being fell into three distinct categories: healthy relationships, physical health and well being, and mental health and wellbeing.

Ten participants (50%) noted building healthier relationships. By being able to move around and work with people when needed and work alone when needed, they expressed a positive impact to work relationships. Participants noted:

> It's definitely impacted me positively because I guess, personally, I'm not getting frustrated by things that I would [normally]. Let's say for example, [if I'm] obviously trying to resolve something but I'm not able to concentrate and things like that. I think, in general, it's definitely helped me a lot in that regard, you know. If you don't get along with the person, you don't have to sit with them.

> You're so much more involved in people's lives that you're more invested, which I think is much more positive.

> I could pick and choose where I work and that's a good feeling like I want to sit in a quiet spot, or now I'm going to sit down in the middle of the floor or actually I'm going to sit in the middle of the floor today because I want my team to find me and I want to be approached.

> It brings it down to, it's a lot easier when you're working with people that are your friends because it makes coming to work easier. Like you want to wake up in the morning and go "right, it's good to come into work" because your friends are here.

> It's a much more positive environment, and behaviorally we're a lot more accepting of each other. Yea, and it's just a lot nicer. And that's where I think we become more accepting of everyone's life experiences and contribution to the team.

Positive impacts to the physical health and wellbeing also were identified. Thirty percent of participants identified the ability move around and walk as a major benefit, citing taking walks, wandering around and stretching your legs, and getting up to speak to people instead of emailing or phoning them as great physical benefits. Additionally, the new environment also facilitated an increased emphasis in physical health and well-being, leading organizations to invest in specific programs and facilities to foster physical well being. Examples included on-site massages, more access to greenery, tennis courts, central staircases, and sit to stand desks.

Most prevalent was the impact to individuals' mental health and wellbeing. Forty five percent of participants noted being happier and more relaxed in the new environment. Both the physical and behavioral environment contributed to this. Comments ranged from a slight acknowledgment to a significant shift, as evidenced by the quotes below.

> I think, from my point of view, people are a bit happier, but it could also be the building we came from was pretty — I wouldn't say rundown, but this is a much brighter and happier and obviously newer building. I think it's a more pleasant environment than where we were.

> I guess I'm going home with more energy at the end of the day. And I'm really conscious to go home before I'm out of energy; Working in other places and working in other buildings, the lack of natural light and the lack of-- is really draining throughout the day, so you go home at the end of the day and you've got nothing, no gas left in the tank, and then you have to go home and spend time with your family and you have to do things and exercise. I find that I can go home from here with more energy to do things. So the environment is less taxing on me emotionally. Whether it's just that I can do my job in a better way, or I'm more connected to people. Maybe being in an environment where you can see people and see them working and you can connect with them, maybe that is more energizing as well so I go home feeling that I actually have done something today, I've worked with people.

> If you're enjoying what you're doing, you're more content. That just rubs into everything that you do. Although I am a strong believer that you don't take work home and you don't bring home to work, you can't help but have some kind of

crossover. So If you're happy at work, that means you're not so miserable when you get home, and then likewise, if you're happy at home, — or If you're unhappy at home, sometimes you can bring that into work and that has a negative impact on other people. It was just a good all-around experience and it makes you feel like you were doing something different, innovative, and you're making a bit of a difference.

The informal and relaxed environment was a shift from the traditional workplace, which was described as grey, rigid, and old. One participant, in noting the increased positive impact to mental health and wellbeing, described the new environment as similar to a home, reflecting,

> We have a much more enjoyable environment to work in. The fit out is a little bit more blended around people and their lifestyles, I think. It feels a little bit more, I'd say, homely, to some degree. I guess the softness of the fit out, and the non-corporate feel of the fit out felt natural. So it felt a little more like being in a residential space or a hotel space, or something that wasn't an office.

This same respondent, when asked how much of his whole self he brought to work, also shared,

> I think there's always some stuff that you probably leave out a little bit, but I'm more happy to bring more of myself to work now into this environment. It makes it less impersonal.

Another respondent, when asked to draw a picture of how her work and life were related, responded,

> I drew a house. Which kind of relates to, we spend so much of our time here, so it kind of is a bit of a house here. With your friends and kitchen and chatting in the kitchen. That's like being at home.

