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An in- depth study into how organisational wellness programmes impact the work- life balance of CPIT's female part- time employees.

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## **Abstract**

The purpose of this research was to gain an in- depth understanding of the organisational wellness programmes that contribute to and impact on the work- life balance of current female, part- time employee's at Christchurch Polytechnic Institute of Technology (CPIT). The literature review has shown that although there has been extensive research conducted in the areas of work- life balance, organisational wellness programmes, flexible working arrangements and part- time employees, these topics have not been widely researched specifically looking at the impact of these factors on part- time employees. Some of the main literature findings include the idea that an employee's wellbeing is holistic and because employees spend a lot of time in the workplace, it is important that the organisation recognises this and develops a workplace that contributes to their employee's wellbeing and happiness. Unfortunately for some employees many organisations do not see employee wellness as a crucial workplace priority but rather as something that is nice to have. It is significant that this study focused on part- time employees, as working part- time has become an international phenomenon, with a substantial increase in the numbers of part-time workers occurring over the last twenty-five years. The methodology that was used for this research was a single organisation case study, which included semi- structured interviews, an analysis on policies and guidelines, and data from previous research. The main findings show that the interviewees use a wide range of organisational wellness programmes and benefits, and these make a positive contribution to their lives, work and their ability to achieve and maintain a work- life balance. They have many different motivations to voluntarily work part- time hours but the most common was the ability to be able to spend time with their families and children. Working part- time allows them to achieve a work- life balance and to spend more time doing things that they enjoy such as hobbies which helps to maintain that balance. This research contributes to the gap in the part- time employee literature and encourages other researchers to pursue further research in this area. It would be beneficial to conduct follow up research with the same group of employees to measure any change in attitude and perception towards their workplace, as it was apparent conducting the interviews that they were starting to realise just how much they value and enjoy their workplace, the benefits, wellness programmes and the ability to work flexibly.

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## **Chapter 1 Introduction**

Employers can increase their employee's job satisfaction and wellbeing, if they gain an understanding of what their employee's value. This is important because the literature shows that the numbers of part-time employees in the workforce are increasing (Walsh, 2007). However part-time employees are often excluded from organisational activities such as training and development opportunities and often they do not have access to benefits such as childcare, health workshops, employee assistance programmes and insurances unless they are statutory minimums (Bardoel, Morgan and Santos, 2007).

A significant amount of research has already been conducted in the areas of organisational wellness programmes, work-life balance, employee wellbeing, staff benefits and part-time employees. The research in this literature review has been conducted in various countries including France, United States of America and the United Kingdom and also in several different industries such as Education, Research and Development and Finance.

The main findings from the literature were that wellness initiatives require support from the top of the organisation, one way that this can be achieved is by having employee wellbeing as part of the organisations vision and mission (Watson and Gauthier, 2003; Berry, Mirabito and Baun, 2010). The more forward thinking organisations see that by putting work-life balance at the heart of their organisational culture they will be rewarded with a positive and satisfied workforce (Hughes, 2007).

In order to be rewarded with a positive and satisfied workforce a lot of consideration needs to go into the planning of a wellness programme and it is important that all parts of an employee's wellbeing are considered including physical, mental, emotional and social aspects (Csiernik, 2005). Research by Roche and Rolley (2011) and Juniper, Bellamy and White (2011) also found that an employee's wellbeing is a holistic ideal and includes individual factors that aid happiness such as personal growth, purpose in life, positive relationships with others and it is also about the environment that we live and work in. Therefore the presence or otherwise of a wellness programme within an organisation will have an impact on an employee's wellbeing and job satisfaction levels. Parks and Steelman (2008) explain that this is because employers who provide wellness programmes are viewed as having more concern for their employees and as a result will

enhance their employees' attitudes towards their organisation. In addition to this Muse, Harris, Giles and Field (2008) found that individuals value different benefits for different reasons and employee wellness programmes and benefits do not always need to be used by a particular employee to be valued, but rather the fact that they are available can provide the value.

Within the literature there are different definitions of a part-time employee. Part-time employees have been defined as being employees who work less than 35 hours per week (Feldman, 1990; Rotchford and Harris, 1982; Bardoel et al, 2007) and in some research as individuals who work less than 30 hours per week (Maynard, Thorsteinson and Parfyonova, 2005; Bardoel et al, 2007). In New Zealand part-time employment is defined as working fewer than 30 hours per week (Bardoel et al, 2007), this is the definition that was used for this research.

Few researchers have looked at the impact of these types of factors specifically on part-time employees; therefore the main purpose of this research was to study these two topics together and to make a contribution to the gap in the literature. This topic of study is important as part-time employees are often excluded from research. One outcome of this is that a majority of the research focuses on full-time employees, as it is relatively simple to determine whether an employee is full-time or not. It is significant that this research focuses solely on part-time employees as relatively few studies have been completed focusing solely on this employee group, even though they are an important and growing part of the workforce (Marchese and Ryan, 2001). This researcher makes the assumption that this could be due to the fact that it is often difficult to categorise this group of employees because of their differing work hours. There are consequences of not finding out how organisational wellness programmes contribute to and impact on a part-time employee's work-life balance and these include low job satisfaction, low productivity and losing those employees to another organisation.

The research methodology and study was ethnographical to find out about meaning rather than measurement and to investigate the attitudes, feelings, values and perceptions of individuals (Maylor and Blackmon, 2005). The research methodology was a single organisation case study. The strength of using the case study was that it was a holistic approach and it offered the opportunity to explain why certain outcomes might happen, more than just find out what those outcomes are (Denscombe, 2010).

The research problem was made up of several research questions; how do organisational wellness programmes work, how do organisational wellness programmes contribute to work- life balance, how does work impact on an employees work- life balance, and how can work- life balance be achieved for an employee who works part- time. The organisation that this research was conducted in was CPIT, which is a New Zealand tertiary education institute.

A two phase study was conducted for this research, which involved collecting data from the semi-structured interviews which were conducted with female, part-time employees of CPIT. Semi-structured interviews were conducted with female, part- time employees at CPIT who expressed their interest in participating in the research. The purpose was to gain an understanding of how organisational wellness programmes contribute to, and impact on these employees work- life balance, to better understand how working part- time impacts on their work- life balance and to find out how work- life balance can be achieved and maintained for somebody who already works part- time.

Documents such as policies, procedures and guidelines were obtained from CPIT where they related to work- life balance, organisational wellness programmes, flexible working arrangements or staff benefits. These documents were accessed via the CPIT Human Resources Director, who provided the documents in electronic copy. The documents were read and analysed by considering how the philosophies and intent in the documents align with the literature. The primary audience for this research was the business and human resource management academic community, more specifically those academics that have an interest in work- life balance, flexible working arrangements, employee wellbeing and organisational wellness programmes. The Human Resources staff and management at CPIT (as a secondary audience) were also interested in the research and its findings.

Limitations within this study were that it was difficult to distinguish until the point that the researcher was able to talk to the potential interviewees whether some employees worked less than 30 hours per week. Some employees had more than one position at CPIT, which was difficult to ascertain eligibility to participate in the research from the report that was provided. This meant that some people were sent the email invite when they were not eligible to participate, which lead

to time wasted for both the employee and the researcher. Due to the nature of the researchers position within the organisation, individual specific data was not collected from the interviewees, this meant that further analysis was not able to be completed that may have revealed any trends associated with these types of constructs, such as age, ethnicity, work area or position.

This thesis includes a background to CPIT and their organisational wellness programmes, a literature review; it describes the methodology that was used and the results from the research. A discussion and the conclusion to the research follows, the thesis also includes references and appendices.

## **Chapter 2 Background**

CPIT is one of the largest tertiary institutes in the South Island of New Zealand and has been providing tertiary education to graduate level for over 100 years. CPIT's emphasis is on applied learning where theoretical education is combined with a hands-on approach. The qualifications include certificates, diplomas, degrees and graduate diplomas and many of the qualifications are registered on the National Qualification Framework. The programmes that are offered are designed to lead from education to employment in the industry of the qualification gained (CPIT, 2012).

There are several types of tertiary education in New Zealand meeting the needs of a diverse range of people of different ages, backgrounds and learning stages. The tertiary education sector in New Zealand covers industry or workplace training, modern apprenticeships, literacy, numeracy and language skills development, teaching adults foundation or advanced vocational skills, helping people transition from secondary school to the workforce and further study, higher education and research (TEC, 2012). CPIT is an institute of technology polytechnic (ITP), ITPs are closely connected with industry and their surrounding communities. ITP's are committed to ensuring their courses are relevant to the needs of industry and they offer a variety of easily accessible, vocational training options that rapidly add value to an employee's skill set (NZITP, 2012).

Within Christchurch there are several tertiary education providers operating such as the University of Canterbury and Lincoln University also Aoraki Polytechnic and Southern Institute of Technology have satellite campuses in Christchurch. Currently there are approximately 800 part-time or casual staff employed at CPIT and there are approximately 600 permanent staff educating or supporting approximately 24,000 students per annum. Part-time employees make up the majority of the work status of CPIT employees. The employees are spread over two campuses the City Campus on Madras Street in Christchurch and the Trades Innovation Institute Campus on Sullivan Avenue, Opawa also in Christchurch, as well as several smaller satellite campuses around Christchurch that provide free computing courses to the community in which they are in. There are different categories of staff at CPIT; including academic staff, allied (general support) staff and managers. Within these categories of staff their employment status is either permanent, fixed term or casual.

CPIT's vision is to be Canterbury's leading provider of applied tertiary education, research and knowledge exchange, to be widely respected by our business, industry and cultural communities as a high performing organisation, to be driven by excellence and to be responsible for ensuring that all graduates have the knowledge, values and skills to be successful citizens now and in the future. In addition, CPIT will play an essential role in the re-build and revitalisation of Christchurch and the Canterbury region and in doing so strengthen its connection with industry and community partnerships, reinforcing CPIT's mission. CPIT's kaupapa or guiding philosophy is the provision of applied tertiary education and research which contributes to the future social, economic and cultural wellbeing of the people, communities and organisations particularly of Canterbury. CPIT's values are reflected in all of CPIT's outputs and those values are based on concepts from tikanga Maori. The values are Akona - Learn; Manaakihia - Respect; Tuhonotia - Connect; Kia auaha – Innovate and Kia akitu – Succeed (CPIT, 2012).

CPIT offers its employees different wellness initiatives either for free, at a reduced rate or through an external provider. The wellness programmes, initiatives and staff benefits that are offered are yoga classes, on-site masseuse, fitness classes, commitment to environmental sustainability, on-site library, on-site gym and weights room, on-site health centre, on-site childcare facilities, organisational counselling programmes (OCP), Weight Watchers at Work programme, walking programme, banking packages, income protection, superannuation benefits, health insurance schemes, singing group, staff wellbeing committee, registration for fun runs and walks, commitment to equal employment opportunities, see Appendix A, flexible workplace arrangement policy, see Appendix B, provision for different types of leave, see Appendix C, workload policies, see Appendix D and E, CPIT and other education provider course discounts, see Appendix F and G, assistance to transition into retirement, see Appendix H, a harassment policy and harassment prevention trained support staff. CPIT has a number of documents such as policies, guidelines and procedures that outline the philosophy, process and nature of these staff benefits, flexible working arrangements and organisational wellness programmes. The purpose of the organisational wellness programmes and their supporting documents is to provide the CPIT staff with different activities and resources that they can use to improve their health, wellbeing, fitness, educational and work- life balance. The intended message to staff is that the organisation cares about them as individuals with different needs not just as workers. While this section has discussed the background information, the next chapter will look at the literature.



## **Chapter 3 Literature Review**

### **3.1 Introduction**

The main research in this literature review was obtained by searching for human resources, business, organisational sciences and psychology literature and the research has been predominantly been conducted the United States of America, with some being conducted in New Zealand, Australia and Europe.

This review concentrates on the literature around organisational wellness programmes, employee wellbeing, work- life balance, flexible working arrangements, employee engagement, employee benefits and part- time employees. An examination of the literature and studies that have been conducted show that the research has explored the issues that relate to the effects of organisational wellness programmes on employees. However there is limited research that focuses on the areas of organisational wellness programmes, employee wellbeing and work- life balance and the impact of those factors specifically on the part- time employee group. Although part- time employees make up a constantly growing proportion of the workforce, the research focusing on part- time employees is still quite limited.

### **3.2 Part- time employees**

Although part- time employees represent a large proportion of the workforce the majority of the existing research focuses on the relationship between an employees work status and their job satisfaction, or, are comparisons of different factors between part- time and full- time employees (Conway and Briner, 2002). Relatively few studies investigate both part- time employees and organisational wellness programmes, even though employee wellbeing and wellness programmes are an important concern for organisations (Bardoel, Morgan and Santos, 2007). These findings identify a gap in the literature and research, particularly around the impact of organisational wellness programmes on part- time employees and this research will make a contribution to filling this gap, because it will be one of the few studies that focus on these topics alone. The literature around the impact of organisational wellness programmes on part- time employees is relatively limited and further studies using larger samples would help to reduce this gap.

Within the literature there are different definitions of what a part-time employee actually is. Part-time employees have been defined as employees who work less than 35 hours per week (Feldman, 1990; Rotchford and Harris, 1982; Bardoel et al, 2007) and in some research as individuals who work less than 30 hours per week (Maynard, Thorsteinson and Parfyonova, 2005; Bardoel et al, 2007). In New Zealand part-time employment is defined as working fewer than 30 hours per week (Bardoel et al, 2007), this is the definition that was used for this research. These definitions have an impact on the comparisons made between different pieces of literature, research and their results as the individual studies may be using different definitions of a part-time employee. Bardoel et al (2007) explain that working part-time has become an international phenomenon, with a substantial increase in the numbers of part-time workers occurring over the last twenty to twenty-five years, this research was conducted in Australia, therefore while this research talks about an international phenomenon it will be from a Western perspective. To enhance this study it would have been interesting to compare the quality of part-time work in different countries, not just those part-time workers within Australia. Bardoel et al findings are supported as part-time work is the most rapidly growing new form of employment and it has contributed to overall employment growth (Walsh, 2007).

Research in 2011 by Fagan and Walthery found that the majority of part-time workers are women, due to the gender inequalities in family roles; this is because part-time work allows for the time demands of other care responsibilities that predominantly females undertake. Fagan and Walthery further state that the rate of men in part-time work is slowly increasing which shows that the traditional model of woman staying at home to look after children is changing. An implication of importance for organisations is to implement policies and practices which enhance an employee's capability to make smooth transitions between full-time to part-time hours and are also supportive of men taking on part-time roles. Lewis and Humbert (2010) have found in a range of organisations that having a large number of women in the organisation tends to be associated with a greater pressure on employers to implement work-life balance policies; they suggest that this could be a first step in challenging the traditional male structures. An implication of this for organisations is that they need to revise their work-life balance policies which may predominantly set up to suit women, to suit the different needs of men.

The use of part-time working arrangements is largely due to the advantages for organisations to have a flexible pool of staff as an alternative to employees working regimented hours (Webster and Adams, 2010), one of the most powerful reasons is the ability to schedule part-time hours to save paying for idle time and to schedule staff for the peak times of the day (Campbell and Chalmers, 2008). The ability to work part-time is a significant opportunity for different demographic groups within society, such as younger workers, older workers, and female workers (Feldman, 1990) as it allows these people to gain work experience, gradually leave the workforce or earn some money while they have other priorities in life such as study, family, retirement or lifestyle.

For employees there are many different reasons as to why they work part-time, those employees who choose to work part-time may do so in order to have more leisure time, less responsibility at work, to create more flexibility in their schedules in order to address roles outside of work, explore a new career or to return to work from an absence from the workforce (Maynard et al, 2005; Wittmer, Martin and Martin, 2011). Some employees work part-time involuntarily this could be because of job loss, an employers need to reduce work hours or a lack of available full-time positions. The majority of the sample in the study were full-time employees, because this research is looking specifically at part-time employees it would make the results more robust to have a larger sample of part-time employees (Maynard et al, 2005).

Employers may choose to employ part-time workers for several reasons, this could be because part-time workers cost less in wages and in fringe benefits and their hours can be changed depending on the organisation's needs, by agreement with the employee (Kalleberg, 2000). One way employers can attract professional part-time employees is by allowing them to work to a flexible schedule. With email, video conferencing and internet, employees can arrange to work from home to gain a healthy balance between work and non-work activities. However many studies such as those by Hill, Hawkins and Miller (1996); Steward, (2000) and Sullivan and Lewis (2001) imply that tele-working can be a double-edged sword with the potential for both positive and negative outcomes. A positive aspect is that the employee can be available for their family at home and work hours that suit their needs. A negative outcome can be the tendency to overwork, which may be symptomatic of the increased blurring of work and non-work boundaries that

appears to be becoming widespread, facilitated by developments in information and communication technologies.

Research by Lewis (2003) suggests that too much work flexibility and using information and communication technology in the home as well as the workplace may raise a different set of issues about the impacts on individuals, their families, and organisations that will require further exploration and research. When organisations integrate new part-time or flexible working arrangements into existing work structures, managers and employees can depend on people who may not be in the workplace when needed, as well as having to manage issues of equity and accountability among the rest of the staff (Lawrence and Corwin, 2003). An implication of this for managers is that it can be difficult to manage employees who work part-time or work with a flexible schedule in place as it reduces an employee's face time within the organisation. Van Dyne, Kossek and Lobel (2007) explain that workers need to understand that face time is socially constructed as a sign of professional, career and job commitment and managers need to manage the social systems that enhance the effectiveness of a working team even though there is a reduced face time for some employees, as Lawrence and Corwin (2003) explain reduced face time by some employees impacts the whole work team. Other downsides of reduced face time for organisations include needing to manage the work relationships of part-time employees who feel only partial inclusion in the workplace because of their limited time at work and being able to manage the business around a part-time employees hours of work (Walsh, 2007). This researcher believes that a potential limitation to Lawrence and Corwin's study is that they did not apply a standard definition of a part-time employee's hours to their sample, if an employee was called a part-time employee within their organisation then they were considered part-time for the study regardless of the number of hours that they worked, to make the data more consistent a standard could have been applied, for example all employees who work between 10 and 30 hours a week are considered to be part-time for this study.

Wittmer and Martin (2011) describe a further downside to employing part-time employees is that part-time employees can be less psychologically involved in the workplace, they can experience negative work attitudes and can have higher turnover than full-time employees, they go on to explain that this may just be the trade off that organisations need to bear to gain the benefits of using part-time employees. Wittmer and Martin (2011) make the assumption that employees

prefer to have high work role involvement, more research needs to be completed to determine whether this is the case or not as part-time employees may not want to have a high involvement in their workplace. Research by Martin and Sinclair (2007) supports the findings by Wittmer and Martin by explaining that part-time employees have a higher rate of turnover than full-time employees. However, in contrast to these findings Giannikis and Mihail (2011) found in an analysis of employees attitudinal differences by work status that there were no significant differences between full-time and part-time employee's job satisfaction. There is a need for additional studies in the area of the differences between full and part-time employee's job satisfaction, to identify the specific differences in attitudes and this research would need to be applied carefully as part-time work varies in terms of quality and content.

According to Kelliher and Anderson (2010) managers implement flexible working practices or employ part-time staff to give their employees a degree of choice over how, when and where they work and to help them to achieve a work-life balance, however in practice there is not always a positive outcome as working flexibly or part-time can lead to an intensification of work. As Van Dyne et al, (2007) explain employees encounter reduced face time when they work flexibly or part-time hours and Kelliher and Anderson (2010) found that they are more susceptible to work intensification, as the time that an employee is seen working is often equated with productivity. Therefore those employees with less face time in the workplace may experience work intensification which is where an employee feels under pressure to exert more effort in order to compensate for a reduced face time. However, there was little research identified to support these findings.