The positive impacts to mental health and wellbeing also contributed to a greater sense of personal engagement in their work post change. Sentiments around being more invested in work, finding more meaning and purpose, and the new environment fostering a greater sense of pride were noted by 55% of participants. This sentiment is captured through the following responses:

That gives me a positive aspect because you get more done, you're a lot happier. When you want to come to work, you are a lot happier I think. You do want to achieve good results, and help other people achieve good results as well. So we share more ideas now because we're all sitting around each other, and it's easy to just get up and say "hey can you help me with this" or "what do you think." Yeah, we just work together better.

I'm not sharing all of myself, but I do have a stronger connection with people and with the organization. I care a little bit more about delivering results, delivering value, and helping the organization. It's kind of weird, even when I'm in situations where I feel people aren't really working-- they're working sort of contrary or they're not in the best interest of the organization, I have a better [overall understanding of the] organization and what we stand for. So even if they run contrary to those values, I still kind of feel loyal to the overall organization and what they're trying to achieve. And I think I get that because I sort of-- I know a lot more people in the building, because I can meet more people. I'm not stuck on a particular floor. I can walk through the whole building and get a sense of it.

Productivity

When it came to productivity, 70% of respondents explicitly called out productivity as a gain. However, indirectly, all participants' narratives described increasing personal productivity. A number of factors contributed to productivity, which made it difficult to isolate the impact of work life integration specifically on productivity. Flexibility, mobility, technology, autonomy, and increased informal access to people contributed to getting work done more efficiently, and faster and better decision making.

Flexibility and mobility in how and where people worked contributed to productivity, as reflected through the following comments:

You suddenly are, you find you've got so much more freedom to do things because you can pick up and go around the building wherever you need to. So I think it becomes more efficient in that regard, rather than feeling like you're having to go back to your desk to do your work.

This flexibility and mobility also contributed to providing more autonomy, which enabled individuals to exercise choice in how they worked.

I'm more structured in the way I approach my work. Rather than, if you're at the same desk everyday, you're often up and down up and down doing whatever. But

I can actually plan out whole days to block out to do something or I can plan out certain hours and stuff like that.

Tools and technology was also noted as a key enabler to productivity, and a key facilitator of mobility and autonomy.

I'm getting the same outcome in less time, whereas in the other building, to get the same outcome, the time effect was a lot longer. So long hours, for different reasons. Whether it's connectivity, and working from home, like flexibility—You're arranging something and you've got to think and you're spending 10-15 minutes to arrange something—arrange meetings, arrange facilities, and things like that. Every meeting that we would go to would just obviously add 10-15 minutes. It adds on. That leaves less time to do your day to day work, which means that you're going to obviously work longer hours or work more to get the same outcome, whereas I think this setup has definitely reduced the time effect.

Increased informal access to people was by far the greatest contributor to productivity, as all participants recognized they required others' input in order to achieve their outcomes. Whereas in the old environment, access to people was considered more formal, the ability to move around and find people and leverage informal collaboration spaces contributed to faster and better decision making and personal productivity and effectiveness.

We've removed some of the formalities of things that just get in the way of getting something done—meetings for the sake of meetings.

I think it helps decision making to be quicker because you have the ability to be able to see and speak to the people that you need to speak to relatively quickly. So you're able to move floor to floor relatively easily and the majority of people you need to speak with are co-located in the one building.

It's helped from a productivity standpoint that you're able to get a hold of people a lot easier.

Because of all the principles of ABW and around the flexibility and the capability that it provides, our people work together a lot smarter and faster.

Basically, there's a lot more meetings now, but there are a lot more pop-up sort of last minute meetings as opposed to having to well plan weeks ahead in order to get the facilities so you can address things a lot quicker rather than having to wait to address the issues that you want to discuss with the people.

Summary

Chapter 4 discussed the analysis and key findings of the twenty interviews conducted across three organizations. Based on the narratives shared, participants articulated a clear linkage between the physical and social environments. Organizations who invested more in change management also were able to foster a clearer linkage between the two environments, as articulated by respondents from those organizations.

Moreover, the study also identified a compelling relationship that the physical and social environments have on three psychological needs, as delineated by Self—Determination Theory. Relatedness appeared to lend itself most easily to the change in the physical and social environment through ABW while autonomy was also impacted The opportunity to increase the capacity for choice, an element of agency, was identified through the data as a key enabler for success in the new environment. The data also identified the importance of building and sustaining competence in the new environment.