Clarkberg and Moen (2001) have found that relatively little is known about an employee's preference for work hours and, if, or how their preferences have changed in the recent years. Reynolds (2003) backs up these findings by explaining that many authors have studied employees who work part-time or full-time involuntarily but there is much less information about full-time workers who want to work part-time hours. Due to the disparities between actual and preferred work hours, which is quite common in the United States of America and abroad, many authors have begun to question the claim that workers are free to choose their hours and the assumption that labour markets provide the hours that workers want. Hour mismatches have ramifications for workers' overall psychological and physical wellbeing, involuntary part-time employment, for

instance, can be associated with lower self-esteem and alcohol abuse. Labour markets with fewer hour mismatches would help to reduce these types of problems (Reynolds and Aletraris, 2006).

Jacobs and Green (1998) researched the gap between actual and preferred hours worked, per week. From their study it is clear that a significant group of employees would like to work fewer hours per week than they currently do. It was also found that women working between one and 19 hours per week would prefer to work 22 hours per week and therefore still remain part-time, but women working between 20 and 29 hours per week would prefer to work more full-time hours- about 37 hours per week. It would have been beneficial for this study to go further into the impacts on those employees who have a significant gap between actual and preferred hours of work.

Employees may find that demands between their work and personal or family life can be incompatible; this is work-life conflict. Work-life conflict can present different challenges and also impact on an employee's preferred hours in comparison to their actual hours worked per week (Reynolds, 2005). Reynolds goes on to say that in the face of work-life conflict the majority of employees want to decrease the number of hours that they work per week, because work schedules tend to be less flexible than personal schedules so it is more common for work to interfere with personal life. However for some employees work-life conflict encourages them to work even more hours and withdraw from family life, for example to reduce work-life conflict parents may seek childcare arrangements that make family life less likely to interfere with work. The findings go on to explain that work-life conflict is more closely associated with the desire for fewer hours in women, rather than in men, and in fact when couples talk about working fewer hours to accommodate family responsibilities it is more likely that the woman will work fewer hours and it is rarely acknowledged that this could be an option for a male. Families with preschool or school children are more likely to be interested in reducing their working hours, particularly if they are responsible for childcare and household tasks (Reynolds, 2005).

Relatively little is known about how people react to work-life conflict or why they react in the ways they do (Reynolds, 2005), this is an area for further research. Supporting these findings is research by Hill, Martinson and Ferris (2004) who found that a reduction in work hours is cited by work-family advocates as a desirable option to facilitate work and family harmony, especially for

mothers with young children. A reduction in working hours is associated with lower work-to-family interference, better time management ability and improved life satisfaction. However, they found that most professional women do not take advantage of part-time options because of the costs in the form of reduced compensation, marginalisation on the job and fewer career advancement opportunities (Hill, Martinson and Ferris, 2004). To combat this issue, some organisations have begun to offer part-time employment options that are high-status, career-oriented and have reduced hours options that maintain prorated professional salaries and benefits. Hill, Martinson and Ferris go on to say that an organisation's rationale for adopting such options is to convince women to continue making professional career contributions as they expand their family responsibilities, offering reduced work schedules that provide a good fit with employee needs is a key weapon in winning the war for talent by retaining professional employees and managers with key skills.

In Thorsteinson's (2003) meta-analysis (a quantitative research technique combining the results of several studies in a specific area) the concept of employee partial inclusion was explored. This is the idea that an individual is a part of a number of social systems and therefore will have multiple roles in their lives. When an individual is at work performing in their job, this is only one part of that individual's identity, therefore when an employee works part-time even less of an individual's identity is included in that organisation, compared to a full-time employee, and it may lead them to feel less integrated into an organisation. For these employees it may be that they are more involved in non-work-related roles and activities than full-time employees. An implication of this concept is that having a lower level of organisational integration may be one of the reasons that studies show part-time employees as having lower job satisfaction, and less positive attitudes to work than full-time employees (Thorenstein, 2003).

A limitation of the research is that many studies only examine full-time employees, which questions the ability to be able to generalise these findings to part-time employees or employees with flexible working arrangements (Wittmer and Martin, 2011). For research in the future it is important that more complexity is put into the conceptualisation and operationalisation of alternative work arrangements including working part-time and flexible working arrangements and the work status categories of these work groups being analysed are not over simplistic, or alternative working arrangements being fitted into overlapping categories.

As well as establishing the differences between the different situations of part-time employees, it is important to further explore the differences between part-time and full-time employees once clear parameters are set to distinguish these groups (Martin and Sinclair, 2007). As Thorsteinson (2003) found from a meta-analysis, more research is needed examining the differences between part-time and full-time employees, this is due to the differences amongst part-time workers in the numbers of hours they work and how they work. Although the findings of this meta-analysis indicated that there were few differences between part-time and full-time workers, the large amount of variability across the studies demonstrates the need for additional research that can identify where differences between full-time and part-time workers exist. Part-time employees make up a large part of the workforce and it is important that managers and organisations gain an understanding of the different needs specific to this employee group. While this section has focused on part-time employees, the following section is a review of employee wellbeing and organisational wellness programmes.

### **3.3 Review of employee wellbeing and organisational wellness programmes**

Employers tend to equate wellbeing with an employee's physical health (Csiernik, 2005), but employers need to recognise that all aspects of an employee including their mental, emotional, spiritual, social and physical health is being affected by work and therefore wellness programmes should be put in place to counteract any detrimental effects from work. Roche and Rolley (2011) and Juniper et al, (2011) have also found that an employee's wellbeing is a holistic ideal and includes individual factors that aid happiness such as personal growth, purpose in life, positive relationships with others and social contribution and it is also about the environment that we live and work in.

Individuals look to work for meaning and personal development, the centrality of work to wellbeing is not surprising when you see the number of benefits it offers, these include an identity, opportunities for social interaction and support, time structure, engaging challenges, possibilities for status, income, collective purpose and regular activity—all of which can contribute to a sense of wellbeing (Russell, 2008). In modern life much of a person's time is spent in the workplace, so it is important for employees to work in an organisation that recognises this and works towards developing a workplace that contributes to an individual's happiness and



wellbeing, and as such it is important for employers to consider all aspects of their employee's wellbeing when planning, constructing and implementing wellness programmes.

Now, more and more often employers are asking themselves what are the types of wellness programmes that will contribute to improving their employee's wellbeing. Managers are allocating organisational resources to enhance their employees wellbeing in different ways, such as healthcare benefits, professional- development and employee assistance programmes (Grant, Christianson and Price, 2007). However Grant et al do not provide an explanation of how managers can ensure that they are providing the most beneficial wellness programmes to meet their employee's specific needs. Gender can play a part in meeting an employee's specific needs as Briar (2009) explains that women are more likely than men to know about the need for a healthy lifestyle and may already be taking better care to safeguard their health. In general women abandon their healthy lifestyles only when under severe pressure.

Bakker and Schaufeli (2008) expand on the previous research findings, explaining that organisations need to focus on their human capital to ensure that their employees are engaged, will give their best and are willing go the extra mile for the organisation. Their research states that employee health and wellbeing is becoming a business value of strategic importance, for instance instead of being seen as a cost; occupational health and wellbeing measures are increasingly being considered as sound investments into the employees who yield direct economic benefits to the organisation. An implication of this research is that organisations need to begin to change the way that they think about spending money on employee wellness programmes and to start thinking of it as an investment in the organisations employees rather than a cost.

Unfortunately Lee, Blake and Lloyd (2010) have found that many organisations and policy- makers do not see workplace wellness as being a crucial workplace priority, but rather as an extra that is nice to have. Nevertheless, employers have a corporate responsibility for putting systems into place which allow their employees to make informed choices about their health and have the opportunity to act on them, but the researchers, Lee et al, did not provide any recommendations as to how to encourage a change in this type of mindset. Studies have been completed by other researchers addressing an employer's social responsibility to their employees and their wellbeing, health literacy is a term that is becoming increasingly common and the field of health literacy is

growing rapidly, involving now a large and interdisciplinary audience (Berkman, Davis, & McCormack, 2010).

Health literacy is defined by Kickbusch, Wait, & Maag (2006) as the ability to make sound health decisions in the context of everyday life, at home, in the community and in the work place. It is a critical empowerment strategy to increase people's control over their health, their ability to seek out information and their ability to take responsibility. Sorensen and Brand (2011) have completed research around the link between an organisations corporate responsibility and health literacy and they found that for organisations this means a reciprocal responsibility of creating a more health-literate workplace and the responsibility of employees to obtain the basic knowledge and information needed to understand and take action on individual and public health concerns.

In the contemporary marketplace, employee assistance programmes (EAP) or organisational counselling programmes (OCP) typically provide a broad range of work and life related assistance for employees and their family members. EAP's are a popular wellness initiative that organisations can offer their employees because they are geared to improve an employee's mental, emotional and psychological health. EAP's can help employees with work related as well as non- work related problems, which have the potential to interfere with an employees work performance such as relationship problems, alcohol or substance abuse and financial issues. The value and benefit of an EAP for an employer as well as the employee is they have an opportunity and a tool available to offer employees to treat personal problems before they have an irreparable effect on their workplace relationships or job status (Benavides and David, 2010). An implication for organisations is that for EAP's to be truly beneficial employee's need to know that they are available to be used and that the reason for using the service does not need to be a work related issue.

The findings by Roche and Rolley, 2011; Bellamy and White, 2011 and Russell 2008, will have an implication on New Zealand organisations now and even more so in the near future. New Zealand Statistics (2012) has found that the labour force, aged 65 years and over increased from 25,000 in 1991 to 62,000 in 2006 and is projected to reach 240,000 in 2031, these projections confirm the increasingly important role of the older labour force in the future labour market. This means that in a time of an aging workforce, in order to retain or develop some form of competitive advantage organisations will need to consider the value of wellbeing and happiness to employees, as an

organisation that fosters a positive working environment and employee wellbeing may create for itself a distinct competitive advantage in the competition for employees during a time that organisations are losing employees to retirement.

Organisations are now considering or are implementing wellness programmes that will have positive, holistic benefits for their employee's wellbeing. The following section of the literature review will focus on the implementation of organisational wellness programmes.

### **3.4 Implementation of organisational wellness programmes**

One reason why employers implement wellness programmes is to help their employees to achieve a healthy work- life balance. The more forward thinking organisations see that by putting work-life balance at the heart of their organisational culture, they will be rewarded with a positive and satisfied workforce (Hughes, 2007). Watson and Gauthier (2003) and Berry et al, (2010) support this by stating that wellness initiatives require support from the top of the organisation, therefore health promotion needs to be a part of the organisations vision and mission. By making wellness a part of the organisations culture through the vision, mission and management support, this supportive culture can encourage employees to participate in the different wellbeing initiatives and encourage them to work towards a healthy work- life balance.

Before starting a wellness programme in an organisation it is important to analyse the workplace culture, to individually tailor a wellness programme to the organisations needs and if employers undertake a consultative process they will ensure that the wellness programmes offered will be valuable to the majority of employees. This way, employees will find that the programmes are beneficial and they will view organisation as being supportive. Tsai and Wang (2005) expand on this stating that employee benefits can be used to help meet organisational objectives, such as increasing morale and attracting and retaining good employees. However the researchers go on to say that if employees are not aware of the benefits that are available to them or if the employee benefits are not available to everyone in an organisation, then employee benefits are not going to be a motivating factor to employees. One of the limitations of Tsai and Wang's study is that they have looked at employee benefits as a package as opposed to looking at the impacts, values and benefits that each different type of employee benefit has on individual employees. Once a wellness programme and benefits are established within an organisation, the programme can be

used as a tool to foster a feeling of increased organisational support and to appeal to those employees looking to work in the organisation.

Greene (2011) explains that for wellness programmes to be truly effective, organisations need to be able to motivate their employees to continue to participate long-term and to prove that management is dedicated and supportive of employee wellbeing. To expand on this Heaney and Goetzel (1997) explain that wellness initiatives are considered as being beneficial approaches to reducing absenteeism and presenteeism as well as controlling health care costs, improving productivity, and retaining workers. A further benefit of the presence of a wellness programme is that they are one organisational factor that may positively impact an employee's job satisfaction (Parks and Steelman, 2008). Parks and Steelman go on to explain that employers who provide wellness programmes are viewed as having more concern for their employees and as a result they enhance employees attitudes toward the organisation that they work in making their employees happier and therefore they are happier with their jobs creating a higher sense of job satisfaction. An alternative explanation is that when an employee participates in a wellness programme which improves their physical and mental well-being, they are also improving their general happiness and job satisfaction (Parks and Steelman, 2008).

Kumar et al, (2009) support these findings stating that employees who participate in wellness programmes are more engaged with the organisation, they are more likely to remain with an organisation long-term, they are likely to recommend their organisation to a friend or family member as a positive place to work and they are significantly more satisfied with their job. There are many different organisational wellness programmes and benefits that employers can implement within their organisation that will have a positive impact on their employee's wellbeing and they show that the organisation cares about more than just work outputs.

Managers should ensure a strategic approach to developing organisational wellness programmes and benefits and the programme should align with the organisation's mission, values and goals to ensure buy in from managers and employees. Wellness initiatives need to be carefully tailored to suit the organisation and its employee's to be truly effective, but once it is in place it can contribute to increased productivity for the organisation through decreased absences and higher

employee motivation. While this section has considered the implementation of an organisational wellness programme, the following section will look at work- life balance.

### **3.5 Work- life balance**

As well as participating in a positive and engaging work environment which represents a satisfactory balance between individual needs and values, individuals are increasingly seeking a job which enables them to achieve a satisfactory work- life balance. Long working hours and an increased use of technology which enables employees to work anywhere and at anytime has meant that the physical and temporal boundaries of work have changed to the extent that work increasingly infringes on personal and family life (Cartwright and Holmes, 2006). Kirchmeyer (2000) in Lyness and Judiesch (2008) defined work- life balance as achieving satisfying experiences in all life domains and to do so requires personal resources such as energy, time, and commitment to be distributed across the different domains. This definition by Kirchmeyer is the basis of work- life balance for this section of the literature.

Creating a better balance between work and home has the potential to improve stress management and injury prevention. For example, in Canada it has been found that employees with high work- life conflict have rates of absence from work that are more than twice as high as those employees with work- life balance (Briar, 2009). The practice of the definition of work-life balance as explained by Beauregard and Henry (2009) can include flexible work hours e.g., flexitime, which allows workers to vary their start and finish times provided a certain number of hours are worked, working from home (telework or telecommuting), sharing a full- time job between two employees (job sharing), family leave programmes (parental leave, adoption leave, compassionate leave), onsite childcare, and financial and/or informational assistance with childcare and eldercare services.

There are a number of implications that can occur when these practices are not available or do not provide for adequate work-life balance as there becomes a conflict between an individual's work responsibilities and their family or home responsibilities. As the amount of work and family conflict that an individual is experiencing increases, their job satisfaction and life satisfaction drop and these individuals report lower levels of general happiness and subjective wellbeing, they experience increased psychological distress levels, show less organisational commitment, they can

experience decreased levels of attachment, have higher intentions to leave their current place of work and increased stress and tension (Botha and Brand, 2009).

Laurijssen and Glorieux (2012) explain that the responses of families to the tensions between work and family are dealt with in different ways, some couples postpone having children (in some cases indefinitely), while others outsource the care of their children and other domestic tasks. However most families adjust their level of involvement in paid work, this is what Becker and Moen (1999) call the strategy of “scaling back”, couples with young children may limit their work involvement to protect their family life against too much intrusion by paid work. Although the decision of descaling is mostly taken rationally, the specific combination strategy mainly chosen pragmatically and often with egalitarian views, as Becker and Moen (1999) find in (middle-class) two-earner families, it is mostly women, and not men, who do the descaling. Women adjust their level and type of participation in the labour market to the needs of their family; mothers more often reduce (possibly temporarily) their hours of paid work, work part-time, and take up career leave.

A change in family structures and the desire for employees to find a work- life balance means that employees now place a greater value on non- standard models of working which allow employees to enjoy a balance between work and life. A challenge for employers who employ staff with this type of working arrangement, is as Konrad (2003) found is that employees who prefer flexibility to accommodate family circumstances did not reduce their desire for a rewarding career and intrinsically rewarding work. Therefore organisations who wish to attract employees with family responsibilities and a desire for work- life balance face the challenge of finding ways to provide flexibility without denying career rewards to employees.

Research by Lewis (2003), initially emanated from North America and also included some research from Europe and Australia, and explains the different influences on the outcomes of flexible working arrangements within organisations; one of these influences is the extent to which they are perceived by employees as providing control and autonomy over hours of work. Employees perceive that family supportive policies and family supportive managers have more control over their work and family demands; in Lewis’ research it was found that this perception was associated with lower scores on a number of indicators of stress. The research by Lewis, goes on to

say that organisational culture or climate is a crucial variable contributing to the outcomes of flexible working arrangements, especially when these arrangements are formulated as family friendly rather than productivity measures. In this context, aspects of culture such as the assumption that long hours of face time in the workplace are necessary to demonstrate commitment and productivity, especially among professional and managerial workers, can co-exist with more surface manifestations of work–life balance support. Moreover, opportunities for flexible working are not always well communicated, often employees with the most need for flexibility are unaware of the possibilities. Supervisory support is a critical aspect of the organisational climate that is essential for policies to be effective in practice, but it is not always forthcoming and many employees feel that taking up opportunities for flexible working will be career limiting. In many managerial level positions ‘strong players’ are regarded as those who do not need to modify hours of work for personal reasons.

Lewis, Gambles and Rapoport (2007) give examples of work- life balance research reflecting the social, economic, workplace developments and concerns that shift in response to new the trends. For example, as the numbers of women entering the labour force from the 1960s grew, research in certain contexts tended to focus on ‘working mothers’ or dual earner families. While concerns about stress and burnout associated with workplace changes in the 1980s and 1990s were reflected in research and debate about work- family conflict.

The terminology used to refer to these issues continues to evolve in response to the current concerns. In particular, a shift from ‘work-family’ and ‘family-friendly policies’ with their implicit focus on women, especially mothers, to ‘work-life’, the precursor of the more recent term ‘work-life balance’. This is supported by findings from Crompton and Lyonette (2006) who state that until the closing decades of the twentieth century, the question of work-life balance was perceived as relatively unproblematic because of two widespread assumptions, the 'standard worker' was full-time and usually a man, and women were conventionally assigned to the unpaid labour of caring and domestic work. Thus a balance between market (employment) and caring work was resolved via the domestication of women, coupled, to varying degrees, with their formal and informal exclusion from market work.

Different flexible working arrangements can be implemented by an employer to increase an employee's work- life balance by reducing any work- life conflict within the home, however it is important that the availability of these arrangements are communicated to staff and are supported by managers. Flexible working arrangements can also introduce different issues for managers, such as reduced face- time which need to be appropriately managed. While this section has considered work- life balance, the following section focuses on the value and benefits of organisational wellness programmes to employees.

### **3.6 The value and benefit of wellness programmes to employees**

Health is not just the absence of disease, but encompasses physical, mental, emotional and social wellbeing. Health includes the ability to realise hopes, to satisfy needs and to alter or cope with the changing environment (Millar and Hull, 1997). There are many different types of wellness programmes and benefits that are designed to help employees with the different facets of their lives. Wellness programmes can include benefits such as childcare facilities, flexible working arrangements, health insurance, medical centres, fitness centres, professional development training, education, counselling and employee assistance programmes (Muse et al, 2008; Lingard and Francis, 2005). However an implication for managers and organisations is that there is no single model for a successful wellness programme, therefore employers need to research within their organisation which types of wellness programmes are going to be of the most benefit and value to their employees (Ho, 1997; Lingard and Francis 2005).

Wellness programmes and benefits are valuable in different ways to the majority of employees and their presence in an organisation has an impact on an employee's job satisfaction levels. Parks and Steelman (2008) explain that this is because employers who provide wellness programmes are viewed as having more concern for their employees and as a result enhance employees' attitudes towards their organisation. One theory, developed by Eisenberger, Huntington, Hutchinson and Sowa, (1986) explains that perceived organisational support or POS, is the extent to which employees believe the organisational values their contribution and cares about their personal wellbeing. POS is influenced by factors such as rewards and benefits, these findings suggest that an organisation which provides wellness programmes and benefits for their employees will engender a positive attitude, which will make the employees happier and have a more positive



attitude towards their organisation and they will therefore be more satisfied with their jobs (Parks and Steelman, 2008). These findings follow on from Fredrickson's 1998 and 2001 theories that suggest that work- life benefits send a message to employees that the organisation that they work in cares enough about them to provide a benefit package that they can use and value and one that contributes to their wellbeing as a person and not just as an employee. This is a balanced approach for organisations to take as it facilitates proactive attitudes and behaviours in the workplace. One way organisations can contribute to an employee's wellbeing is through providing fitness and health programmes or programmes that focus on improving employee health issues through educational workshops. Both of these types of wellness programmes can contribute to reducing absenteeism which is beneficial for both the employer as they will have a more productive workforce and it is also positive for the employee because their health would improve.

Parks and Steelman (2008) found that employees who value physical fitness may be happier with an organisation that provides wellness opportunities and are therefore more satisfied with their job and are less likely to leave the organisation. However, the assumption is made by Parks and Steelman, that wellness programmes are attractive to new employees, which creates an implication and an opportunity for organisations and managers to use wellness programmes as a recruitment and retention tool, as employees considering comparable job opportunities often evaluate characteristics of the work conditions in order to make their decision. Parks and Steelman make the assumption that an employee who values physical fitness and good health may be more likely to choose an organisation offering a wellness program over one that does not. This is an area that would benefit from some additional research to find out how much of a bearing do wellness programmes have on an employee's decision to join an organisation.

Muse et al, (2008) found that individuals value different benefits for different reasons, positive employee attitudes and behaviours have been theoretically and empirically tied to diverse aspects of employee benefits and wellness programmes, such as benefit choice, benefit availability, benefit satisfaction, perceived benefit fairness, knowledge of how to take advantage of benefits, benefit usefulness and perceived benefit value. An advantage to employers for offering wellness programmes within their organisation is that because employees value benefits for so many different reasons, it is the perceived value attributed to the benefits and wellness programmes

that are offered to employees which stimulates reciprocation. For example, a benefit such as childcare will be very unlikely to encourage reciprocation from someone that does not have any children, because the benefit does not have any perceived value to them.

The findings by Muse et al, (2008) are an extension of the results of Grover and Crooker (1995), who found that the availability rather than the use of flexitime, leave and childcare, was associated with a strong emotional attachment to an employee's organisation, whereas Muse et al, (2008) study focused on the perceived value of wellness programmes and staff benefits and identified the importance and value of how these benefits are perceived by employees. They found that the difference between benefit use and the perceived value of the benefits can be explained by positive organisational behaviour, social exchange theory and the norm of reciprocity. Therefore these results suggest that employee wellness programmes and benefits do not need to be used to be valued by employees (Muse et al, 2008; Lingard and Francis, 2005); the fact that they are available for employees to use provides value and satisfaction to the employee.

The findings in a review of ten studies by Joyce, Pabayoy, Critchley and Bambra (2010) indicated that an employee's flexibility in their working pattern, such as the ability to work part-time and having choice and control around how they work is likely to have positive effects on their health and wellbeing. In contrast, if an employee worked part-time involuntarily then it was found that this situation would have negative health effects on an employee. There is potential to improve this research and its findings by increasing the number of studies that were reviewed (Joyce et al, 2010). In a previous study, it was also found that employees who work a preferred number of hours per week, in a schedule that fits in with their outside of work responsibilities and activities, will be more satisfied and committed to their work and organisation than employees who work either more or fewer hours than they prefer (Holtom, Kidd, and Lee, 2002).

A benefit of employee wellness programmes is the chance for employees to take advantage of health and fitness programmes. Individuals who are fit possess higher levels of energy, they enjoy enhanced feelings of wellbeing and they tend to enjoy various psychological outcomes, including a reduction in anxiety, depression, tension, and stress (Neck and Cooper, 2000). Literature by Hecht and Boise (2009) has shown that participation in physical wellness activities is associated with

better health and employees have a lower absenteeism rate as well as higher job satisfaction than those employees who do not participate in fitness programmes. It is for these reasons that wellness programmes have become an integral part of a corporate strategy for improving worker morale, decreasing absenteeism and improving behaviours that are associated with increased worker productivity. A downside of this research is that more studies are needed to evaluate the success of these programmes amongst different employee groups as well as the cost effectiveness of these programmes.

The concept of employee wellbeing at work promotes the advantages to organisations of having a healthy workforce (Baptiste, 2008). Having a healthy workforce and achieving positive employee wellbeing can also start from the environment in which employees work in. Goldgruber and Ahrens (2010) found that employee health and wellbeing can be increased through improved working conditions and positive changes to organisational culture. A downside of wellness programmes and benefits is that in some organisations certain employee groups are excluded from the benefits and programmes. Gakovic and Tetrick (2003) have found that individuals employed full- time are more likely to have a long- term perspective within the organisation and receive treatment implying that they are getting more organisational investment than part- time employees. Part- time employees are often only partially included within an organisational social system and typically receive fewer benefits, promotional opportunities and training. It is important for organisations to undertake research within their organisation before implementing any wellness programmes, rather than taking a best practice approach as the different initiatives need to be beneficial and hold value with the employees.

Research undertaken by Bakker, Boyd, Dollard, Gillespie, Winefield and Stough (2010) in Australia shows that during recent decades, universities in many countries have undergone important changes that have profoundly affected the working life of academics. These changes include; reductions in government funding, the introduction of managerial-style leadership with an emphasis on efficiency and effectiveness and increased student numbers and staff downsizing, leading to higher student to staff ratios. Consequently, academics have experienced increased teaching loads, added administrative duties and increased pressure to secure research funding. Not surprisingly, they have reported high levels of occupational stress (Bakker et al, 2010).

High levels of stress have been found amongst Australian university staff and high stress levels have also been observed in New Zealand academic institutions. However, there is evidence that there are high levels of job satisfaction, positive relationships with work colleagues and supervisors and organisational commitment within these same workplaces (Langford, 2010). In organisations where work stress is prevalent, the types of wellness programme that employee's value could be seminars on how to manage and reduce stress in the working environment, and also programmes that would allow them to get out of the workplace for a period of time during the day such as a yoga class or fitness session. A seminar on managing and reducing stress would be a simple and cost-effective way for employers to reach out to a high number of employees at one time and provide them with useful and valuable information and tools to manage stress.

Wellness programmes are beneficial in different ways to the majority of employees and their presence in an organisation has an impact on an employee's job satisfaction levels. The following section will focus on the employee's perception of these wellness programmes.

### **3.7 Employee perceptions of organisation wellness programmes**

Although an organisation may have wellness initiatives in place, some employees choose not to take advantage of these. To ensure that a wellbeing programme is successful and valued, the key is to align the initiatives with the organisations strategic objectives. If the initiatives are properly implemented and complement the organisation, a work-life initiative should encourage employees to participate (Cascio and Boudreau, 2008). Supporting Cascio and Boudreau, it has been found that adopting a strategic approach will ensure that wellness initiatives are implemented through a best fit approach by tailoring human resources strategies to organisational goals rather than adopting what is said to be best practice for wellness programmes (Renwick, 2003). To ensure that employees value the wellness programmes, human resources should regularly monitor their employees wellbeing through surveys (Grant et al, 2007), attendance and participation levels and feedback forms. The organisation will then be able to monitor which initiatives are being utilised and why others are not.

One reason why employees do not utilise wellness programmes is that they may not know about or understand the wellness initiatives that are available to them and therefore they do not

participate. Vandermillen (2009) explains that it can be a challenge to get employees to attend meetings and to keep them engaged while passing on information about wellness initiatives and therefore some employees will miss out on the information. In a study investigating the rates of worker participation in worksite wellness activities, Crump, Earp, Kozma, and Hertz- Picciotto (1996) reported a positive association between higher levels of management support for activities, promotional marketing of the health benefits of wellness activities, ease of accessibility to employees and noted that understanding the reasons for limited participation in such initiatives will likely lead to more effective programming and increased cost- benefit ratios.

Busbin and Campbell (1990) found that employees must voluntarily participate in wellness programmes to understand their real value, but because participation is voluntary the number of employees that will take part in the programme depends on how successful the marketing of the wellness programmes is. Vandermillen (2009) also makes the point that employees all have individual needs that are difficult to address in a large setting, it is then difficult to get employees to sign up if they don't understand the benefits offered by their employer. To address these issues, a growing number of organisations are implementing a new more personal communication model, which involves one-on-one meetings with employees to ensure that their individual needs are being met.

Casper and Buffardi (2004) suggest that by providing and marketing wellness initiatives and benefits, organisations have a chance to enhance their desirability to employee's to be an employer of choice. However a restriction of these findings is that although work- life benefits were the primary variables of interest, it is possible that other variables such as pay and employment conditions might interact with the work- life benefit variables explored in this research. Accordingly, future research should examine the influence of work-life policies on job pursuit in conjunction with other factors that influence job choice. Another factor is an organisation's corporate social responsibility; Holmqvist (2009) has found that one way organisations project this is through their employee wellness programmes and health promotion. Organisations need to project a positive image to the public and to potential employees, as well as to investors. In this respect, health and safety is an important dimension of corporate social responsibility and needs to be considered by organisations.

Research undertaken by Gallie and Zhou (2011) found that employees in part-time positions were disadvantaged in terms of the access that they had to training and professional development opportunities, they also found that these employees experienced much lower upward job mobility. They explain that employers see part-time employees as people for whom work is not a central part of their life and therefore attach less importance to the intrinsic quality of work and to its scope for career development, rather than seeing part-time work as a way of having a healthy work-life balance.

It is important for employees to have information about the different wellness initiatives that are available to them, extensive marketing of the wellness programmes can create the awareness needed. This section has considered the employee perceptions of organisational wellness programmes and the following section will focus on employee engagement.

### **3.8 Employee engagement**

Tinline and Crowe (2010) explain that another way to improve and enhance an employee's wellbeing is through improving employee engagement; organisations now understand that this is critical to their performance and reputation. The core of the concept of employee engagement is the idea that employees are connected to their organisation in such a way that their discretionary effort is willingly released and they are prepared to go the extra mile for their organisation. This research (Tinline and Crowe, 2010) found that employee engagement is linked with the psychological side of an employee's wellbeing; this supports Csiernik's (2005) findings that employers need to consider all aspects of an employee's wellbeing including mental and emotional health and therefore creates an implication and a necessity for employers to take this into account.

The theory of social exchange also explains the concept of employee engagement. A basic principle of social exchange theory is that relationships evolve over time into trusting, loyal and mutual commitments as long as the parties abide by certain rules of exchange. Rules of exchange can be described as a two-way relationship between the employer and the employee, so that the actions of one party lead to a response or actions by the other party, for employees they feel obliged to respond in kind and repay the organisation (Cropanzano and Mitchell, 2005).

One way for employees to repay their organisation is through their level of engagement. Employees will choose to engage themselves to varying degrees and in response to the resources they receive from their organisation. Therefore employees who perceive higher organisational support are more likely to reciprocate with greater levels of engagement in their job and in the organisation. Engaged employees are also more likely to have a high-quality relationship with their employer leading them to also have more positive attitudes, intentions, and behaviours (Saks, 2006). Employee engagement also affects the mindset of people, engaged employees believe that they can make a difference in the organisation they work for (Seijts and Crim, 2006).

Operationally the measures of engagement comprise of items representing one or more of the four areas of job satisfaction, organisational commitment, psychological empowerment and job involvement. Expanding on this, job satisfaction is defined as the individual's involvement and satisfaction with, as well as enthusiasm for work and to be engaged is to be actively committed to a cause. Commitment focuses on the concept of belonging, personal meaning and being a part of the family. Job involvement describes the degree to which an employee is psychologically connected to their job and the work that they perform and psychological empowerment includes dimensions of meaning, sense of purpose, competence, self efficacy, feelings of self determination, feelings of control and impact or beliefs that one's efforts can make a difference (Macey and Schneider, 2008).

Lawrence and Corwin (2003) define an interaction ritual as any routine interaction between two or more people that is vested with some symbolic significance, in a work context this includes meetings, farewell functions, coffee breaks, lunch breaks and after work functions, these interaction rituals contribute to producing the workplace culture. A team meeting for example is a key interaction ritual and can be a major form for the creation of community or organisational identity. Within meetings there are various opportunities for interaction of people, ideas, information, decisions and outcomes that make the team and the organisation; this also applies to less formal interaction rituals.

The importance of interaction rituals in organisational life presents a potential threat to the acceptance of part-time employees within a team or organisation. If a part-time employee does

not engage in group rituals it can negatively impact on their work, in a professional workplace there is often the assumption that employees are always available which is not the case for part-time employees and this can lead to part-time employees missing out on important occasions in which information is disseminated or important working relationships are formed. When an organisation shows support to their employees by offering flexible working arrangements and wellness programmes this type of action generates feelings of trust and support for the employee, this becomes a reciprocal relationship between the employee and the employer, increasing the employee's feelings of engagement within the organisation. An employee's wellbeing can be influenced by their level of engagement within the organisation, therefore it is important to consider social exchange theory and interaction rituals in relation to part-time employees. The following section looks at the barriers for employees to participate in organisational wellness programmes.

### **3.9 Barriers for employees to participate in organisational wellness programmes**

There are many reasons that employees give for not participating in organisational wellness programmes such as lack of time, little perceived benefit, they don't know about the services, they blame unsupportive managers or some employees may feel that their health and wellbeing is none of their organisations or their employers business. As with any worthwhile initiative, creating a culture of health, wellbeing and participation takes passionate, persistent, and persuasive leadership (Berry, et al 2010). A study by Person, Colby, Bulova and Eubanks (2010) supports these findings by stating that the most common barriers to participation in wellness programmes are insufficient incentives, inconvenient locations, time limitations, the employees were not interested in the topics that were being discussed at a presentation, conflicting schedules and poor or no marketing of the wellness programmes. It is important, when planning wellness programmes to address and work towards minimising the identified barriers, especially those barriers that are easier to minimise such as insufficient incentives, inconvenient locations, and time limitations, as it may facilitate higher participation in future wellness opportunities.

The marketing function within an organisation can go a long way to promote and disseminate information about organisational wellness programmes and benefits; they can promote these programmes by making and distributing flyers and information prior to as well as during and after wellness initiatives (Person et al, 2010). This would ensure that employees have the most



important information about the programmes such as what day and time that they are happening as well as where, so that employees can plan in advance to participate.

Because physical environment has an influence on an employee's ability to adopt positive wellness behaviours Sforzo, Kaye, Calleri and Ngai (2012) conducted a study which removed some of the common obstacles for employees engaging in organisational wellness programmes and activities. A group of employees were given educational sessions around health and wellness and were able to use a corporate-sponsored, on-site cafeteria (with discounted healthy meals) and a state-of-the-art fitness facility (with fees waived) which provided them with easy access facilities with a low cost. However the results from this study showed that even with these supports in place there were poor levels of participation. Careful consideration reveals that time remained an obstacle and likely explains much of the poor participation in available wellness options. A positive finding in this study was that the results clearly demonstrated that the educational programming was effective at enhancing wellness knowledge. An implication of this study for organisations is that time is one of the main obstacles for employees to participate in wellness activities and organisations should consider different ways that they can encourage their employees to take the time to participate.

A further barrier to participation is that different types of employees, in particular part-time employees are often excluded from organisational activities such as training and development opportunities and they often do not have access to benefits such as childcare, health workshops, employee assistance programmes and insurances unless they are statutory minimums (Bardoel et al, 2007). A limitation of this study was that the data was collected by conducting interviews with managers, which gives only a managerial point of view; this researcher believes it would be beneficial to also gain the employee's perspective, as further understanding surrounding the barriers for employees participating in wellness programmes could be gained.

An implication of offering organisational wellness, health and fitness programmes and benefits for organisations is that these programmes represent the extension of employee's private lives into a legitimate workplace concern. Employers need to be careful that they do not start to dictate to employees what they consider to be legitimate and illegitimate lifestyle choices. Briar (2009)

explains that staff may find it intrusive to have their bodies and minds 'managed' by their employers. Light (1991) warns that a natural extension of this type of approach is where employers start to make a healthy and fitness oriented lifestyle a condition of employment, or the marginalisation of those employees not espousing a corporate health and fitness ethic. Grundemann and Van Vuuren (1997) also warn that there is a fine line between encouraging a healthy lifestyles and recruiting on the basis of health risk. This already happens in some professions, including the fire and police services, a physical fitness test is undertaken as part of the selection process (McGillivray, 2002). There are various reasons as to why employees choose not to participate in different organisational wellness programmes, it is up to the employer to gain an understanding of what those barriers are and work towards removing or minimising them.

### **3.10 Summary**

To summarise the main themes identified from the literature reviewed, there is a gap in the literature and research that focuses solely on part- time employees; this is because this group of employees tend to be excluded from studies because of their work status. Webster and Adams (2010) and Thorsteinson (2003) found that in general, research in organisational sciences focuses on traditional full- time working arrangements but in recognition of the changing workforce more research is being conducted looking at part- time employees and employees with flexible working arrangements. A downside to this research is that much of it focuses on the differences in attitudes between full- time and part- time employees and a lot of those findings have been contradictory. For example some have found part- time workers have higher work-related attitudes (Jackofsky and Peters 1987), lower work-related attitudes (Marchese and Ryan 2001), and similar work related attitudes (McGinnis and Morrow 1990) when compared to their full- time counterparts. It is due to these types of contradictory findings that have led researchers to begin studying part- time workers in their own right. Wittmer and Martin (2011) explain that these inconsistencies in the findings may be a result of the highly diverse nature of part- time and flexible working employees. Although researchers have argued that classifying employees as part-time or full- time based on the number of hours worked per week is overly simplistic, much of the research still classifies part- time employment using that criterion. Therefore some research has failed to capture the diverse differences among the different groups of part- time employees and this results in a gap in the understanding around part- time employees, their job attitudes and behaviour.

Organisation wellness programmes and benefits are implemented by organisations to enhance their employee's mental, emotional, spiritual and physical wellbeing through initiatives such as health care benefits, workshops, fitness classes and employee assistance programmes and to help to achieve a work- life balance. They are also beneficial for employers to increase productivity, reduce absenteeism and reduce organisational costs. Wellness programmes are valuable for employees as they can increase job satisfaction and encourage health and fitness.

Employee programmes may not be valued or utilised by employees for various reasons, such as they are unaware of the benefits or the employee does not have access to the benefits. It has been found that it is common for part- time employees to miss out on organisational benefits such as wellness programmes, training and promotional opportunities. Part- time employees are a growing part of the employment relationship and there are benefits to both employees and employers to be part of a more flexible working agreement. Employees who have the ability to work their preferred hours will have more job satisfaction than those who have little control over their work hours and employers are able to provide cover for busier periods of the working week and have less staff working during quieter periods.

The literature review found that it is important for organisations to recognise that a wellness programme is not one size fits all and it can take time and trial and error to find a range of wellness programmes that best suit and provide the most benefit for the employees. Also part-time employees are often excluded from research studies because it can be difficult to categorise part- time employees for analysis, therefore there is a gap in the literature focusing on part- time employees and especially the benefits and importance of organisational wellness programmes for part- time employees. This research helps to contribute to the gap in the literature that focuses on the part- time employee group, and will also encourage other researchers to conduct studies on part- time employees. While this chapter has focused on the literature and the next chapter will look at the research methodology.

## **Chapter 4 Methodology**

An ethnographic approach has been taken in this research to find out about meaning rather than measurement and to investigate the attitudes, feelings, values and perceptions of individuals (Maylor and Blackmon, 2005). A single organisation case study approach was taken for this research. Denscombe (2010) explains that case studies are a good methodology as they allow the constructs to be studied in a greater detail, allows the researcher to use a variety of sources, to have a focus on depth of study rather than breadth and allows the researcher to take a holistic view rather than focus on isolated factors. A single organisation case study was a good fit as data was used from a previous research project; data was collected from semi-structured interviews as well as the information that was gained from the organisations policies and guidelines relating to work- life balance, staff benefits and organisational wellness programmes. Denzin and Lincoln (2008) explain that the combination of multiple methodological practices in a single study adds rigour, complexity, richness and depth to any enquiry.