Additionally, the study started to explore the relationship between psychological needs and work life integration. Some interesting relationships were identified for further exploration, however no firm conclusions on how increased psychological needs could influence work life integration were drawn. The data began to form some hypotheses around pre-requisites for work life integration, identifying capacity for choice and competence as key areas that may influence work life integration

Finally, whether work life integration is a key mediator between a strong person-environment fit and positive impacts to health and wellbeing and productivity remains difficult to fully conclude. However, many positive impacts aligned to health and wellbeing and productivity were identified, in addition to increased employee engagement, demonstrating that whether or not ABW can facilitate increased work life

integration, there are positive impacts as a result of the intervention nonetheless. As the

primary purpose of the study was to better understand how physical and social

environments could be designed to foster greater work life integration, a definitive

conclusion on the relationship between the physical and social environment cannot be

drawn based on the data presented, however Chapter 5 explores the relationships that can

be explored further as a result of this study.

Chapter 5

Discussion

This chapter summarizes the primary objectives of this study, the key findings and how these key findings relate to the themes presented in Chapter 2. This section also discusses the implications of the findings, addressing what new knowledge is now known based on this study and the uses of this new knowledge in the field of Organization Development. Lastly, this chapter sums up the limitations of the study conducted, identifies suggested further areas of exploration, and presents any final conclusions.

The purpose of this study was to discover how organizations could create the physical and social environments needed to foster work life integration. By exploring the relationship between the physical and social environments through the lens of P-E Fit and SDT, this study leveraged ABW as a whole system intervention that facilitates changes in both the physical and social environment to evaluate pre- and post-ABW changes and the impacts of these changes on an individual's work life integration. Above all, the study sought to identify themes to help organizations design and create the optimal physical and social environments to influence work life integration to increase employee wellbeing and business performance.

The specific questions the study sought to explore, included:

1. How does the physical environment support the social environment?

2. How does the physical and social environment meet an individual's psychological needs for competence, autonomy, and relatedness?

3. If the physical and social environments support an individual's psychological needs, will they experience greater work life integration?

4. Are there specific needs or elements of psychological needs that are pre-requisites for work life integration?

5. If an individual experiences greater work life integration, what impacts does this have on their well-being and productivity?

Overall, this study uncovered four key findings, each that identify implications to the field of OD. Firstly, as discussed in the literature review, the study supports the idea that the physical and social environments are related. Current research, however, consistently points to the need for further research to be conducted in this area so that this linkage becomes more fully recognized in academic research and the impacts and relationships between the two better understood, especially in a workplace context (Pepper, 2008). A key implication to this presents change management as a meditating factor that may strengthen the linkage between the two. This study begins to point to the influence change management support may have in strengthening the relationship between how the physical and social environments can support and influence each other.

Secondly, the study explored the relationship between the physical and social environments through the lens of P-E Fit Theory and SDT. Based on the findings, this study suggests that the physical and social environments more easily facilitate relatedness, creating new opportunities to meet people, informally collaborate, and socialize in the workplace.

Additionally, the physical and social environments also facilitated key elements of autonomy as it raised the consciousness of choice, increased opportunity for the capacity to exercise choice, and empowered individuals to exercise authentic choice. In order to facilitate stronger autonomy, the capacity to exercise choice should be further explored as a prerequisite to P-E Fit. Based on respondent's feedback, the actions of others inhibited capacity for choice. Thus, a key question to research is how to enable the entire workforce, including leaders, to adapt to the new physical and social environment

and demonstrate consistent and shared behaviors in the workplace to enable increased capacity for choice for all individuals and therefore enable more authentic choices to be made. Conversely, if organizations increasingly move to remote or virtual working, this may prove to be a less of an issue, as the key disabler of capacity of choice was the impact of others' behaviors on individuals in the physical workspace.

Competence seemed to be the most difficult psychological need to enable without more investment in competence building and sustaining, via change management activities. As defined by Graves and Luciano (2013), competence is achieved when an individual believes that they can tackle obstacles, achieve outcomes, learn and grow, and adapt to change effectively.