The objective of this research was to understand how organisational wellness programmes contribute to, and impact on the work- life balance of female, part- time employees at CPIT. The research problem was made up of several research questions; how do organisational wellness programmes work, how do organisational wellness programmes contribute to work- life balance, how does work impact on an employees work- life balance, and how can work- life balance be achieved for an employee who works part- time. The constructs that are within this research are work- life balance, organisational wellness programmes, employee well- being, employee benefits, part- time employees and flexible working arrangements. A review of the work- life balance, employee wellbeing, organisational wellness programmes, flexible working arrangements and part- time employee literature has shown that parts of these questions have not been answered by research. Specifically, the gaps as determined by the researcher, are around how part- time employees maintain and achieve a work- life balance whilst working part-time, what types of organisational wellness programmes do part- time employees participate in and do they have a positive impact or otherwise on their wellbeing, what types of flexible working arrangements do part- time employees use and having a focus on the part- time employee group rather than in comparison to full- time employees.

CPIT is the institute that this research was conducted in and the data was obtained from their female, part-time employees. CPIT was chosen because they offer their employees a wide range of organisational wellness programmes and staff benefits. Also, research had already been conducted by the researcher within CPIT to find out the value, benefits and importance that organisational wellness programmes have on part-time employees and this study provided the basis for this research. In the previous study a survey was offered to all part-time employees to complete and it was found that 20 out of 28 respondents were female employees. From the data obtained from CPIT's Human Resource Information System, it showed that there were more female staff than male staff working an average of 30 hours or less per week. It was for these reasons that the interviews for this research were conducted with only the female, part-time staff. In the previous research an even mix of academic and general staff completed the survey, to keep a degree of similarity between this study and the previous research, the invitations to participate were sent to both academic and general staff. In the previous study that had been completed it showed that six out of 28 respondents did not have a work-life balance, seven did not respond when asked whether they have a work-life balance and four respondents answered that they felt CPIT was not supportive of them achieving a work-life balance. One of the intentions of this research was to get an indication of why some of the previous respondents felt that they were not supported to achieve and maintain a work-life balance.

The question how do organisation wellness programmes work, was formed due to the literature explaining what organisational wellness programmes are and what impacts they can have on employees but not going into the detail of how they work, an example is in Juniper et al, (2011) where they discuss how wellness programmes and work experiences affect individuals through impacts on their physical and psychological health and this can spill over into non-work domains, what it is hoped to achieve in this research is to establish what is the role that wellness programmes play in containing or reducing the potential for that spill over. The next two research questions were how do organisation wellness programmes contribute to work-life balance and how does work impact on employees work-life balance. They were formed while reading the literature around work-life balance and were confirmed as important questions to be asking after reading the study by Beauregard and Henry (2009) who found after conducting a comprehensive narrative review that work-life balance practices do not necessarily reduce levels of employee work-life conflict and work-life balance practices but are often associated with improving the

organisational performance and competitive advantage rather than helping employees. The last research question asks how can work life balance be achieved for a part- time employee, this question was created as it may be natural to assume that an employee who works part- time would by this fact automatically have a positive level of work-life balance but research by Kelliher and Anderson (2009) has found evidence of work intensification by those who work reduced hours and therefore they may not be achieving a work-life balance.

This was a two- phase study beginning with semi- structured interviews. The purpose of the semi-structured interviews was to gather in-depth information about how organisational wellness programmes contribute to influencing the part- time employee's work- life balance. The semi-structured interview was used because it allowed the use of open- ended questions which gained more information. Open- ended questions are more exploratory in nature and lead to further questions that aren't able to be determined in advance, they were also used to clarify or probe an issue more deeply, a downside to this type of interview is that it can raise the criticism that unstructured data- gathering is unscientific because the content emerges as you progress the interview (Brown, Metz, Cregan and Kulik, 2009). However as the objective was to gain and build an understanding as the interviews went on this continual evolution was to be expected. This is in line with the methodology implemented by Brown, Metz, Cregan and Kulik (2009) who used interviews to allow the employees to give answers in their own words giving the researcher rich descriptive details, a semi- structured interview was the best way to get this information.

The Human Resources Director of CPIT was contacted to gain access to the employees so that they could participate in the semi- structured interviews and to ensure that CPIT was supportive of this research being conducted within their organisation. It was important that the researcher did this personally to establish credibility with the Human Resources Director. The initial contact was made by email to allow all of the relevant information to be given including information about the research, its main objectives, how the research would be conducted and what the benefits would be for CPIT and without applying any undue pressure for the Human Resources Director to make a decision quickly, as may be the case if the first contact was face-to-face or on the phone. All of the agreements made between the researcher and CPIT, including access, use of data and reporting the results were made in writing to confirm exactly what was agreed to, see appendix I. During the

discussion with the Human Resources Director it was discussed whether the institutions goals or missions would conflict with this research and the conclusion from that discussion was that they would not. To overcome any organisational concerns, requests for staff time were kept to a minimum to reduce any disruption to their work; a letter, see appendix I, was also sent to the Human Resources Director of CPIT to give assurances around the confidentiality of the data that the participants provide.

A report was run by the Human Resources Information System Analyst at CPIT on 23 April 2012 to show the headcount of all CPIT staff, including the total number of current female and male employees who work an average of 30 hours or less per week, this was the criteria that was applied to determine if an employee is part- time. It was found that on the 23 April 2012 there were a total of 1516 employees working at CPIT, 896 of those were female and 620 of those were male. For those who work an average of 30 hours or less per week the head count was 614 female employees and 326 male employees, however some of these employees have more than one part-time job and it was difficult to distinguish if they do work over an average of 30 hours per week which was why the decision was made to discuss this issue with the potential participant at the time of setting up the interviews, to determine that those who wished to participate really did fit the part- time criteria. Due to the fact that there are more part- time female employees currently employed at CPIT and the results from the previous study showed that more women participated in the survey, it was decided that this study would concentrate solely on the female employees.

The second phase of the research was documentation collection and analysis. Documentation such as guidelines, policies and procedures around work- life balance, organisational wellness programmes, flexible working arrangements, benefits and employee wellbeing were obtained from the CPIT Human Resources Director to gain further information about the practice and philosophy of those constructs within the organisation, see appendices A- H. The documents were read and then analysed by seeing whether the philosophies and intention of the documents matched the relevant literature. These documents did not contain any information about past or present employees but are policy and documentation on how CPIT and the Human Resources Division incorporate these constructs into their day to day processes. The researcher did not have any involvement in setting the policies, procedures or guidelines.

To compile the questions for the semi-structured interview, as seen in appendix J, the literature was checked for any interview question schedules that had already been used but none could be found that would be suitable to gain the type of information that would contribute to answering the research questions. Two of the interview questions did not come from the literature. The question what types of organisational wellness programmes do you use have been included in the schedule to allow for comparisons to be made between each interview participant. Topics from the literature review were used to construct a schedule of interview questions. The report that was obtained from CPIT which identified all of the part-time employees also included employees that worked more than one part-time position, so it was important to ask the participants on average how many hours do they work per week to establish that they did in fact work an average of 30 hours or less per week and did not have a number of part-time jobs at CPIT or work in another role in another workplace.

The email inviting potential participants to take part in the research was sent out by a third party, the Academic Coordinator at CPIT, see appendix K. The potential participants email addresses were obtained via the report that was run by the CPIT Human Resources Information System Analyst. The email invitation was sent on Tuesday 8 May 2012. The time of year that the email invitation was optimal as it was after the term break which meant that academic staff were back on site and it was not an overly busy time of year so potential participants would feel like they would have more time to participate as opposed to more busier times of the year when time is at a premium. The potential participants had two weeks until Tuesday 22 of May 2012, by which to express their interest in participating in the research. The information sheet, see appendix L, was emailed immediately to those who expressed their interest in participating in the research this was to allow the participants to have all of the information before they decided to go ahead with the interview. Once a potential participant made the decision to take part in the interview, email correspondence was used to set up a day and time that suited the participant to take part in the interview. The interviews were set up during the participant's lunch breaks or outside of their normal hours of work, therefore permission was not needed from their managers because it was being conducted during their own time. It was decided that due to the positive participant response after the initial email invite that a reminder email would not be sent out to potential participants. None of the participants indicated that they wanted the interview to be conducted by a third party or off campus at a neutral location. The sampling technique was a non-probability,



self-selection sampling technique as participants put themselves forward for interview. It was determined that for the research to go ahead that a minimum number of six participants would need to be interviewed and a maximum of 30 interviews, to keep the research manageable. The total number of interviewees was managed on a first come, first served basis. In total 19 people came forward and said that they would like to participate, of those 19 people 14 ended up being interviewed. Three of those 19 people after receiving the information sheet did not get in contact with the researcher to establish a time for the interview; it was decided not to follow up with these people in case they may have felt that they were having undue pressure placed on them to participate. Two people had said that they would participate but it was then very difficult to find a day and time for the interview due to the work schedule of one of those people and the other person was going on holiday for three weeks, so a mutual decision was made not to go ahead with those interviews. Overall there was a response rate of 6% for the number of interviews that were completed. At the interviews the participant was asked to complete the participant consent form, see appendix M, and then they were asked if they had any questions before the interview started. All of the participants consented to the interview being recorded and this was captured on the participant consent form. Nine participants signalled on the consent form that they wanted the opportunity to edit the transcript before it was used for analysis. The participant was then notified that the recorder would be turned on for the duration of the interview and once the recorder had started recording their rights were explained to them, it was important to reassure the participants of their anonymity. The interviews were conducted between the period of Wednesday 16 May and Thursday 31 May. The majority of interviews were held in either meeting rooms or classrooms around CPIT, one was conducted in the interviewee's office.

The majority of the recorded interviews were then transcribed word for word by the researcher and two interviews were transcribed by Adept STS transcription services, the employees at Adept who transcribed the interviews signed a confidentiality agreement, see appendix N, and as part of their organisational processes are also cleared by the New Zealand Ministry of Justice. Microsoft Word was used to store the raw transcripts for data analysis. Once the interview recordings were transcribed they were emailed to those participants who had signalled that they wanted to edit their transcript before it would be used for analysis, all of the participants were emailed a transcript release authority to sign and return saying that they were happy for the edited transcript to be used by the researcher.

During the interviews, information was deliberately not collected from the interviewees around their position title, whether they were academic staff, general staff or a manager or what area they worked in. If that type of information was gathered it would have meant that for some of the interviewees they would have been able to be identified, this approach was also due to the ethical considerations around the researcher's position as a staff member at CPIT. It was important for the interviewees to be at ease during the interview and feel as though they could give honest and full answers; this would not have been achieved if they felt that they could have been identified. Not all of the interviewees answered or covered each question that was asked and due to the course that each individual interview took additional questions were asked or some questions were left out if they did not apply to the individual. Ghauri and Gronhaug (2010) explain that this approach to research is exploratory; this is because the research problem was more or less understood and as new pieces of information are discovered the research changed direction, as what happened when new information was discovered through the interviews, this also fits the case study approach. The interview transcription data from each interviewee was collated for each interview question that was asked and then the main themes within each interview question were identified. The collated interview transcription data was analysed ethnographically with the objective of gaining an understanding from the point of view of those that were interviewed.

Validity, the extent to which data collection methods accurately measure what they were intended to measure, and reliability, the extent to which data collection techniques will yield consistent findings (Saunders, Lewis and Thornhill, 2007), were considered but are not relevant in this research. What is important in single case study research is the studies questions, its propositions, its unit(s) of analysis, the logic linking the data to the propositions and the criteria for interpreting the findings (Yin, 1994).

A limitation was that the reports showing the employees that work an average of 30 hours per week or less, included employees who had a number of jobs that when added up meant that they may work over an average of 30 hours per week. This was difficult to distinguish until the point that the researcher was able to talk to the potential interviewees. A further limitation was that due to the nature of the research and the researchers position within the organisation data was not collected from the interviewees regarding their position, job title, work area and length of employment, this meant that further analysis was not able to be completed that may have

revealed any trends associated with these types of constructs. The impact that this had on the results were that comparisons from the results were not able to be made between age or similar groups of part- time employees such as academics, general staff or managers.

The Human Resources Director at CPIT was provided with a summary feedback of the results, findings and the conclusions from the research; they did not have access to, nor were they provided with raw data. All of the interviewee participants were given a summary of the results and findings. For further research it would be of benefit to follow up this research with a larger group of interviewees which would allow for anonymity and to collect and analyse information around their work are and position, it would also be beneficial for the researcher to be someone who is outside of the organisation so that the conflict of interest is reduced. While this section has focused on the methodology, the next section describes the ethical considerations.

## **4.1 Ethics**

### **4.1.1 Respect for persons**

Throughout this research process all participants had the right to decide whether or not they participated in the research and non- participation did not impact on their employment. For those that decided to participate, they had the right not to answer a particular question; they had the right to withdraw their participation while taking part in the interview and they could withdraw from the study within five days of their interview being completed. The participant could ask any questions about the study at any time, they could ask that the recorder be turned off at any time during the interview, they could ask that a third independent party conduct the interview rather than the researcher, they could ask that the interviews be conducted at an offsite location and they had an opportunity to ask to read and edit a transcript of their interview before the material was analysed and written up in the report. A summary of the results and findings were made available to the participants. The participants were assured of confidentiality if they participated in the interview but they were not able to be anonymous as they needed to have a face-to-face interview with the researcher. Respect for persons also involves recognition of the personal dignity, beliefs, privacy and autonomy of individuals (Massey University Ethics Committee, 2012).

#### **4.1.2 Minimisation of risk of harm**

The participants were not exposed to any unnecessary harm, any potential stress to participants was minimised by ensuring that their privacy was maintained and that their interview answers remained confidential. To reduce the possibility of risk of harm to the researcher, no personal information such as a home address or phone numbers were published on the information sheet. The publication of the research results had the potential to harm the staff of CPIT in terms of any decisions that are made around wellness programmes and employee wellbeing as a result of this research. This was minimised by ensuring that the participants were aware that the information that was gained is able to be used by CPIT as a decision making tool, which may impact the benefits and wellness programmes that are offered to CPIT's employees, this information was given to potential participants in the information sheet. Any harm to Massey University was minimised by completing this research with consultation and advice with the research supervisors and by following the Massey University Code of Ethics, this research was approved by Massey University Human Ethics Committee: Southern A, see appendix O and was also approved by the CPIT Ethics Committee, see appendix P. The participants were not misled or exposed to deceit in anyway whilst participating in this research, they were given full information about what the interview and research was about and what the results would be used for.

#### **4.1.3 Informed and voluntary consent**

Participation to complete the interview was voluntary; no undue pressure was put on potential participants to participate. All of the participants were fully informed about the research, its objective and what it involved for the participant; this information was provided in an information sheet that was given to participants prior to them confirming that they would participate in the interview. Participants were asked to complete a participant consent form which once signed meant that they were comfortable that they understood the research objectives and understood that they can ask questions about the research at any time, they agreed to the interview being recorded and asked whether or not they wanted their recordings or their transcript returned to them.

#### **4.1.4 Respect for privacy and confidentiality**

Any individual who participated in the interview was not identified by their name within the research, for recording purposes each participant was given a number and their interview responses were recorded against the number rather than their name. The interview process did not ask for any information that was not specifically needed for the research. The decision was made not to have a table of participants with pseudonyms used within the research as when several interviewee comments were connected to a particular individual it then would have allowed participants to be identified. It was not possible to give an absolute guarantee of confidentiality when information was being recorded, assurance of confidentiality was given to the extent allowed by the law, but that was not absolute protection, participants were made aware of this through the information sheet (Massey University Ethics Committee, 2012). To ensure confidentiality the data and results from the interview were stored electronically within a password protected file so that the researcher and research supervisors were the only people that could access the data and results. The data was not used for any other purpose, other than this research.

#### **4.1.5 Avoidance of conflict of role and conflict of interest.**

A potential conflict of role was that the researcher is currently employed in the Human Resources Division at CPIT, while working at CPIT the researcher is not a direct reporting line manager, nor do they have any responsibility for any employees at CPIT. To minimise the conflict of role, a third party was used to initially approach the potential participants so that they did not feel undue pressure to participate in the research. To minimise any conflict that could have arose from employees feeling nervous about the potential to lose some of their organisational wellness programmes as a result of this research, the information sheet stated that the information gained from this research is able to be used by CPIT as a decision making tool, which may impact the benefits and wellness programmes that are offered to CPIT's employees, so that this was known at the outset by the participants.

#### **4.1.6 Access**

The researcher contacted the Human Resources Director at CPIT to discuss the research including what was involved and its objectives and to find out whether CPIT was interested in having this

research conducted with their part- time employees. A letter was sent to the Human Resources Director at CPIT to formally outline the research objectives and to ask permission to access potential participants through an email invitation with the intention of conducting 45 minute to one hour interview with those who wished to participate. Permission was also sought as to whether the researcher could have access to employee's data on the Human Resources Information System in the form of a report of all of the female, part- time employees working at CPIT and to also gain permission to review workplace documentation that related to CPIT's organisational wellness programmes, including policies, procedures and guidelines. This letter was signed by the Human Resources Director at CPIT to show that they agreed with the requests. If they did not wish for CPIT to be included in the research then their employees would not have been approached. No information was obtained without permission from CPIT.

#### **4.1.7 Participant recruitment**

Participants from CPIT were recruited through an email invitation which was sent by a third party, so that there was no undue influence to participate due to the researcher currently working in Human Resources at CPIT, the email invitation explained about the research, what it would involve for the participant and explained their rights to privacy and confidentiality. Participants were instructed how to contact the researcher to let them know that they wished to be involved in the interview and to schedule a time. No potential participants were directly approached to participate, so that it was completely voluntary.

#### **4.1.8 Storage of data**

The data and information that was collected from the interviews is accessible by the researcher and the research supervisors only. The data was not made available to anybody else apart from the researcher and research supervisors. The research supervisors are responsible for the destruction of the data after the applicable archiving period of five years.

This chapter has discussed the methodology and ethics, the following chapter will look at the results.

## **Chapter 5 Results**

### **5.1 Introduction**

The objective of this research was to understand how organisational wellness programmes contribute to, and impact on the work- life balance of female, part- time employees at CPIT. The research problem was made up of several research questions; how do organisational wellness programmes work, how do organisational wellness programmes contribute to work- life balance, how does work impact on an employees work- life balance, and how can work- life balance be achieved for an employee who works part- time.

The following chapter gives the results of the the semi- structured interviews that were conducted with 14 female, part- time employees at CPIT. The participants gave interesting insights into the types of organisational wellness programmes they employees use, the wellness programmes and benefits that they value, their perceptions of their work- life balance, what they do to achieve and maintain a healthy work-life balance and also their view on whether they have equal opportunities in comparison to full- time employees. This chapter has been written based on each of the interview questions, which were grouped together according to similar topics.

### **5.2 Part- time employees**

#### ***What are the motivations for your decision to work part- time?***

The main motivation for these employees to work part- time is to be able to spend time with and be involved with their families and children. Other themes that came out were by working part- time they are able to achieve and maintain a work- life balance and are able to enjoy a certain level of lifestyle. Some of these employees have made the conscious decision to work part- time and do not want to work full- time, they have seen the level of stress that their full- time colleagues can be under at times and do not want that for themselves. They work part- time to be able to have a balance between work and time for themselves, family and friends. For some, health reasons have prevented them from being able to work full- time or their health has meant that to work part- time ensures that their health is able to be positively managed. Some interviewees described the reasons why they continue to work, which was to have some adult interaction time at work, to be able to have a break from family life at home, to keep current in their profession or field of work and to have some financial independence. Being part- time also

allows them to be involved in their community, voluntary work or hobbies, to have flexibility in their schedules and to be able to study. For one staff member, who would prefer to work full-time, the only reason that she is working part-time was due to a restructure within the organisation. Since this occurred she has decided to make the most of being part-time by making the situation work financially for their family, and also by starting up her own business in the time that she has available by working part-time at CPIT.