This finding is important for three reasons. First, in that it builds on the existing evidence exploring the relationship between psychological need satisfaction and the physical environment (Gay et al., 2011; Pepper, 2008; Weinstein et al., 2013). Secondly, in enabling congruence, more focus on building and sustaining competence may be needed to enable a stronger P-E Fit. This fit, indeed, begins to support the literature that asserts that when psychological needs are met, it leads to positive outcomes, enabling individuals to persist and perform better and achieve positive outcomes (Deci & Ryan, 2008). Thus, this study identifies the need to better understand the key role competence plays in designing and implementing new physical and social environments. Building competence has typically been acknowledged to facilitate changes before and during an ABW implement, but perhaps most importantly, continuous and post change competence building can enable organizations to maximize the long term benefits of the physical and social environment.

Thirdly, 95% of interviewees self-identified as being open and non-resistant to the change. Thus, these interviewees demonstrated some level of competence in adapting to the changes. However, numerous anecdotes on another's' ability to adapt to the change and the lack of competence others demonstrated in the new environment were consistently shared in the narratives. This raises another interesting hypothesis to explore the relationship between resistance to change and competence in the new environment.

The third key finding is related to whether authenticity has a role in the workplace, above and beyond research currently focused around authentic leadership. Authenticity has many definitions, however if authenticity is viewed through the lens of autonomy and as a key component of autonomy, then this suggests that there is a role for authenticity in the workplace, especially as the physical and social environment become more strongly linked and the workforce more mobile and autonomous.

However, through this same lens, agency, also a component of autonomy, becomes a key enabler of authenticity. Without the capacity to make choices, one could not exercise authentic decisions and vice versa. Agency includes both having the consciousness of choice and the capacity to make a choice. In each narrative, the consciousness of choice was apparent to respondents, however the capacity to make choice was consistently hindered by the behaviors and actions of others around them. In cases where remote or virtual working was undertaken, a higher capacity of choice was described. Thus, the research has yet to explore this and the linkage and dependency of the two should be further explored, assuming agency is a key enabler of authenticity.

Originally, this study hypothesized authenticity to be a requirement of work life integration, however it seems that agency plays a much larger factor to enable capacity for choice. Thus, it is important to recognize that autonomy can best be achieved, in the

context of a shared work environment, by first enabling agency, in particular the capacity for choice. This point also introduces another important dimension around the level of adult development for individuals to recognize the level of agency they possess, which was not presented in this study. By further exploring these two dimensions, perhaps then authenticity can find relevance in the workplace.

Finally, the traditional point of view on work life balance, often characterized as reductionist, is still alive and well as many respondents still viewed work and life through this lens. This study started to explore the relationship between psychological needs and work life integration. Some interesting relationships were identified for further exploration, however no firm conclusions on how increased psychological needs could influence work life integration were drawn.

This suggests an opportunity to continue to study and understand work life integration, and the differences between this and the more traditional view of work life balance. Moreover, this study revealed an even bigger distinction. Work life integration and the ability to bring your whole self to work, while related, are distinctly different and should be studied further as separate but related topics as both topics continue to be relatively new concepts. Some participants described being able to bring their full selves to work while still maintaining rigid and strict boundaries between work and life, indicating that while related, the two topics may be mutually exclusive. As global trends continue to blur the lines between work and life, this topic will grow in importance and work life integration will become a key enabler to how organizations conduct business and attract and retain talent.

The data also began to form some hypotheses around pre-requisites for work life integration, identifying capacity for choice and competence as key areas that may

influence work life integration. It also raised other related topics around the role of leadership, personal mindset, and generational differences as areas to explore in subsequent studies.

Finally, whether work life integration is a key mediator between a strong person-environment fit and positive impacts to health and wellbeing and productivity remains difficult to conclude. However, many positive impacts aligned to health and wellbeing and productivity were discussed, in addition to increased employee engagement, demonstrating that there are positive impacts as a result of the intervention nonetheless. As the primary purpose of the study was to better understand how physical and social environments could be designed to foster greater work life integration, a definitive conclusion on the relationship between the physical and social environment cannot be drawn, however some additional hypotheses presented in this section should be explored.

Uses in Organization Development

These key findings and implications create many opportunities for the field of OD. As a whole system intervention, ABW can be considered a transformational change. This study reveals that, even implementations ranging from minimal to extensive culture change and investment in change management, demand a level of competence building and maintenance to achieve success. The role of the OD practitioner, thus, becomes extremely important in facilitating competence prior to, during, and especially after the change. Intangible benefits to the organizational culture can then be more fully realized and sustained. Understanding the theory of person-environment fit and supporting individual psychological needs in the new environment can provide a powerful framework to design and implement initiatives that support all three psychological needs and focus on the importance of building competence, in particular.

Additionally, the research further supports the need to shift the paradigm around the work life reductionist point of view. If global trends continue to force the blurring of the lines to minimize burnout and maximize positive impacts such as engagement, health and well being and productivity, then the role of the OD practitioner is to help organizations understand and adopt a mindset shift away from reductionist interventions and provide more holistic solutions that support work life integration and begin to introduce the idea of whole self integration.

Finally, this study presents opportunities to explore ABW as a lever for change as it relates to culture transformation and leadership development. As there is no solid blueprint for Activity Based Working, OD practitioners can leverage ABW as a powerful whole system intervention to affect changes more broadly, as noted by some participants in this study. Thus, the ability to align an organization wide strategy, development programs, processes, policies, and structures (key organization design elements) to support culture transformation becomes a huge opportunity that the OD professional can help to influence and facilitate to enable the strategic vision and direction of the organization. Leveraging the tangible physical environment to facilitate intangible culture change can greatly help people to adapt to social environment changes as they begin to see the tangible changes manifest in the physical environment.

Limitations of the Study

Convenience sampling presented major limitations to this study. One major criterion for inclusion originally identified the need to find participants that possessed a shared mindset that the current environmental context demands that we manage the blurring of our personal and professional lives through pursuing work life integration. Participants ideally needed to fundamentally agree on the relevance of work life

integration as a concept. Whether they agreed with the concept or not was irrelevant, as long as they recognized the role work life integration played in how they managed their own lives. This criterion was important to limit the scope of conversation to not include Boundary Theory, which, as stated in Chapter 2, this study didn't explore. Thus, this study resulted in a limitation in studying how work life integration influenced the ability to bring your whole self to work and identify impacts based on this relationship. Only seven respondents described narratives that suggested a high level of work life integration.

Thus, convenience sampling took precedent to ensure there were enough respondents in the study to extrapolate meaningful data. Other criteria were also selected, resulting in additional limitations to the study. Across three organizations, there were an uneven proportion of interviewees, with access to only four individuals in one of the organizations due to the researcher's timeline and availability while the other two organizations provided eight interviewees. Additionally, because of convenience sampling, three out of the twenty participants were individuals that were not present prior to the ABW change, thus, had more difficulty responding to some of the questions in the interview. Geographic location also presented issues, as the majority of interviews for one organization were conducted via telephone given their distance and location from the researcher, preventing the researcher from capturing observational data and personally experiencing the physical and social environment of this organization firsthand. Lastly, while twenty interviews were conducted, only nineteen were successfully recorded given technical issues recording one interview. This limited quotes and richer analysis of the narrative of this particular respondent.

Next Steps

This study and its findings suggest that the delineation between whole self integration and work life integration should be explored further to better understand the similarities, differences, and relationships between the two. For example, one participant, who responded that she genuinely brings 100% of her whole self to work, also went on to draw a picture that clearly delineated a firm boundary between work and life. Thus, it would be false to assume that work life integration is synonymous with bringing your whole self to work. Rather, one can be whom they are at work while also maintaining work life boundaries that do not integrate. Additionally, some respondents had difficulty distinguishing between work life balance, work life integration, and whole self integration, which suggests that the latter, more progressive terms need to be more fully explored, defined, and introduced as commonplace.

Moreover, once a better understanding of work life integration is achieved, further research around what contributes to a high level of work life integration and how this impacts the ability to bring one's whole self to work would be valuable. Exploring this relationship would also support determining what impacts a strong relationship between the two has and can begin to build on the new body of research around how this relationship can facilitate positive wellbeing.

Additionally, once a better understanding of the relationship between work life integration and the whole self is established, mediating factors should be explored to understand how to influence the relationship between the two. Factors such as leadership capability, personal mindset, generational differences, and life stage would be factors to explore to better understand what enables or disables people from exercising agency and

adopting a more flexible approach to how they integrate their work and non-work life, moving away from the traditional rigidity still demonstrated today.