*Actually it wasn't my motivation, we went through a restructuring and that was what I ended up with. But when I was in that situation I decided to make the most of it, financially work around it and then I chose to start a business because I had more time up my sleeve.*

***Is it a voluntary or involuntary decision to work part-time?***

For the majority of interviewees the decision to work part-time is voluntary, for one person however they are working part-time involuntarily which was the result of an organisational restructure and she would prefer to be working full-time due to financial demands in their life. Another interviewee signalled that while working part-time was a voluntary decision, recently due to their personal circumstances changing they are now the only income earner in their family, so there is a desire to work some more hours, but not so many more hours as to make them full-time. For some of the interviewees they had previously worked full-time, but due to reasons such as health and family, at their request and in consultation with their manager's part-time positions had been created especially for them and their circumstances. For those that work part-time voluntarily, they recognise that there are tradeoffs to being part-time; for example, if they were working full-time they would be better off financially but to be part-time means that there is more flexibility in their life and that works best for them and their family.

*Yes absolutely voluntary, I just decided work wasn't going to be what drove my life, and I need more time to do other things.*

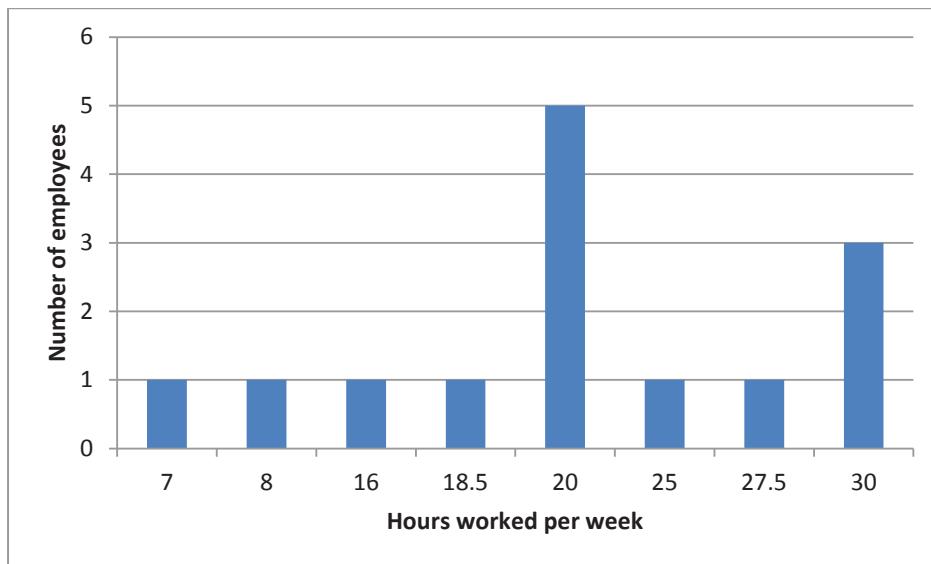
***How many hours are you working per week?***

Among the interviewees it was varied as to the number of hours that they each worked per week and also how they worked their hours over the week, for some their hours are part-time days spread out Monday-Friday or for others they work full days over fewer days of the week. Some of the interviewees had core hours that they work each week and also had agreements in place with



their managers that if it was busy at work and they had to work more hours they would either get paid for the extra hours that were worked or the extra hours would be used as time in lieu.

**Figure 1 How many hours are you working per week?**



***If you were given the opportunity would you work more, less or the same hours?***

The main theme was that the interviewees would prefer to stay working the hours that they are working currently.

*I definitely wouldn't work more, three days a week is pretty good actually I think that's a pretty good balance. No I don't actually want any less either to me it's a really good balance.*

Further findings were that some of the interviewees would like to work a few more hours per week but not full- time hours, as too many more hours per week would not fit in with their lifestyle choice but it would help with some of the financial pressures. Some interviewees would consider working more hours in the future once their children were older and some would like to change the way they currently work their hours to better suit their family commitments. For those with flexible and varying hours they stated that they do not mind if their hours worked per week increase, as long as it is not too often or on a continued basis. The interviewee who is working part- time involuntarily has recently been offered a full- time position at CPIT starting after the time that the interview was conducted, she discussed that she is happy to work full- time in her

new role for the next few years but has experienced some of the benefits of working part- time recently and would like to return to working part- time in the future.

***What are the benefits of being part- time at work?***

A number of different benefits of being part- time at work were discussed by the interviewees. Common responses between the interviewees included the flexibility of the working hours that is within their roles, for example the employees can work the hours that suit their circumstances or if they wanted to have an extra long lunch time to go to a fitness class, they are able to and are then able to make up the time at a later date. Also being part- time means that they can make and attend personal appointments at times during the week when they are not working. Another common response was that due to working part- time when they are at work they feel energised, enthusiastic and focussed. Further benefits of being part- time at work included having work satisfaction, an intellectual challenge and the feeling of contributing to the organisation and therefore the community, in addition some staff are able to bring the knowledge and experiences that they gain from work within the community into their part- time positions. Working provides social contact, an income and coming back from parental leave, one interviewee was grateful that they were able to keep their same job in a part- time position and be able to continue their career in an interesting role. For one interviewee it was important that they were able to work part- time in a permanent position because being permanent provided them with a sense of security and status. An interesting observation from one interviewee was that she found that staff members often came to her for advice as she could often see issues that others couldn't because they were more involved in work being full- time and found that other staff confided in her as she could give an outside, impartial view on any issues due to not being as involved in the day to day environment.

*People do confide more in you in some way and you can have an outside view of things a lot more because you are not so emotionally involved with everyone at work. So you can step in and see key issues that others didn't see necessarily before because they are full- time.*

***What are the challenges of working part- time at work?***

The common challenge that these part- time employees experience at work is that they miss out on different things whether it is meetings, information or social events this is due to these types of

events being scheduled on a day or time that they are usually not at work. If they miss out on meetings or information, one interviewee describes that she can sometimes be confronted with something the next day, that she had missed out on or others described that they then have to play catch up to find out about what they have missed. An interviewee described a further impact of missing out on certain information which was that she then wasn't sure whether she was able to know about the information or not. Another challenge for those in teaching roles is that they have to be very organised and prepared for their teaching each week, working part-time means that there is less time to plan and prepare and tasks need to be completed in a shorter amount of available working time which at times can be stressful. One interviewee described a situation where a class had been scheduled for her but due to her working timetable she did not find out about it until the day before, but in reality it looked like she had a whole week to prepare for the class, this type of situation resulted in a rush to prepare and an increased feeling of a need to do some work from home and check emails from home so that this type of situation doesn't happen again. Another interviewee described a similar situation where she has the same time frames as a full-time colleague to get jobs done finished within, or full-time equivalent jobs to get done in part-time hours, this results in the need to work over-time to get the job done. Some interviewees expressed feelings of isolation, exclusion and distance from their work colleagues and a difficulty to maintain work relationships this was due to being at work for a limited amount of time each week, one interviewee who teaches describes that she feels that the expectation of her is that she is to come in to work to teach and then go home again with little or no interaction with other staff. A common answer was a feeling of guilt from the interviewees that they feel like they aren't doing enough work, or aren't pulling their weight within a team. Any time at work is precious so these interviewees often don't take proper breaks or spend time talking socially with their colleagues. One interviewee describes that she avoids taking sick leave; another stated that it took her a long time to work only the hours she was paid for, she worked more hours due to a feeling of guilt from working part-time.

*I have often thought that I don't get to have that social time because the time I am employed is so precious so I often don't get coffee and lunch breaks. Whereas if I had a full-time job it seems to me people can have the luxury of having a morning tea break and a lunch break, whereas the part-time worker is always feeling like they are late, they are not doing enough and need to keep doing more and more and they can't stay they have got to go. It's a hard position to be in still after 15 years of me doing it and feeling*

*reasonably confident in my own work I still find it hard and feel guilty that I'm not here everyday of the week and I can't do some days.*

It is a challenge for some of the interviewees to stick to working their part- time hours, interviewees described that there can be an increase in the amount of the hours that they work in order to keep up with their work. It was described that for some interviewees, there is less responsibility available to them and they can't take on extra roles, for example being a Health and Safety officer.

***What are the benefits of being part- time at home?***

The theme that came up in a number of responses from the interviewees on the benefits for them being a part- time worker at home were that they had the time and energy at home for their family, children, friends and for themselves.

*So the benefits at home of being part- time are that I don't have to do the cleaning on the weekends necessarily, it gives me that day off, I can have a coffee with someone, I meet up with other parts of the family. I can have my time; it just gives me extra room. The benefit is that I connect more with my family and I have time to connect with me, just my time. Because often weekends get taken up with family, but now that my family is getting older they have their own things to do now so it's more that I get three good days off which is cool.*

They found that they have time to have different hobbies and interests and therefore gain a work-life balance; this is also achieved by having a degree of flexibility in their roles which came out of the interviews as being an important benefit. Being part- time enables them to switch off from work when they are at home, let go of any thoughts of work and to not feel so tired at the end of a day. A number of interviewees mentioned that money is important but it is not their main driver in their life and they would rather have less money and be able to spend time with and support their families and they are grateful that they are in a position that they do not have to work full- time. One interviewee commented that it is less stressful to know that she can get everything done in a day and know that if she needs to do something for the family like go to an appointment she can do it on a day when she is not working. Being part- time has enabled one interviewee to better deal with and manage different things that have come up in her personal life, she is a central member of her family and has responsibility for her wider family and being part-time allows her

time to organise the family, and to plan and attend family events. Another interviewee's husband is also part-time and they have arranged their work so that they both have a day off during the week together.

***What are the challenges of working part-time at home?***

The most common challenge for the interviewees being part-time at home, was managing their finances due to them earning less than a full-time income. Some responded that a challenge for them was refraining from checking emails from home, one respondent described that she felt that there were very few jobs that you leave work at work and you often end up working from home one way or another, even if it is just to write things down or tidy things up. One responded that they avoided taking sick leave and another said that she felt it was still difficult for women in the workplace with family, as it is often her and not her husband that will stay at home with her children if they are sick. Some interviewees felt that they have to be very organised and prepared for the week, one respondent expanded on this stating that it can only take a couple of extra things to happen in a week for her whole pattern and organisation of planning for herself and her family for the week to be a lot harder. For the interviewees, if there is an expectation of them to attend a certain event at work which is outside of their normal hours, it can be difficult to rearrange things like childcare, or if a training session for example is a full day and they don't work full days then things often need to be reorganised.

*Yes, a lot of meetings are scheduled for after 3pm so I find that challenging because I need to be at home for my youngest child so I need to arrange for somebody to look after her if it's after 3pm. I seem to be on the go all of the time because as soon as I finish here and then I'm home and I'm full on at home as well, because all of the things like after school activities with the kids, making dinner and all of the other things that go with running the household.*

Some felt that their work impacted on their ability to have outside interests and work made them feel tired at home. Some interviewees feel that they do not have any challenges at home as a result of working part-time.

***Do you feel that you have the same opportunity for promotion being a part- time employee?***

There were a range of answers from the interviewees to this question. The majority of respondents felt that they do not have the same opportunities for promotion; some felt that for a promotion they would have to work full- time in a promotional position or that they wouldn't be considered for a promotion because they work part- time. One described academic promotion as being a difficult process so therefore they felt that they did not have an equal opportunity for promotion. Others stated that because they are part- time some of the requirements within the academic process were unable to be completed because of the restriction of working part- time hours.

*No, no you don't definitely don't, no. I wouldn't even think about asking for a promotion or for more salary or something like that, you feel like you are doing half of the work that you have to do.*

Others felt that they have the same opportunities for promotion and being part- time does not disadvantage them and if you were open with your manager about how you want to work then you would have opportunities for promotion. For some the idea of a promotion wasn't appealing as they did not see it as enhancing their lifestyle, they felt the higher up within an organisation you were the more stress there is, another interviewee described being able to work part- time as the trade off for not being able to get a promotion.

***Do you feel that you have the same opportunities for professional development and training being part-time?***

The majority of interviewees felt that they have the same opportunities for professional development and training, one interviewee was told by a colleague that if there is anything that she would like to do in terms of training just to let her know and it would be arranged. Being part- time has enabled one interviewee to complete her Masters qualification as she was able to study on her day off from work; she was also able to complete this study due to the financial support from CPIT. Others said that they had less entitlement for training and professional development because they are part- time and it is based on the number of hours that they work. A difficulty for some interviewees is the need to juggle their work and home schedules to do the professional development and then feeling like they have to make up the time that they missed working. Some respondents were unsure as to what they were entitled to, one went on to say that they were

winding down towards retirement so for them training and professional development wasn't a big priority in their career.

### **5.3 Employee wellbeing and organisational wellness programmes**

#### ***Do you use or benefit from any organisational wellness programmes?***

The interviewees indicated that they use a wide range of the different organisational wellness programmes and benefits that are offered by CPIT. The organisational wellness programmes and benefits that are used included the free lunchtime fitness programmes, onsite library, onsite health centre, KiwiSaver contributions, walking group, being able to work flexible hours through the flexible working arrangements policy, free staff choir, free pilates classes, staff discount on CPIT courses and University of Canterbury courses, free flu jab, secure bike lock-up onsite, staff personal journeys lunchtime talks, free lunchtime lectures on various topics, free yoga classes, listen to jazz music for free performed by the jazz students at lunchtimes, sponsored corporate touch team, Organisational Counselling Programme, fitness testing with sports science students, sustainability and environmental awareness workshops, Catholic Mass onsite, health insurance discounts, income protection and onsite childcare centre. The most common benefits or organisational wellness programmes that the interviewees use were the onsite library, the onsite Health Centre, free pilates and yoga classes and the availability of course discount on CPIT courses. Some of the interviewees did not use any of the organisational wellness programmes or benefits.

*No, I do not. I have awareness of the programmes, like the fitness, the Zumba, yoga all of this happens sometimes after work, sometimes during the lunchtime, no I do not have time to do it, after school, after work I hardly have time to do it as well, and doing a course I have looked at the process but I just can't do it, you need commitment.*

#### ***Do having organisational wellness programmes and benefits available to you and using them contribute to your work- life balance?***

The interviewees that answered this question stated that the organisational wellness programmes and benefits have a positive contribution to their work- life balance but there were different reasons from each respondent as to how they made a positive contribution. For one it had a positive impact because she was able to get her exercise during her lunchtimes which then meant she didn't have to exercise after work and that allowed her to have more time at home with her

child. It was also convenient and time- saving to have services on hand like the library and childcare centre.

*Absolutely, yeah I think it's great being able to exercise during lunchtimes especially when you have an hour because you don't have to do it after work and that means more time for me at home. And you feel good just even things like the library having that on hand to get anything that you really want to read or do is great.*

Another interviewee responded that having the flexible options around her hours of work made her feel like she has some control over her working life. Another interviewee described the positive impact for her as being able to meet people from different areas of CPIT when attending different organisational wellness programmes and also being able to encourage other work colleagues to participate in various activities. One employee had their Masters study supported financially which was a real positive because otherwise, financially she wouldn't have been able to do it. A positive impact from attending the lunchtime jazz sessions for one interviewee is that she goes back to work for the afternoon feeling nice and refreshed and also feels as though she kicks off her working week with one of her passions.

***Do you feel that the wellness programmes offered cover spiritual, emotional, social and physical wellbeing?***

The majority of the respondents answered that they thought that there is a good range of organisational wellness programmes and benefits that cover physical, spiritual, emotional and social wellbeing. The interviewees could identify different wellness programmes that covered each area of wellbeing, for physical the fitness programmes and yoga were mentioned, for spiritual it was identified that there is Catholic Mass and a Muslim prayer room, for emotional there is the Organisational Counselling Programme. One interviewee felt that counselling was more of a personal thing when talking about the work team counselling that was offered after the Canterbury Earthquakes, and for social, the responses were that there is the staff club on Fridays and you also get to socialise while having lunch and tea breaks with colleagues. Other responses included that often if you are feeling physically good you often feel mentally quite good as well, and an example that was provided is if you have lost a bit of weight from going to the lunch time fitness classes or feel relaxed from the yoga classes or your children are being looked after well at the onsite childcare centre you are not going to be stressed or worried and it all contributes to a positive emotional wellbeing.



*They are all probably covered pretty well because if you think about it, if you are feeling physically good you often feel mentally quite good, I know that from experience, you just feel better about yourself if you have lost a bit of weight, your more relaxed through yoga or whatever and if your children are being looked after well you are not going to be stressed or worried about them so of course it all contributes to the whole emotional thing.*

Some respondents answered that more could be done in terms of cultural wellbeing, for example having music, drawing, painting or photography classes available for creative development. Others felt that some areas of a holistic wellbeing programme were being missed, such as social because she felt that everyone around CPIT stays in their own work groups and do not socialise with others. One interviewee commented that it is hard to work out what being spiritual means at work, another interviewee also had the same type of thought that spiritual wellbeing is not something that an employer should provide. Further comments around this where that they felt spiritual wellbeing was not covered but they were also not sure where spiritual wellbeing fits into a work environment. The interviewees felt that emotional wellbeing was not as strongly supported as some of the other areas of wellbeing; however one respondent commented that she felt you could get emotional wellbeing through support from your colleagues and that having an approachable manager was more important to her. Another interviewee responded that her focus was on positive relationships and how to build these, she felt that this could be done by having fun events around CPIT where people can connect with positive emotions, and she also stated that it was more important to her to feel that her work is valued and meaningful.

#### **5.4 Work- life balance**

##### ***Do you feel that you have a work- life balance?***

The majority of interviewees answered that they do feel that they have a work-life balance; one person felt that they did not have a healthy work- life balance. Other responses from the interviews included that they felt that most of the time they have a work- life balance or that their work- life balance could be better.

##### ***How do you achieve and maintain a work- life balance?***

There was a general consensus that having a work- life balance is difficult to maintain and is something that needs to be constantly worked on. For the majority of the respondents the way

that they achieve a work- life balance is by working part- time and to maintain the balance they choose not to take on extra work and to remind themselves that it is their choice to work part-time and that they made a conscious decision to work part-time.

*I maintain it by holding back and not taking on an extra a day weeks work, by staying part-time which sometimes I get tempted and think it would be nice to do another day, so for me being part- time is a choice and its more about me reminding myself that it is a choice because there are lots of work opportunities in my area.*

The respondents have time to do the things that they like to do for example; hobbies, exercise, watching their children's sport and go on holidays. To maintain the balance some of the coping techniques that they use include factoring in work peaks, being aware of when their number of hours worked start creeping up, separate work and life activities, not thinking about work at home and planning and incorporating tasks. For example, one interviewee comes into work for a meeting and then will go to the supermarket, or she will meet a friend for a movie after a class, she explains for her it is about thinking ahead to see what can be managed. From a working perspective it was stated that having a job that they love and also working in an interesting environment helps to maintain a work- life balance. One interviewee described that she has good discipline, is self reflective and takes full responsibility for her own wellbeing; she will deal with any imbalance because she knows that it is down to her to deal with it. Another interviewee works with a spiritual advisor who will challenge her if she starts to slip back into working more, together they work hard to maintain the balance and the respondent said that it helps to have a support person who really believes in what she is doing and her lifestyle. One respondent felt that she did not have a work- life balance and she described that for her, she tries to have more work- life balance in each day, she stated that there are always things that she can do to improve the balance. But she also felt that there are costs, for example she could take time off work to watch her children's sport which would give her balance for that day but the cost is that on another day she would have to work more hours to make up that time.

***What do you do to manage if your hours of work per week start to creep up or increase?***

Different respondents had different ways of dealing with an increase in their hours of work. One interviewee said that she keeps it in mind that it is a temporary increase of hours and adjusts her expectations around what she can do outside of work during that time.

*Well I know its temporary, you just have to keep that in mind, you know that suddenly it's not going to be 30 hours for the next 6 or 12 months or anything like that, so I always have an idea that's it's going to be busy for the week or the month so you just adjust things accordingly in terms of not expecting to do too much outside of work then.*

Another said that she always does a bit more work than she is required to because she wants to spend more time to be prepared for a lesson or follow up with a student, she explained that it is her personality to work this way and she doesn't have a problem doing the extra work, it is her choice. One interviewee said that she will record how many hours she works so if it is busy and she works more than her hours, she will then take time in lieu or come in a bit later one morning. Another described that for a while she was not getting her lunch breaks so to help to manage this she has started to schedule her breaks into her online calendar, she explains that some days she manages her hours better than others, some days it can get out of control.

***Do you feel that your employer and/ or your manager care about you achieving a work-life balance and being able to maintain it?***

The majority of interviewees answered that they felt either their managers or the organisation care about them achieving and then being able to maintain a work- life balance; this was supported with many different examples. One interviewee had previously been asked if she would like to work more hours and she said that when she had said no, it was nice to know that she didn't have to work more hours if she didn't want to and that there is no grudge held against her. Further examples of manager support included the things that managers say and their attitude and actions that support work- life balance, one interviewee expanded on this by saying that the actions that their manager takes to support work- life balance is by monitoring their employee's hours, workloads and breaks. One respondent said that occasionally she needs to remind her manager that the reason that she works part- time is to have a work- life balance and they will listen and help her to manage her workload if it starts to increase beyond her part- time hours. One interviewee described that she has seen no evidence of managers in her area making a real effort to help staff to manage stress or their workloads, if things were to reach crisis point then a workload may be changed, but she had noticed nothing proactive, only reactive to these types of situations, she has gone so far as to complain about the long hours but she had been told that that is the way it is. Another interviewee talked about a similar type of experience saying that sometimes you have to really push with your manager when work is getting stressful and too

much and that it is up to the individual to say when things are not right, rather than your manager recognising the stress cues, sometimes you have to lay yourself really open for people to get the cues that you need some time out.

*Yes I think CPIT as an organisation definitely does support work- life balance, sometimes you have to push with your manager, as a whole the institution definitely does and I think it's up to the individual to say if things are not right that's a big thing, it's not always easy for some people. I think when things do get really stressful it depends entirely on your manager whether you are offered to take some time or whatever it is that you might need and some managers are not as good as others. Sometimes you have to really lay yourself open for some people to get the cues that you really need some time out. I have seen it happen.*

One interviewee talked about CPIT having the policies in place that support work- life balance and flexible working arrangements, but it's the direct manager that implements the policies and allows for flexible working practices to occur. Another interviewee expanded on this idea further by saying that CPIT sets in place organisational wellness programmes and benefits around lifestyle and exercise that people can access which is reflective of CPIT wanting their staff to have a healthy work- life balance and it's reflective of this coming down the organisation hierarchy. One interviewee had a different take, she felt that CPIT cares about her work- life balance but she would like the organisation to go further and create more time for staff to be able to participate in the wellness activities instead of squeezing these things into already busy schedules.

***Do you participate in or use any other ways of maintaining work-life balance, such as job share, flexi- time or working from home?***

For the majority of the interviewees the way that they maintain a work- life balance was through a flexi- time arrangement, for example if they wanted to have a longer lunch break to go the fitness sessions or to leave early to watch their children play sport they would agree this with their manager and then make up the time at a later date. Others would negotiate time in lieu with their manager which would be a more formal arrangement. Some have worked from home to either catch up on work, as additional work to their workload and some have worked from home instead of coming into the workplace. This is ideal for the teachers to do their marking or preparation work at home and it is valuable to staff as they have access to the computer network from home

so they can access their email, documents and anything else that they need. However, working from home isn't appropriate for a number of the interviewees due to the nature of their jobs, which are customer focused so they need to be in the workplace to do their job, or for those teaching being in the classroom and being available to the students, is essential. Some of the interviewees indicated that they would like the option to be able to work from home, or if they are already doing some work from home to do this more often but it hadn't been explored or offered as an option by their managers. One interviewee has very flexible hours and her manager is happy for her to manage her own hours as long as the work is being completed, so if she works late one day she can come in a bit later the next day and also can fit her work in around school hours and to attend her children's after school activities. Sometimes she will work from home, for example if her children are sick, the arrangement to work at home is currently an exception but she would like to be able to do this more often.

*I work it so that I pretty much work 9am – 3pm each day or approximately 9am – 3pm each day, and sometimes if I work late I'll start a bit later the next day or if there are commitments at times, it's quite flexible as long as I am here for teaching hours the other work is fairly flexible. The understanding is that you do the job in the hours that suit the circumstance, that you don't have to be here on the dot at a certain hour, that's probably the most useful thing and that the classes are generally within those school hours as well, that's a plus. Occasionally I do work from home and like this morning I had a whole lot of marking to do so I said to my manager can I do that from home and he said yes, no problem, which was great.*

As another view, two of the interviewees said that they wouldn't like to work from home as they like the idea of getting out of the house and going somewhere else to work. Others said that they would get distracted working from home and that they enjoy the social aspect of going into work which they wouldn't get if they were working from home. One interviewee felt that home is for home type activities and family and likes to have the separation between work and home. It was also mentioned that if you worked at home there could be the risk of getting too stuck into work or projects and it becoming unhealthy.

## **5.5 The value and benefit of organisational wellness programmes to employees**

### ***Do you find value in the organisational wellness programmes and benefits?***

The main theme that came through from this question was that the interviewees felt that the organisational wellness programmes and benefits were all valuable whether they personally used them or not and they appreciated and felt supported that they are there and available if and when they decide to use them. The value that the interviewees get out of these programmes and benefits are that they are available onsite, therefore they are easy to access and it means that they can fit these activities into their working day. They get the opportunity to meet people in another context and socialise with people that they otherwise may not get to during their day to day work. While the majority of the respondents said that they would not come back into work especially to attend a wellness programme, one interviewee said that she does come in to work specially to attend colleague farewells, concerts, plays and to go to the Visions student restaurant. The lunchtime workshops and lectures also came out as being valued by a number of interviewees because of the opportunity to learn new things. For one interviewee she said that the most valuable thing to her is the flexible working arrangements, which means that she can do her job in the hours that suit her circumstances and that she doesn't need to be at work on the dot at a certain hour.

### ***How do the organisational wellness programmes, benefits and having a healthy work- life balance impact on your work?***

There were many varied but positive responses as to how organisational wellness programmes, benefits and having a healthy work- life balance impacts on the work of the interviewees. For those who participate in the fitness programmes they felt that they were a good stress release and they helped to feel refreshed and energised for the rest of the afternoon at work. The other types of organisational wellness programmes such as listening to jazz, walking groups and Pilates classes also have a positive effect as they make the interviewees feel positive, creative and energetic and have fewer feelings of stress and frustration. One interviewee commented that she hasn't been ill for the whole time that she has worked part- time. For those with a healthy work- life balance, it means that they do not feel tired or stressed and they can come to work feeling refreshed and energised, one interviewee explained that if you are stressed it will negatively impact on your work and how you feel and how you view your job. Another interviewee described that having

these activities available to her in her workplace helps to give her a sense of pride, high morale and high levels of motivation around what she is doing at work and it encourages her to go the extra mile in her role.

*It gives you a sense of pride in what you're doing and it gives you a sense of motivation around what you're doing, so you don't just go, "oh, I'm just ticking the boxes", you know, you go the extra mile, and so I think I have high morale around what I do.*

Another interviewee expanded on this stating that because of the flexibility she has in her role it means that she is more likely to give 110% and go the extra mile. A healthy work- life balance for one interviewee means that for her she gets the satisfaction of a job well done, intellectual stimulation, the opportunity to mix with her peers and other professionals, people listen to her opinion and value what she has to say so it is constant positive stimulation. This makes her feel confident and makes her feel like she is making a difference in the workplace and also a difference in her community, and these positive feelings then carry over to her home life. This means she can be successful in both parts of her life and that helps her wellbeing, she made an interesting comment that working part- time does not help her to deal with stress, her stress management techniques help her to deal with stress. She gave the example that if something stressful such as a student complaint was to occur, working part- time or having wellness programmes in place would not make a difference to that type of stressful situation, but the way she could handle the stress using different stress management techniques would make a difference. One interviewee felt that she couldn't separate work and family and explained that if her home life is well and happy then she can come to work happy, but if there are problems with her family then it will affect her work performance. For one of the interviewees having a healthy work- life balance means that she can enjoy her work and enjoy the people that she meets, having the balance doesn't mean that she is unflustered all of the time but a lot of the time she is unflustered. Having part- time hours means that she can do the things that she wants to but that it can be hard to stop working on days off due to having 24/7 access to the CPIT computer networks, if she does take a day off on leave it means a lot of catching up on work when she gets back which can be stressful, so she finds it hard to find a time when she can take leave.

Having the organisational wellness programmes, benefits and a work- life balance makes one interviewee feel positive, she feels valued and she appreciates that her managers see her as a

person rather than a work machine and because of that she will do her best and go the extra mile, she also appreciates and values the fact that her managers show her that they trust her because of the flexibility in hours that they give her. One interviewee said that she did not have a work- life balance and she hoped that it did not have a negative impact on her work. Participating in these wellness programmes didn't negatively impact on any of the interviewees work as they fit in any participation around their work commitments.

***If you were going through a decision making process to leave employment at CPIT or to join another organisation how much of a bearing would the organisational wellness programmes and benefits that the organisation offers and how an organisation treats their employees have on that decision?***

For the majority of the interviewees they said that if they were going through a decision making process to join a new organisation, what the new organisations offers its employees in terms of organisational wellness programmes and benefits would play some part in the decision, for some it was a big consideration and for others it would only be a small consideration in the decision making process. Others said that they hadn't really thought about it before this interview but going forward if they were in this type of situation, organisational wellness programmes and benefits would have a lot more impact on their decision. For others their most important consideration would be the days and hours of work in a new job, so whether the days and hours of work are flexible and whether the hours of work could fit in with their current schedule, for example fitting in with arranged childcare. One interviewee said that the location of the organisation and the remuneration would be the most important part of the decision for her; she also mentioned that she wouldn't have thought about investigating how an organisation treats their employees but said that it would be something good to do. Another felt that leave conditions would be her first priority and then pay would be a part of that decision but not her first priority. Being happy at work, how the employer treats the employees, whether you feel valued and that your work and input is valued is important to her, wellness programmes would not make or break the decision for her as she said that she could get the individual wellness programmes somewhere else but it would be part of the decision. For another interviewee, the most important aspect for them, if they were to move to a new organisation was having a feeling of belonging and being part of the organisation, it is important to her as to how she would be treated and whether you are respected and the work that you do is valued, she expanded on this by saying that the philosophy



of these values do show through an organisation if they care enough to offer their employees benefits and wellness programmes. One interviewee had a similar type of response saying that wellness programmes add to an organisations culture and philosophically she would like to work in an organisation that cares about its employees so for her that would mean that she would be happier working in an organisation that offered their employees different benefits and wellness programmes. She made a comparison to some contract work that she does where she will go into an organisation and work and then leave and there is no connection for her in that type of environment so wellness programmes and working in an organisation that cares about its employees makes a difference to her levels of engagement within an organisation. For one interviewee it is an organisations culture that is increasingly important for her, if she was to work somewhere else, and the availability of organisational wellness programmes and staff benefits are part of that culture. Wellness programmes would not be a huge factor in the decision to move to another employer for one interviewee, what was more important to her is what the wellness programmes show about the organisation, for example, that they are looking after their staff and are supportive and that is what she values.

*I wonder... probably not a huge amount, I think it would be important to me more what that meant about the organisation, that they were looking after their staff and that they support their staff, and that I would value, I would want to work in an organisation that had that mentality, but whether I would be thinking that I'd be using those programmes or not I don't know. But I think I love the idea of working with an organisation that says that's important.*

Another gave a different view on this idea saying that she wouldn't put in a job application to an organisation if she had heard that the organisation wasn't a good employer as she felt it is important how an organisation treats their employees. The most important aspect of the idea of a new role for one interviewee would be work- life balance, she said that she could work in other higher paid jobs but that she wouldn't have the flexibility that she currently has and would be expected to work high hours and be in a high stress role and working environment, wellness programmes wouldn't be her first consideration but culture, flexibility of hours and leave conditions would be, she would also consider a organisations reputation, values and whether the staff mix socially. One interviewee felt that it would be difficult to find an equivalent

organisational wellness programme and benefits package that is offered year round in another organisation.

### **5.6 Employee perceptions of organisational wellness programmes**

#### ***Are there any negatives for you regarding organisational wellness programmes or benefits?***

The respondents felt that there were no negatives around the organisational wellness programmes and benefits that are offered and stated that even if they do not use some of them they are still valuable to others working at CPIT.

### **5.7 Employee engagement**

#### ***How do you keep up to date if you miss out on information or meetings?***

For those employees who said that they sometimes miss out on meetings or pieces of information it was explored how they then get themselves up to date. Some interviewees get provided with all written correspondence for example, meeting minutes and newsletters emailed to them and have a colleague up- date them on any other information that isn't written down. Others make sure they stay up to date with what is happening within the organisation by making sure that they read all of their emails and Department communication. One interviewee's husband also works at CPIT within the same Department so they are able to keep each other up to date with Department and CPIT wide information. Having offsite access to the CPIT computer network allows one interviewee to keep up to date because she can access any documents and emails from home and she can see what happens in meeting by reading the minutes. She also explained that by doing this it means that she works a lot more than what she is paid for but it's her choice and she likes to be on top of her work. For some of the staff, their meetings are specifically scheduled for days that they are at work. One interviewee describing a feeling of being an outsider if she comes in for team meetings as there is no expectation for her to attend meetings and managers tend to avoid asking her to come in for the meetings, she explained the reason for this is because she is a part- time lecturer and it would mean that she could expect to be paid extra hours to attend the meeting.

*No, other than myself asking, I think there is no expectation from management for me to know what's going on, so I'm not kept up to date there's no website that I'm aware of that I can actually get up to date its just come in do my teaching and go. And in actual fact, I do*

*tend to stay in the office quite late hours sometimes preparing and I do a lot of preparation at home, but you are very much on your own.*

***How do organisational wellness programmes and benefits contribute to your feelings of engagement with your employer?***

There were a wide range of responses from the interviewees that addressed how organisational wellness programmes and benefits contribute to their feelings of engagement with the organisation. One interviewee said that working at CPIT is not just about work but about keeping staff happy which for her makes for a happy job. Others talked about the wellness programmes allowing them to feel part of a bigger team in that they get to know other people in the organisation. Another respondent talked about her levels of engagement increasing since she has become a member of the Staff Wellbeing Committee, because she feels more involved in the organisation and can use the committee to connect with different staff and has the feeling that it is acceptable to do these extra things for staff because CPIT is supportive of the Staff Wellbeing Committee. Another said that the wellness programmes are a positive influence, but the main thing that makes her feel engaged with the organisation is the stable and secure pay and employment. This was further expanded on in another interviewee's answer who described the wellness programmes and benefits as a bonus or the cherry on top, more important to her are her team and her manager in terms of feeling part of an organisation, enjoying the work and feeling like you are making a difference. She explained that if team morale was low or she was really stressed wellness programmes wouldn't make much difference.

*It's good because the flexible working options are great, you feel as though you are working for an employer that actually cares and they don't wave a big stick and say you must be here between 9 and 3 and there's no variation on that. It contributes greatly because you feel as though you have a bit more control. The walking group was great because I got to meet people that I hadn't previously met from other Departments as well as hoping that it had benefited you physically in some way too.*

***Research describes that the organisational wellness programmes and benefits that are available within an organisation can give employees a feeling of connection with the organisation, even if you do not use them, do you agree with this?***

All of the interviewees agreed with the statement that organisational wellness programmes and staff benefits give you a feeling of connection with the organisation even if they do not use them because they know that they are there if and when they decide to use them. Some examples of the feelings of connection that were given by the interviewees include that it shows a willingness to spend money on the employees and then it is up to the individual whether they participate in the activities or not. Another said that the more that they hear about these types of things the more that they think that it is a good organisation to work in and that people are doing things to actively support the health and wellbeing of the employees.

*When I came here I was really impressed with the earthquake leave and the more that I am here and hear about those things I do think it's a good institution and think that people are doing things to actively support the wellbeing or health of the institution which is not just about work.*

One interviewee said that it feels like the organisation takes you seriously and it makes you feel good. Another said that there are wonderful support services in place, another interviewee took this thinking further by explaining that they are absolutely valuable whether they use them or not and they give you a sense of having the ground underneath you, such as the Health Centre and Occupational Counselling Services. She went on to say that whether she is using these things or not, different people will need different things at different times in their lives. Another interviewee agreed that wellness programmes give a feeling of connection to the organisation and went on to say that the rich and engaging culture of the organisation is what gives the feeling of connection, you have a feeling of being part of the whanau, people are seen as individuals and you have a sense of pride and belonging.

***Do you feel included in your work team?***

Not all of the interviewees were asked this question, but for those that answered there were varied answers, some felt like a part of their work team but others didn't feel as connected as they potentially could be due to the fact that they are part-time. One respondent said that she felt like an insider coming in to work and saw a difference in the treatment between full-time and part-time employees, she felt there was a lack of inclusiveness for part-time employees, there is no opportunity for part-time employees to be included or even a requirement for them to be included.

*Yes, I definitely do feel included, the only exclusion is that I am in a big office by myself and that's a bit lonely but apart from everyone is really supportive, it is really nice*

### **5.8 Barriers for employees to participate in organisational wellness programmes**

#### ***Do you feel that there are any barriers to your participation in organisational wellness programmes or benefits?***

For the majority of the interviewees the main barrier to their ability to participate in any of the organisational wellness programmes or benefits was that the times or days that wellness programmes are scheduled for did not fit in with the times and days that the interviewees are available to participate. For example, activities may be scheduled for days when the interviewees do not work and the majority of the interviewees said that they would not come in to work on one of their days off to participate, nor would they come in again after they had left work just to participate. One interviewee said that when she is not at work she is involved in the reasons why she is a part-time employee and not at work, which is her family, if she came in to work for something she said she would be thinking that she could be working full-time when she has already made the decision not to work full-time. One interviewee said that things are not very well publicised so she didn't always know what was happening. Another said that her barrier was making the time during the day to participate, she said that she just doesn't make the time and works instead because she knows she is only at work for two days per week. An interviewee described a feeling of guilt, if she wanted to do something after work, she felt like she should be at home with her family. One interviewee is bound by her role to be in her work area for parts of the day which means she often cannot attend certain events or participate in wellness programmes. Also living out of town for one interviewee was a barrier as if she was to attend things after work it would mean that she would get home quite late at night. One interviewee talked about the question of whether she would know anybody when she went to something and felt it was easier to go with a colleague, she also talked about when she has a lot of work she would think that if she went and did something that she may not get all of her work finished. One interviewee said that she has no barriers and that many of the benefits or wellness programmes that she has participated in have been outside of her normal working hours, she feels that it is on the individual and you have a choice to participate or not, there are no barriers.

*Many of the things that I have done haven't all been in my work time, in fact the fitness and health session was on a Friday because that was the student availability and that was absolutely fine for me to come in on one of my days off, what I got out of that was amazing in terms of diet. There are no barriers I think at the end of the day people will do what they want to do. You still have a choice. It is back on you.*

Overall a wide range of information, opinions, perceptions and examples were gathered from the participants during the interviews. The majority of the interviewees participated in some type of organisational wellness programme or benefit and saw the value in that. The majority also felt that they have a healthy work- life balance but agreed that to maintain that work- life, it needs to be constantly worked on. While this chapter has discussed the results, the next discussion chapter will link the results with the literature.

## **Chapter 6 Discussion**

### **6.1 Introduction**

The research results gathered information about female, part-time employees. Part-time employees are an employment group who are generally not the focus of or are left out of the majority of research. The objective of this research was to gain an understanding of how organisational wellness programmes contribute to and impact on a female, part-time employee's work-life balance, understand how organisational wellness programmes work, realise how work impacts on an employee's work-life balance, find out how a work-life balance can be achieved and maintained for an employee who works part-time and find out the benefits that this group of employees get out of organisational wellness programmes and benefits and an explanation of why these things are important to them. This research was conducted in order to gain a better understanding of the impact of organisational wellness programmes and benefits on female, part-time employees and this research has achieved that by specifically looking at these two topics together.

There are some similarities between this research and studies that have previously been conducted in the areas of part-time employees, organisational wellness programmes and benefits. Tsai and Wangs (2005) study had the same focus around the impacts of employee wellness and benefit programmes on individuals. Similar to research by Bardoel et al, (2007), the focus of this study was the part-time employee group. Having the similarities between the aforementioned studies and this study means that the research is able to be compared and contrasted with some studies to gauge the quality of the research and its findings.