Another area for further investigation is the relationship between congruence and competence, mainly exploring how important competence is in facilitating congruence in an individual. Given that a key finding from this study called out the importance in building and maintaining competence in the physical and social environment, how then, can increased competence also facilitate congruence to contribute to a stronger person-environment fit? Do individuals today who are more resistant to change also demonstrate lower levels of competence? More specifically, competence is defined as the need to feel capable, valued, and able to achieve outcomes, and further research should focus on these three sub-components to determine how best to develop competence in shared flexible working environments. Thus, if greater competence is built, can organizations enable greater congruence by supporting an individual's unique interests, preferences, and abilities?

Finally, the role of authenticity in the workplace should continue to be explored. If authenticity is a key component of autonomy and shared flexible working environments facilitate high levels of autonomy, the debate on authenticity's role in the workplace will only grow. It is little understood what role, if any, authenticity has in the workplace, however in the context of shared working environments, possessing the consciousness and capacity to make choices can open greater opportunities for authenticity, or authentic choices that meet individual needs to facilitate stronger work life integration.

Conclusion

ABW can be a powerful lever for change to enable physical and social environment changes, strengthening the linkage between these two environments. Moreover, by focusing on meeting the individual psychological needs of relatedness, autonomy, and competence, organizations can design their physical and social environments with more intention and facilitate a stronger person-environment fit.

This study demonstrated that relatedness is facilitated most strongly through the ABW intervention, while elements of autonomy are also enabled. In particular, to strengthen the enablement of ABW, organizations should focus on maximizing individual capacity for choice, which entails identifying and demonstrating a shared set of behaviors so that the entire system can benefit and exercise choice. The behaviors of others are a significant disabler to the capacity of choice for the whole, and therefore to enable more autonomy, this is a key area of focus for organizations. This study also demonstrated the key importance of competence as a psychological need, which seemed to be the most difficult to foster in the ABW intervention. Additionally, the study revealed that while it is important to build competence through appropriate change management support, it might be even more important to maintain competence in the long term to maximize and sustain long-term gains in the new or evolving environment.

Finally, this study identified a relationship but clear difference between work life integration and bringing your whole self to work. More research should be done to identify the relationship between the two to better understand if someone who brings a high degree of their whole self to work and also chooses to adopt a high level of work life integration will experience more positive benefits than someone who brings their whole

self to work yet continues to maintain a rigid and more traditional division between work and life.

This study has presented key findings and insights that OD professionals can consider in developing more robust and holistic system wide interventions, leveraging the powerful linkage between the physical and social environments. It builds on existing research to establish the need for a paradigm shift in how we think about work and non-work and how we respond to global trends so that individuals can live healthier and more sustainable lives, and how all areas of individual lives as well as whole organizations can benefit from recognizing and embracing this paradigm shift.

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Appendix A: Recruitment Materials

Background: As a business professional with 10 years of global corporate experience in consulting and HR, my current focus of study is in Organization Development. As part of my masters thesis at Pepperdine University, I am primarily interested in understanding how our work environment influences our ability to make life choices so that we can live happier, healthier lives. Currently, as a senior consultant at Veldhoen + Company, my role in supporting clients in Activity Based Working (ABW) implementations enables me to explore ABW as a powerful lever for change in exploring the similarities, differences, and relationships that may result from ABW.

Purpose of Study: The purpose of the research is to explore how ABW impacts the physical and social work environments and to explore how these impacts influence an individual's life.

Why it is important—this study is important because it recognizes and responds to the convergence of key global trends, including:

1. Globalization and its impact on competition
2. Data access in a knowledge intensive world
3. The shift towards a more purpose driven way of operating
4. The global war on attracting and retaining talent where our people, and the ideas and innovation they create, are our most important assets

As these trends continue, it is clear that there is no typical way of working anymore. Rather, this opens up the door to individual choice—our ability to adapt the way we work and make choices on when, where, and how we work will be critical to change the way we approach our lives in a more sustainable and productive way.