To compile the questions for the semi-structured interview, as seen in appendix J, the literature was checked for any interview question schedules that had already been used, but none could be found that would be suitable to gain the type of information that would contribute to answering the research questions. Topics from the literature review were used to construct a schedule of interview questions. The first section of questions in the interview schedule were what motivated your decision to work part-time, what are your reasons for working part-time, was it a voluntary or involuntary decision to work part-time and what are the benefits and challenges of working part-time for you at home and at work, these were formed from the research by McDonald et al,

(2009), Fagan and Walthery (2011) and Wittmer and Martin (2011) who discuss that employees work part-time for different reasons and for some employees it is imposed and involuntary rather than a voluntary decision to be a part-time employee. Participants were asked how many hours they work on average per week, this was to establish that they did in fact work an average of 30 hours or less per week and did not have a number of part-time jobs at CPIT or work in another role in another workplace. The next section of questions were around work-life balance, a number of studies and research contributed to the makeup of those interview questions, including Beauregard and Henry (2009) whose research describes the links between an employee's work-life balance and the organisation that they work in. The basis for the question focusing on how work impacts on an employee and their work-life balance, was taken from the research by Botha and Brand (2009) who discuss the notion of occupational wellness and that work-life balance is the maintenance of balance between responsibilities at home and at work, conflict between an individual's work responsibilities and family responsibilities can significantly affect all aspects of an individual's life. Millar and Hull (1997) explain that wellbeing is not just about physical health but also spiritual, emotional and social, this research was the basis for wanting to find out if the participants feel that the wellness programmes that are offered meet all of those wellbeing needs. The questions do you feel that you have a work-life balance and what types of organisational wellness programmes do you use have been included in the schedule to allow for comparisons to be made between each interview participant. The idea for the question what types of wellness programmes do you use, came from research by Azzone et al, 2009; Greene, 2011; Ho, 1997; Lingard and Francis, 2005; Muse et al, 2008 and Pelletier, 1999, who all discuss different wellness programmes and their benefits and downsides. The final interview questions were around other ways of maintaining a work-life balance such as flexi-time, job share and telecommuting, these questions came from research completed by Beauregard and Henry (2009) who discuss flexible working arrangements and their impact on an employee's well being and work-life balance.

The main focus for this research was the part-time employee group due to the fact that research focusing on part-time employees is still quite limited, even though part-time employees make up a constantly growing proportion of the workforce. The claim that Rotchford and Roberts made in 1982, that part-time workers are 'missing persons' within organisational research is still applicable today. Rotchford and Roberts found that following an examination of academic and organisational studies most of the samples did not differentiate between employees who were full-time or



employees who were part- time but if these two groups of employees had different attitudes and behaviours within their roles and had differential treatment in terms of pay, benefits and promotional opportunities then the part- time employee group should be a distinct group to research.

It was determined that the final selection criteria would be female employees currently working an average of 30 hours or less per week including academic staff, general staff and managers. The upper limit of 30 hours per week was because in New Zealand part- time employment is defined as working fewer than 30 hours per week (Bardoel et al, 2007). Those employed on a casual employment agreement were excluded from the selection criteria as this employee group did not have access to the CPIT email system and therefore did not have an email address which prevented the researcher from easily being able to contact this employee group. Staff working in the Human Resources Division at CPIT were excluded from the research even if they met the selection criteria to reduce any conflict of interest. The total number of employees that met the criteria was 240 employees. Of those 240 it was found that 14 did not have CPIT email addresses so they were subsequently excluded from the study due to the fact that they could not be contacted via email and the researcher felt that to contact these people via phone or face to face may place undue feelings of pressure on those people to participate, therefore 226 employees were invited by email to participate in the research, see appendix K for the email invitation.

## **6.2 Part- time employees**

The main motivation for those interviewed to work part- time was to have the time to spend with their families and children. There are several reasons that Maynard et al, (2005) and Wittmer, Martin and Martin (2011) found as to why employees choose to work part- time, these matched the reasons that came out in the interviews, including having flexibility in their schedules to address roles outside of work such as being a parent, a family member, to work in voluntary or community roles, to have more leisure time, to have less responsibility at work and to supplement their income. In support of these reasons the Equal Employment Opportunities policy, see appendix A, prescribes that employees have the right to define their own next of kin and household and it is acknowledged that the community and family responsibilities of individual employees will vary. Having a work- life balance, being able to enjoy a certain level of lifestyle and having less stress came out of the interviews as being an important motivation for these women

to work part- time. These employees are less likely to feel conflict between work and their personal life and less likely to suffer the consequences that would go with such conflict including lower levels of happiness and increased stress and tension. It was found that one of the motivations for these women to work part- time, is to enable them to keep current in their field of work and profession, this is in line with the findings by Lewis and Humbert (2010) who found that organisations are feeling pressure from their female employees, to have work- life balance policies that allow them to work part- time without compromising on their career development. A further reason for working part- time was to have adult interaction time and be able to have a break from home or family life, especially when the interviewee had children at home, this is line with the findings by Reynolds (2005) who explain employees that are experiencing a work- life conflict may overcome this by working more hours and withdrawing from family life by finding different solutions such as childcare arrangements.

The majority of the interviewees were working part- time voluntarily and Feldman (1990) has found that the ability to work part- time is a significant opportunity for different demographic groups including women. However for one interviewee they were involuntarily working part- time as a result of an organisational restructure. The literature by Reynolds (2003) explains that hour's mismatches can have ramifications for a workers psychological and physical wellbeing, including lower self esteem. In contrast to those findings the interviewee who was working part- time involuntarily reported no negative impacts except for the financial pressures due to a lesser income and had decided to make the best of the situation and has started her own small business outside of work. An implication of this is employee retention and whether the employees are working part- time voluntarily or involuntarily. Boxall, Macky and Rasmussen (2003) found a positive relationship between what is offered by employers and an employee's preference for full- time or part- time work, as well as shift preference and the hours and schedules of work. Some literature (Mc Donald, Bradley and Brown, 2009; Tomlinson and Durbin, 2010; Giannikis and Mihail, 2011) around part- time employment describes part- time employment as being inferior in employment characteristics such as pay, benefits, hours of work, job security, promotion, job prospects, training and quality of work in comparison to full- time employment. Tomlinson and Durbin (2010) go on to explain that it may be for these reasons that part- time employment tends to be underutilised by men, single workers and career oriented mothers. Further research needs to be conducted to gain a better understanding of these issues.

The interviewees were asked would they prefer to work more, less or the same hours. The majority of the interviewees reported that they would prefer to work the same amount of hours that they currently work and some would like to work a few more hours to reduce some of the financial pressure but still retain part-time hours rather than working full-time. This is in line with a study by Jacobs and Green (1998) who found that the majority of the participants that they interviewed wanted to work more hours per week but not so many additional hours that they would be full-time. They looked at the participants' actual hours worked and asked how many hours ideally they would like to work per week, the researchers were then able to identify the gap between actual and preferred hours worked per week. 1539 women were interviewed and it was found that on average they worked 39.71 hours per week, but 45.58% of those women wanted to work less hours. 41.25% wanted to work at least 5 hours less, 32.40% wanted to work at least 10 hours less and 13.19% wanted to work at least 20 hours less per week. From this study it is clear that a significant group of employees would like to work fewer hours per week than they currently do. It was also found that women working between 1 and 19 hours per week would prefer to work 22 hours per week and therefore still remain part-time, but women working between 20 and 29 hours per week would prefer to work more full-time hours- about 37 hours per week. It would have been beneficial for this study to go further into the impacts on those employees who have a significant gap between actual and preferred hours of work.

A conflict between work and personal schedules means that some employees want to work part-time hours as it means that there is less chance of interference in their personal life from inflexible work schedules, this is consistent with one of the interviewees' responses that they would like to be able to change the way that they work their part-time hours to better suit their family commitments. This is supported by Reynolds (2005) who explains that this situation can occur because it is more likely that in a family situation, women will work fewer hours to accommodate the family responsibilities. One of the interviewees described that even though she works less hours per week than her husband it is generally her that will stay at home with the children when they are sick. An interviewee working 27.5 hours per week described that she would prefer to be working full-time, at CPIT a full-time week is 37.5 hours per week this is consistent with the research by Jacobs and Green (1998) who found that women working between 20 – 29 hours per week would prefer to work more full-time hours which was about 37 hours per week.

The common benefit of being part-time at work that came out of the interviews is the appreciation and value that the part-time employees feel from having flexibility in their roles. Examples of this include being able to have a longer lunch break to go to the gym and then make up the time at a later date or if they work late one day being able to come in a bit later the next morning. Research by Kalleberg (2000) suggests that a flexible working arrangement like this is one way that organisations can retain their part-time employees and as described by Kelliher and Anderson (2010), it gives the employee a feeling of control over how and when they work which contributes to their work-life balance. An implication of part-time work for women that Fagan and Walthery (2011) found is that organisations need to implement policies that allow for a transition between full-time and part-time work. Being able to transition from full to part-time work after being on parental leave was discussed by one interviewee as being a great benefit as it allowed them to continue to play a significant part in their home and family life as well as continue with their professional career. Further interviewees described the benefits of part-time work as providing them with work satisfaction, an intellectual challenge, income, job security due to being in a permanent, part-time position and job status. These findings are in contrast to findings by McDonald et al, (2009); Tomlinson and Durbin (2010) and Giannikis and Mihail (2011) who discuss part-time work as being inferior (compared to full-time work) in characteristics including pay, job prospects, job security, benefits, quality of work and hours of work and that it is for these types of reasons that part-time work is sometimes underutilised by career oriented mothers. Research by Briar in 2009 found that creating a better balance between work and home life has the potential to improve stress management and Lewis (2003) found that if an employee perceives that they are in a flexible working and family supportive environment then they are less likely to have feelings of stress. This is in line with the findings from the interviewees who said that due to working part-time they experience feelings of being refreshed, energised, enthusiastic, focussed and experience fewer feelings of stress when they are at work.

One of the challenges for the part-time employees at work is that they miss out on different activities such as meetings; social occasions or they miss out on information. This leads to a need to catch up on information, being unsure if they are able to know about certain information and being confronted with issues that have occurred while the employee is not at work. These types of activities are described by Lawrence and Corwin (2003) as interaction rituals, the outcome for the

part- time employees if they are not involved in some of these interaction rituals or because their organisational face time is reduced (Van Dyne et al, 2007). It can impact on their acceptance into a group, their ability to do their work and missing out on occasions where relationships are formed. This is supported by some of the interviewees who describe feelings of isolation, exclusion and distance from their work teams because it is difficult to maintain relationships due to being at work for a limited amount of time each week. For one of the lecturers she explained that working part- time means that she has less time to plan and prepare for teaching which can be stressful, this is in line with findings in Australian universities that describe increased teaching workloads and duties that have increased the levels of stress (Bakker et al, 2010). However as found in the literature by Langford (2010) and as found in the results of this study the part- time employees still experience high levels of job satisfaction and organisational commitment. A further challenge is what Kelliher and Anderson (2010) describe as work intensification, from the interviews it was found that some participants had the same time frames as a full- time colleague to complete tasks within even though they were part- time or tasks that require a full- time commitment and only part- time hours to complete them in, which resulted in a need to work over- time to complete the work. This is in line with the literature by Kelliher and Anderson (2010) who explain that those experiencing work intensification will feel under pressure to exert more effort, such as working over- time to compensate for their reduced face- time. One participant described that due to being part- time she felt that she couldn't take on extra roles or responsibility for example being a Health and Safety officer, this is supported by findings from McDonald et al, 2009; Tomlinson and Durbin, 2010; and Giannikis and Mihail, 2011 who describe that part- time jobs can have inferior characteristics such as less role responsibility. Wittmer and Martin (2011) found that part- time employees are less psychologically involved in the workplace, in contrast to this the findings from the interviews show that part- time employees experience feelings of guilt, they feel like they aren't doing enough work or that they aren't pulling their weight within a team, they will work more hours than what they are paid for and will avoid taking sick leave, these feelings show that they are psychologically involved in the workplace.

The interviewees described the benefits of being part- time in their home life as having the time and energy for their family, friends and themselves and having time for their hobbies and interests, in essence having a balance between their work life and their home life. These findings are in line with the definition of work- life balance by Kirchmeyer (2000) in Lyness and Judiesch

(2008) as achieving satisfying experiences in all life domains and to do so requires personal resources such as energy, time and commitment to be distributed across the different domains. In practice work- life balance can include flexible working hours (Beauregard and Henry, 2009) this also came out as a benefit for the interviewees as the flexibility in their role allows them to have a work- life balance. Lewis (2003) found that in the workplace long hours of face time demonstrates commitment and productivity, the results show that the participants do not subscribe to this notion as they value being able to switch off from work when they are at home, let go of thoughts of work and they do not feel so tired working part- time than if they had spent the majority of their day at work. The interviewees described being able to provide greater support for their families as a benefit of working part- time, for example they can attend appointments on their days off work, they can manage things that come up in their personal life and can take on a greater responsibility for their wider family. This is line with the research by Fagan and Walthery (2011) who found that the majority of part- time workers are women, due to the gender inequalities in family roles as part- time work allows for the time demands of other care responsibilities such as those responsibilities described by the interviewees.

A challenge for the interviewees of working part- time at home was refraining from working and checking their emails at home, if they have internet access and a computer at home then they can access the CPIT network. This is line with the findings by Cartwright and Holmes (2006) who found that the increased use of technology which allows employees to work from anywhere and at anytime has meant that the boundaries of work have changed to the extent that work increasingly infringes on personal and family life. Becker and Moen (1999) explain that families tend to adjust their level of involvement in paid work, or scale back, to minimise any tension between work and family, however it is mostly women who will do the scaling back by reducing their hours of work. One of the interviewees explained similar circumstances, in that she will stay at home with her children if they are sick rather than her husband. A further challenge is managing finances due to having a proportion of a full- time income, Hill et al, (2004) found that reduced income can be one reason why women will choose not to work part- time.

The majority of the interviewees felt that they did not have the same opportunity for promotion as a full time employee, they felt that to be in a higher level of position you would need to be

working full- time. This thinking is consistent with the findings by Hill et al, (2004) who found that one of the reasons women choose not to work part- time is because of the lack of opportunities for career advancement. The part- time employees that were interviewed fit the description of what Hill et al describe as a new concept of part- time employment where they experience job satisfaction. The interviewees described feelings of engagement with their organisation and enjoyment in their roles, the employees receive a salary which is pro- rata of what a full- time employee would receive and career opportunities, while some of the interviewees felt that there were limited opportunities for promotion, others felt that if they were open with their manager about wanting a promotion or career advancement of some description then different options could be discussed and explored.

Some of the interviewees stated that they have less entitlement to professional development leave and funding because they are part- time, this is in line with the findings by Gakovic and Tetric (2003) who found that part- time employees typically receive fewer training opportunities and organisational investment. CPIT has a policy, see appendix F, and a good practice guideline, see appendix G, around receiving discount on tuition fees for courses at CPIT, the purpose of these documents and the fee discount is to encourage staff to develop their technical, professional and personal skills and to encourage lifelong learning, the policy and guideline outlines that part- time staff are entitled to a proportion of the full- time discount rate on course fees which is dependent on how many hours they work. New Zealand organisations are currently in a time of an ageing workforce and they need to provide different professional development activities that appeal to this employee group as one interviewee explained that as she is winding down towards retirement professional development isn't a big priority for her, but it is important that these employees continue to be engaged in their role and the organisational goals until they retire. There is a planned retirement policy in place, see appendix H, the purpose of which is to offer employees assistance in making decisions around their retirement which includes the ability to agree to reduce working hours or receive a discount on further training.

### **6.3 Employee wellbeing and organisational wellness programmes**

The interviewees were asked whether they use or benefit from any organisational wellness programmes or benefits. Organisational resources are now more and more often being allocated to organisational wellness programmes and benefits such as healthcare, professional development

and employee assistance programmes in the hope that they will enhance an employee's wellbeing (Grant et al, 2007) one factor for this allocation of resources is because in modern life much of a person's life is spent in the workplace so it is important that organisations recognise this and work towards developing a workplace that contributes to an individual's wellbeing and happiness. The results showed that the interviewees participate in and have available to them a wide range of organisational wellness programmes and benefits, such as fitness sessions, organisational counselling programme, onsite library, course discount on CPIT courses and free flu vaccinations, this is evidence that CPIT has made the decision as an organisation to allocate some organisational resource towards organisational wellness programmes and benefits.

Briar (2009) explains that women are more likely to know about the need for a healthy lifestyle and can already be taking better care of their health in comparison to men, this is line with the study findings which demonstrated that women participate in a wide variety of wellness programmes and benefits. The most commonly used organisational wellness programmes included the onsite health centre, free pilates and yoga classes. Organisational Counselling Programmes also came up as one of the benefits used by the interviewees, this programme is beneficial to employees as it can improve an employee's mental, emotional and psychological health and can be for a work or non-work related issues. This is beneficial as the service can treat a problem before it starts to impact on an employees work. Having access to gyms and physical fitness sessions such as the fitness and yoga classes can be beneficial to employees explains Briar (2009), Parks and Steelman (2008) support this by stating that when an employee participates in activities that increase their physical wellbeing it has been shown to increase their general happiness and satisfaction with their jobs.

One type of wellness initiative that was shown in the literature by Greene (2001) as being beneficial to employees is a finance programme, if employees are under financial stress it can impact on work performance and their ability to focus on their job which can result in absenteeism and presenteeism issues. CPIT does not offer a financial programme, but it could be something to further investigate. The interviewees described a valuable benefit is being able to get course discount on courses or programmes of study at CPIT or other tertiary education providers for professional and personal development, this access to professional development funding is in line



with findings by Grant et al, (2007) who have found that managers will now allocate organisational resources such as a budget towards employee professional development. The fact that these interviewees are part- time employees and they still have access to this type of benefit and resource (albeit on a pro- rata basis) that benefits them both professionally and personally is very valuable and rewarding, especially as Gallie and Zhou (2011) report that employees in part- time positions can be disadvantaged in terms of how much support they receive for professional development. It was interesting that throughout the duration of the interviewees it became apparent that a number of the interviewees didn't fully understand what an organisational wellness programme was or could be, for example at the beginning of the interview they were asked what types of organisational wellness programmes or benefits they use or participate in, but during the course of the interview they would talk about using additional programmes than what they had initially said. This may be because of the human resources type jargon used or a lack of communication from the organisational that what they were participating in was a wellness activity.

The interviewees stated that participating in various wellness programmes and benefits contributes to their work- life balance by allowing them to meet people from different areas of CPIT, that may not have had the chance to socialise with through work activities, this is line with the findings by Russell (2008) describing that work benefits include opportunities for social interaction and contact, these things are central to a sense of wellbeing for employees. One impact of a wellness activity on an interviewees work- life balance was having services on hand on such as the onsite library, gym and childcare centre. For the interviewee it is positive because it saves her time by not having to make special trips to the gym or library and she has the ability to go to the gym and get her exercise completed during the day, instead of after work which would impinge on her family time at home. This is in line with the findings by Briar (2009) which state that while having a gym on site can be very beneficial to some employees, for women with primary childcare responsibilities it is less likely to be an option for them to stay after work to exercise.

One interviewee was supported by the organisation financially to complete her Masters study and she would not have been able to do that study without financial support. Findings by Parks and

Steelman (2008) explain that this type of support for an employee makes them feel that their organisation has concern for them; it enhances the employee's feelings and attitude towards the organisation and makes them feel happy in their role. One interviewee stated that having flexible hours of work gives her a sense of control over her work and it positively contributes to her work-life balance, this is supported by Lewis' (2003) findings that one of the influences on the outcomes of flexible working arrangements is the extent to which they are perceived by employees as providing control and autonomy over hours of work, so in the case of this interviewee the outcome of the flexible working arrangement is very positive.