Approach: Organizations who have undergone an ABW implementation in AU will be asked to participate in the study. Each organization will select 5 interview participants to take part in a one hour qualitative interview. The participants should be non-executive level knowledge workers who have participated in the pre and post ABW implementation. They should also agree with the idea that work and non-work lives are converging and that this convergence is relevant to how they approach their lives (this study recognizes that not all individuals want to integrate their work and non-work lives, however this will not be the focus of this particular study).

Practical Application and Intended Outcomes: This research seeks to identify themes to help organizations leverage lessons learned and best practices to apply in the design of their physical and social environments now and in the future. The intent is to identify the linkages that the physical and social design has on employee life choices and what the perceived benefits of these choices are to the individual and organization. The outcomes of this study will be used to further the field of OD and help design interventions for HR/OD practitioners, facilities and real estate professionals, and senior leaders that understand the opportunities that ABW can bring about as a lever for change and as a strategic enabler in the global business environment.

Benefits of participating in the study -

A. Participant responses will be kept confidential and will be synthesized through themes. Any quotes included in the study will remain anonymous.

B. All organizations and individuals who participate will receive the outcomes of the study and a copy of the thesis report, once complete (anticipated August 2016)

C. An optional hour long follow up conversation with key HR/OD practitioners in the organization (and any other relevant individuals) can be facilitated to understand and apply the outcomes of the study to future programs, policies, and/or interventions

D. The work will draw upon leading thinking from the OD field via the Pepperdine University global network and ABW experts within Veldhoen + Company Australia

Appendix B: Informed Consent Form

PEPPERDINE UNIVERSITY
THE GEORGE L. GRAZIADIO
SCHOOL OF BUSINESS AND MANAGEMENT

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

TITLE OF THE STUDY
How does the physical and social workplace environments influence work life
integration?

You are invited to participate in a research study conducted by Allison Tsao, Principal
Researcher, current graduate student at the Graziadio School of Business, Pepperdine
University, Culver City, CA because you have been involved in an Activity Based
Working (ABW) implementation. Your participation is voluntary. You should read the
information below, and ask questions about anything that you do not understand, before
deciding whether to participate. Please take as much time as you need to read the consent
form. You may also decide to discuss participation with your family or friends. If you
decide to participate, you will be asked to sign this form. You will also be given a copy of
this form for you records.

PURPOSE OF THE STUDY

The purpose of this study is to understand how organizations can create physical and
social environments to foster an individual's ability to make decisions around how they
integrate their work and non-work lives. This is NOT a study conducted on behalf of
Veldhoen+Company nor your employer. Rather, it is research conducted by and for
Pepperdine University. All research conducted is in partial fulfillment of the requirements
for the degree of Masters of Science in Organization Development.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to participate in an
interview with the researcher. The interview will last approximately between 45 minutes
to one hour. You will be asked questions relating to your experience in the pre and post
ABW implementation. The researcher will be taking notes and audio recording the
interview.

POTENTIAL RISKS AND DISCOMFORTS

As standard procedure, the potential and foreseeable risks associated with participation
must be identified and considered. The risks in this study include an inconvenience of
taking time out of your work schedule to meet with the research for 45 minutes to one
hour. The nature of the questions may or may not elicit certain psychological risks such

as frustration, anxiety, or occurrences of unhappy thoughts. These risks are minimal and will be managed through the interaction with the researcher.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

While there are no direct benefits to the study participants, there are several anticipated benefits to society which include:

- The identification of themes to help organizations leverage lessons learned and best practices to apply in the design of their physical and social environments

- The identification of workplace enablers for employee choices around how they integrate their work and non-work lives

- Furthering the field of Organization Development for HR/OD practitioners to better understand ABW as a lever for change

POTENTIAL CONFLICTS OF INTEREST OF THE RESEARCHER

This is a study conducted by the Principal Researcher as a partial fulfillment of the requirements for the degree of Masters of Science in Organization Development at Pepperdine University and is not being sponsored by the Principal Researcher's employer, Veldhoen+Company. It is important to note that the outcomes of the research may be used by Veldhoen+Company and that this should not conflict with the researcher's role in gathering and presenting the data obtained in the interviews.

CONFIDENTIALITY

I will keep your records for this study confidential as far as permitted by law. However, if I am required to do so by law, I may be required to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if you tell me about instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

Data will be collected through typed notes during the interview; the interview will also be audio recorded then transcribed. All audio recordings will be stored in a secure place during the research and then destroyed. No names will be used to identify anyone who takes part in the interviews. Your responses will be pooled with others and summarized only in an attempt to see themes, trends, and/or patterns. Only summarized information will be reported. No comments will be attributed to any individual.

The transcription and synthesized data will be stored on a password protected computer in the principal researcher's place of residence and will only be accessed by the researcher. The data will be stored for three years, as required by US law, after the study has been completed and then destroyed.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will not result in any penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating or responding to only the questions you feel comfortable. Your relationship with your employer will not be affected whether you participate or not in this study.

RESEACHER'S CONTACT INFORMATION

I understand that the researcher is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Allison Tsao at [contact information] or her thesis advisor, Terri Egan at [contact information] if I have any other questions or concerns about this research. If you have questions about your rights as a research participant, contact:

Judy Ho Gavazza, Ph. D., ABPP, CFMHE
Assistant Professor of Psychology
Chair, Pepperdine Graduate Schools IRB
Licensed Clinical Psychologist
Diplomate, American Board of Professional Psychology
Diplomate, National Board of Forensic Evaluators
 [Contact information]

RIGHTS OF RESEARCH PARTICIPANT—IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho Gavazza, Chairperson of the Graduate & Professional School Institutional Review Board at Pepperdine University.

SIGNATURE OF RESEARCH PARTICIPANT

I have read the information provided above. I have been given a chance to ask questions. My questions have been answered to my satisfaction and I agree to participate in this study. I have been given a copy of this form.

AUDIO RECORDINGS

□ I agree to be audio recorded

□ I do not want to be audio recorded (note that those wishing not to be audio recorded will not be included in the research study)

_____

Name of Participant

_____

Signature of Participant   Date

SIGNATURE OF RESEARCHER

I have explained the research to the participants and answered all of his/her questions. In my judgment the participants are knowingly, willingly and intelligently agreeing to participate in this study. They have the legal capacity to give informed consent to participate in this research study and all of the various components. They also have been informed participation is voluntarily and that they may discontinue their participation in the study at any time, for any reason.

_____

Name of Person Obtaining Consent

_____

Signature of Person Obtaining Consent   Date

Appendix C: Interview Script

Pre-reading / Intro Email
• "Elevator Pitch"—purpose of study, benefits of study
• Sign the Informed Consent form
Interviewer Introduction Points
• Introduction—Hi, my name is Allison and I am a senior consultant at Veldhoen + Company and a masters in Org Development candidate at Pepperdine University, based in California.

• Purpose of today—the purpose of today's interview is to explore how ABW impacts the physical and social environments and how these impacts influence an individual's life.

• Confidentiality—as described in the Informed Consent Form, the responses you share today will remain confidential. All information will be summarized into themes and will not be attributed to any one person. I will be recording today's session, and the recording will be deleted once I have transcribed the interview into notes.

• 1 hour discussion—we have an hour together today, and we may or may not need the entire 1 hour

• Future contact info

Questionnaire
1. Warm up question: I'm curious about what drew you to participate in this study.

2. Capture demographic data:
   a. Gender
   b. How long have they been with the company?
   c. How long has the org been in an ABW environment?
   d. Function/dept?
   e. Do you manage other employees?
3. Think back to the time before you transitioned to ABW. Since the transition to ABW, how has the way you work changed?
   a. How is the physical environment different?
   b. How do people behave differently??
   c. How does this influence how you make decisions on how you work?
   d. What helps or hinders you from making these decisions?
4. What aspects of the change felt comfortable? Uncomfortable? How did this impact you?
5. How do you believe these changes have impacted the organization?
6. How has your life changed pre/post move into the new space?
7. Draw a picture of how your work and life are related; interpret the picture
   a. How much of yourself would you say you bring to work (%)? or is there a part of yourself that you don't bring to work? Why? What impacts does that have?
   b. If I'd asked you to draw the picture before the change, would it look different?

8. Thank you for sharing your story. Is there anything else you'd like to share about the impact of the change?

Closing
- Do you have any questions for me?

- Insight into my next steps and timing—Thank you for your candor today. My next steps will include transcribing today's session and finalizing interviews across multiple organizations/individuals. The results of my study are expected to be presented in my final thesis by August 2016.

- Again, thank you so much. You have been a great help and contributor!