The interviewees were asked whether they feel that the wellness programmes offered cover their spiritual, emotional, social and physical wellbeing. Csiernik (2005) explains that employers often equate wellbeing with an employee's physical health but a wellness programme needs to address more than this, it should counteract any detrimental effects of work and recognise all aspects of an employee including their mental, emotional, spiritual, social as well as physical health and wellbeing. The results show that the organisational wellness programmes and employee benefits that are available for the majority of the interviewees cover all of the areas of an employee's wellbeing. A number of the interviewees talked about using the organisational counselling programme, which Benavides and David (2010) describe as being geared to improve an employee's mental and emotional health. One interviewee described that if you are feeling physically good, you often feel mentally quite good, this is supported with the findings by Coulson et al, (2008) and Hecht and Boies (2009) who found that physical activity has a positive role in maintaining mental health. Literature by Briar (2009) found that organisational wellness programmes represent the extension of employee's private lives into a workplace concern and they may find some of the activities intrusive, this thinking was expressed by some of the interviewees who commented that they felt that spiritual wellbeing was not something that an employer should provide and they were not sure how spiritual and emotional wellbeing fits into the workplace.

#### **6.4 Work- life balance**

The majority of the interviewees described themselves as having a work- life balance, this is a positive result as it is in keeping with a previous study that had been completed by the researcher within the same organisation which showed that 22 out of 28 respondents felt that they have a

work- life balance and some respondents answered that they felt CPIT was not supportive of them achieving work- life balance. Although a different methodology was used for each study this shows that the majority of those who have participated in both of these studies have a healthy and positive work- life balance.

The interviewees were asked how do they achieve and maintain a work- life balance. Kickbusch et al, (2006) describe the concept of health literacy as the ability of people to make sound health decisions in everyday life, it is an empowerment strategy that is needed to increase people's ability to seek out information and take responsibility and control over their own health and wellbeing. This relates to the general responses from the interviewees that work- life balance is something that needs to be worked on and as one interviewee explained further, it takes good discipline, responsibility and a self- reflective approach to wellbeing to be able to have a healthy work- life balance. Literature by Thorsteinson (2003) describes that part of an employee's identity is their job and when they work part- time, even less of their identity is included in the organisation, one explanation given for this is that those employees are more involved in non- work related activities than what a full- time employee might be. This thinking is supported by the findings from the participants because they describe one way that they achieve and maintain their work- life balance is by having the time to participate in things such as sports, hobbies, exercise, watching their children's sport and going on holidays.

To manage an increase in hours worked per week, or a gradual creep of additional hours, some of the participants described having to work additional hours at times, they do more work than what they are paid for so that they are prepared for a class or they do not take their breaks. These are not ideal situations for these employees to be in, as it may turn into a conflict between their work responsibilities and their family or home responsibilities. If this occurs Botha and Brand (2009) explain that they may experience increased levels of stress and tension and experience lower levels of general happiness and life and job satisfaction.

The interviewees were asked if they feel that their employer or manager cares about them achieving a work-life balance and being able to maintain it. It was found by Watson and Gauthier (2003) and Berry et al, (2010) that wellness initiatives require support from the top of the

organisation, from the participant responses it has been found that this occurs in some areas. One interviewee supported this by saying that their manager shows their support for work- life balance through their actions and their attitude, for example by encouraging their staff to take their breaks and by monitoring their hours and workload. Another stated that organisational wellness programmes and benefits have been set in place by the employer which is reflective of the message coming down the organisational hierarchy that the organisation wants their employees to have a healthy work- life balance. One interviewee described that the organisation may have policies in place that support work- life balance and flexible working arrangements, but it is the employee's manager that allows and supports the practice of these policies. This finding supports the literature by Lewis (2003) which states that supervisory communication and support is a critical aspect of a policy being communicated that it is available and being effective in practice. One of the objectives for this research was to get more of an idea why in the previously completed research some of the respondents answered that they felt CPIT was not supportive of them achieving a work- life balance, while the participants were different, some of the responses give an idea of the possible reasons for that perception. One interviewee described that in her work area she has seen no evidence of managers supporting staff to manage stress and their workloads, if any changes are made it is in a reactive manner at crisis point.

The interviewees were asked whether they participate in or use any other ways of maintaining work-life balance, such as job share, flexi- time or working from home. CPIT has a good practice guideline in place that deals with flexible work arrangements, see appendix B, it describes that the purpose of the guideline is to enable the appropriate use of flexible work arrangements relating to location, working hours and use of time. It explains the different working options that are available to staff subject to operational requirements and their managers agreement, staff have the ability to request to work offsite, change or reduce their hours or days of work and also to negotiate time off in lieu. Lewis (2003) explains that the organisational culture or climate is a crucial variable contributing to the outcomes of flexible working arrangements, especially when a guideline or policy is framed as this one has as being family and employee friendly rather than for productivity. This guideline is in contrast with the findings by Webster and Adams (2010) and Campbell and Chalmers (2008) who found that organisations largely use the part- time employee group to have a flexible staff pool so that they have the ability to schedule part- time hours to save paying for idle time and to schedule staff during the peak hours of the day. These reasons relate to money

saving measures and productivity levels rather than providing different work options for workers, as Konrad (2003) explains employees who prefer to work flexibility do not necessarily have a reduced desire for a rewarding career or intrinsically rewarding work. Briar (2009) explains that using flexi- time in the workplace is one way that organisations can implement flexible working arrangements. Of all of the different types of flexible working arrangements this type was the most commonly used among the interviewees, how this worked in practice, as an example, is if an employee wanted to leave work early to watch their children play sport they could and then they would make up the time at a later date. The interviewees explained that this type of arrangement, as well as time off in lieu and being able to work from home gives them a feeling of control over their work hours and they appreciate that their managers have trust in them to be able to work in this way. This is line with the findings by Lewis (2003) which explain that the outcomes of flexible working arrangements can be influenced by the extent to which the employee feels that they have control and autonomy over their hours of work. In discussing the option to work from home, some interviewees said that occasionally they do work from home, others would like the option to, for some it is not an option due to the nature of their work and two said that they wouldn't like to work from home as they like being able to get out of the house. These findings relate to the literature by Hill et al, (1996), Steward (2000) and Sullivan and Lewis (2001) who described both the positives and negatives around working from home, the interviewees described as this literature did, that the line between work and home would blur and they felt that they would work more than they were paid to and it would impact on their personal and home life. A further flexible working arrangement option is outlined in appendix C, which is the Four for Five policy where staff can opt into the scheme and work for four years at 80% of their salary and have the fifth year off work and receive their salary that has been set aside for them, this creates an opportunity to explore a wide range of options in their year off and have the security of knowing that they have a job when they return from their year off work.

### **6.5 The value and benefit of organisational wellness programmes and benefits to employees**

The interviewees gain value from the organisational wellness programmes and benefits. Parks and Steelman (2008) found that wellness programmes and benefits are valuable to the majority of employees and their presence positively impacts on employee's job satisfaction levels; this is because providing the different activities shows that the organisation cares about their

employee's personal wellbeing. This balanced approach facilitates positive attitudes and behaviours in the workplace and is shown in the responses provided by the participants. The general theme from the interviewees was that they valued and felt supported by the wellness programmes and benefits whether they use them or not and they are valued for several reasons including that they are easily accessible and they get to meet people from different work areas.

The interviewees were asked how do the organisational wellness programmes, benefits and having a healthy work- life balance impact on your work. Fredrickson (2001) found that health and fitness programmes contribute to reducing absenteeism which is positive for the employee as they would not get sick as often, this was the case for one interviewee who said that since she has worked part- time she has not been sick. A participant commented that working part- time does not help to manage her stress levels, but her stress management techniques do, this is in line with research by Briar (2009) who found that organisational counselling programmes have been criticised as they fail to recognise that stressful work undermines an individual's attempts to maintain good health by teaching people to adjust to adverse working conditions. Therefore employees need to be able to manage their stress with stress management techniques and with the help of good health rather than just getting used to a stressful environment. Millar and Hull (1997) state that health is also the ability to alter or cope with the changing environment, therefore employees need to be flexible with change but also have strategies in place to minimise and manage stress. The interviewees said that they used the yoga, fitness programmes and listening to jazz at work as a stress and tension management tool and these things all have a positive impact on their work by helping them to feel energised, refreshed and positive.

Cropanzano and Mitchell (2005) describe social exchange theory as a two way relationship between employer and employee that can evolve into a trusting and loyal commitment to each other, the organisation plays their part in the relationship by providing the wellness programmes and benefits and in return the participants explain that they give 100% effort and go the extra mile in their roles. One interviewee stated that having these activities available in her workplace gave her a sense of pride around the organisation which increases her morale and motivation; this is in line with findings by Saks (2006) which say that these types of engaged employees are likely to have a high- quality relationship with their employer and display positive attitudes, intentions and

behaviours. CPIT also has a workload policy, see appendix D, which outlines that an employees workload should be safe, reasonable and equitable and the workload must allow the individual to continue to develop professionally and as an individual. The workload guideline, see appendix E, provides more detail around how the principles in the policy can be achieved and maintained, these documents are an important safeguard for employees who may find themselves in the situation of having an unreasonably high workload.

The responses from the interviewees indicated that the benefits and wellness programmes that an organisation offers would play some part in the decision to join a new employer although it would not be the main consideration. This is reflective of the literature by Bakker and Schaufeli (2008) that explains that employers have a need and a corporate responsibility to consider their employees health and wellbeing as a workplace priority. Parks and Steelman (2008) explain that wellness programmes are now becoming a tool for employee recruitment and retention, as discovered by the results from the interviewees some would consider the benefits that they receive at their current workplace before leaving the organisation and would also evaluate the benefits and wellness programmes when making the decision to join a new organisation. It was also expressed by the interviewees that if they were to take a new job, an important factor for their work- life balance and job satisfaction was that the hours of work would need to be flexible and would need to fit around their current schedule, this is reflective of research by Holtom et al, (2002) who found that employees who work a preferred number of hours per week in a schedule that fits in with their outside of work responsibilities and activities will be more satisfied and committed to their work and organisation.

### **6.6 Employee perceptions of organisational wellness programmes**

The interviewees were asked whether there are any negatives for them regarding wellness programmes and benefits. Research by Ho (1997) and Lingard and Francis (2005) found that there is no single model for a successful wellness model, the organisation needs to research which activities are going to be beneficial and valuable to their employees and Fredrickson (2001) found that work- life benefits sends the message to employees that the organisation cares enough to provide activities that contribute to their wellbeing. It is for these types of reasons that all of the interviewees responded that they felt there were no negatives around the benefits and

organisational wellness programmes, even if they were not using some of these things they are still valuable as they know that they are available to them when and if they need them.

### **6.7 Employee engagement**

When asked how they keep up to date if they miss out on information or meetings, one interviewee explained that there is no expectation of her to attend work meetings and that she would feel like an outsider if she did attend. This type of finding is an example of the research by Gakovic and Tetrick (2003) where part-time employees are often only partially included within the organisation and receive different treatment in comparison to their full-time colleagues. Not being included in team meetings can have negative impacts on an employee and their ability to do their job as meetings are the type of forum where key information is disseminated.

The interviewees varied responses all contributed to the main idea that being a part of the organisation and the benefits and organisational wellness programmes that they offer all add up to a feeling of engagement. Tinline and Crowe (2010) explain that engaged employees feel connected to their organisation, their discretionary effort is willingly released and they are then prepared to go the extra mile for the organisation, throughout the interviews a number of participants described that they are happy to and do go the extra mile for their organisation. One interviewee described that her manager and her team are more important in terms of feeling part of an organisation and if morale was low she didn't think that benefits or wellness activities would make a huge difference, she felt that these things are like a bonus in the workplace. This is a different view than what was suggested by Parks and Steelman (2008) who found that employees feel happier, have a more positive attitude towards their organisation and are more satisfied with their jobs in organisations that offer wellness programmes and benefits, it would be interesting to investigate further whether team fit and manager support or wellness programmes and benefits have the most significant positive impact on an employee's engagement level. Some of the participants talked about the fact that they are making a difference and giving back to the students and the community gives them a feeling of engagement, this is line with the findings by Seijts and Crim (2006) who found that these types of feelings occur in employees who are engaged with the organisation that they work for. For others their engagement came from feeling part of a bigger team or part of the CPIT whanau which Macey and Schneider (2008) found as being characteristics of an employee who feels commitment and engagement with their organisation.



All of the interviewees agreed that having the benefits and programmes available for them to use gave them a feeling of engagement with the organisation whether they were using the activities or not, this is of benefit to the organisation as employees value different benefits for different reasons and the organisation will struggle to be able to please every individual employee. This is in line with the findings by Muse et al, (2008) and Lingard and Francis (2005) which stated that benefits do not need to be used to be valued by employees, the fact that they are available for the employees to use provides value and satisfaction. The interviewees felt it was positive that the organisation is actively supporting the health and wellbeing of their employees, this is an encouraging finding as Sorensen and Brand (2011) explain that organisations have a corporate responsibility to create a health literate workplace. A leverage point for an organisation providing these types of benefits as found out through the interviews is that the employees think that it is a good organisation and when those employees tell others then it becomes a marketing and recruitment opportunity and Casper and Buffardi (2004) reinforce that the organisation has the opportunity to enhance their profile as an employer of choice. If this type of research was to be conducted again it would be interesting to re-phrase how this question was asked to the interviewees to see if the types of responses were different, as the lead in to the question included talking about some of the research that has been conducted around employees valuing organisational wellness programmes and benefits within an organisation even if they do not use them and some of the interviewees may not have thought about this point before it was put to them. However when the interviewees were asked if there are any negatives to the wellness programmes, the types of answers included that they recognised that even if they did not find value in something, others may value them, or there may be a time in their lives that a particular benefit does become of value to the employee.

Some of the interviewees did not feel included in their work teams because they work part-time; this is consistent with the findings by Walsh (2007) which describes that organisations need to manage the work relationships of part-time employees as they can feel only partial inclusion in the workplace because of their limited time spent at work.

### **6.8 Barriers for employees to participate in organisational wellness programmes**

The interviewees commented that for a lot of the wellness programmes and benefits they did not know that they were available, Tsai and Wang (2005) explain that benefits cannot be a motivating factor if employees are not aware of them so an implication for organisations is to ensure that these benefits and programmes are clearly marketed to employees, this can be done by email, flyers and posters. The most common barrier was that the activities available did not fit in with their work schedule, Grant et al, (2007) explain that employees should be monitored and surveyed to ensure that the initiatives suit the employees and to ensure that they value them. The information received from surveys would allow organisations to arrange the programmes to best suit the majority of the employees. Bardoel et al, (2007) found that in particular, part-time employees are often excluded from different organisational activities; however none of the interviewees specifically expressed being excluded from any organisational activity. When planning wellness programmes it is important to keep the types of barriers that the interviewees have expressed in mind to be able to minimise the barriers and encourage higher levels of employee participation (Person et al, 2010).

For several of the interviewees it was apparent that their attitudes and perceptions towards the organisation, their job and the benefits and organisational wellness programmes were changing throughout the duration of the interview, for example one interviewee said at the end of the interview that she didn't realise how much she liked working here, this interview gave the participants the space to think about their jobs and what they and the organisation mean to them. It would be interesting to complete further research as a follow up to this study to see if people's attitudes changed towards their job and the organisation as a result of participating in this research. As an outcome of this interview some of the interviewees have more knowledge of the different benefits and organisational wellness programmes that are available to them to participate in and use, they would consider these types of things when leaving or joining an organisation and before joining an organisation they would take time to research the organisation to find out how they treat their employees. The organisation could put in steps to benefit from these findings, including marketing the various organisational wellness programmes, benefits and flexible working arrangements that are available to increase their profile and testimonials could be

placed on the organisations intranet, which showcase the employee's feelings about working in the organisation.

It was interesting that throughout the duration of the interviews it became apparent that a number of the interviewees didn't fully understand what an organisational wellness programme was or could be, for example at the beginning of the interview they were asked what types of organisational wellness programmes or benefits do they use or participate in, but during the course of the interview they would talk about using additional programmes and benefits than what they had initially said. The interviewees were provided with the information sheet which included a list of the various benefits and wellness programmes. This may be because of the human resources type jargon used or a lack of communication from the organisation that what they were participating in was a wellness activity. It would have been interesting and for future research to ask at the start of the interviews what wellness programmes and benefits the interviewees used and then ask again at the end of the interview because the pattern was that people use more and participate in more than what they had initially thought.

Several recommendations have been made to improve the different aspects of organisational wellness programmes and flexible working arrangements within the organisation. To ensure that the benefits and wellness activities that are offered to the employees are valuable and have a good level of participation, employees should be surveyed annually to find out what is beneficial and valuable to them and what are the best times of day to offer the activities so that the majority of staff are able to participate. This would also be a good forum to find out what are the barriers to participation and work towards breaking or minimising those barriers. It is important that employees know what is available to them; it came out in the results that employees are often unaware of what is available, so managers need to pass on information about the flexible working arrangements and organisational wellness programmes through team meetings or emails to show their support. This also includes undertaking wider organisational marketing of these benefits, for example posters, emails and information on the organisations website or intranet. To further increase employee awareness of wellness programmes and the different activities it is important that employees understand that what they are participating in is an organisational initiative for their health and wellness and that the individual activity is part of a larger group of benefits, this

will encourage them to seek information about other initiatives if they understand that there is a full programme consisting of a number of different activities and benefits. The world is changing in terms of women predominately staying at home to raise their children and now more men are taking on this role within the family, flexible working policies should be revised to ensure that they are gender neutral and support both men and women to have flexible working arrangements or the ability to negotiate working part- time. Managers should discuss with their part- time employees their hours of work and make sure that the number of hours and how they are scheduled suits the employee, this will help to establish if there is any work- life conflict that could possibly be resolved. For various reasons part- time employees are not involved in team meetings, managers should consider ways to involve their part- time employees so that they feel more involved in their workplace and team and ensure that they get the same information as their full- time work colleagues, their inclusion would also help to build relationships amongst colleagues.

To summarise the organisational wellness programmes and benefits that the interviewees participate in positively impacts their work- life balance as they can access things like fitness classes and the library during their work day allowing for more time to be spent at home with their families. Working part- time allows the interviewees to maintain a positive work- life balance between their career, personal life and family life but maintaining the balance is something that needs to be worked on by not letting their work hour's increase and being aware of how much extra work is being completed at home. This chapter has outlined the discussion and the following chapter is the conclusion.

## **Chapter 7 Conclusion**

The literature showed that organisations will implement wellness programmes to improve their employee's wellbeing and to help them work towards achieving and maintaining a healthy work-life balance. The literature showed that the more forward thinking organisations are able to see that by putting work-life balance and employee wellbeing at the heart of their organisational culture, they will be rewarded with a positive and satisfied workforce. Different types of wellness initiatives and benefits are valuable to employees for many different reasons, even if employees are not using the benefits the fact that the wellness programmes and benefits are available for use encourages organisational commitment, support and job satisfaction.

The methodology adopted in this study was an in-depth single organisation case study which included semi-structured interviews with 14, female, part-time employees at CPIT. The objective was to gain an understanding of how organisational wellness programmes and benefits contribute to or influence work-life balance. An analysis of the organisational wellness programmes and work-life balance documentation such as policies and guidelines was undertaken to gather information from other sources.

The main findings from the interviews were that the motivations for this group to work part-time was to be able to spend time with their friends and family and to have a work-life balance. The interviewees appreciated having the different benefits and wellness programmes available to them to use, the most valuable benefit was having a flexible working arrangement where they were trusted to do their work and could leave early to attend events like their children's sport and then make up the time at a later date. The downside to working part-time is that they sometimes missed out on information, meetings and social occasions and in some cases this made it difficult to feel like a part of the team. Having access to different benefits onsite such as the fitness classes and the library contributed to improving the interviewees work-life balance as they could use these services during their work day or at lunch time which then meant they did not have to take time out of their personal day and could therefore spend more time with their family or children or doing other things that they enjoy.

Several recommendations were made to improve the different aspects of organisational wellness programmes and flexible working arrangements within the organisation. Survey the employees annually to ensure that the wellness activities are valuable and to find out what are the barriers to participation. Encourage managers to pass on information about the flexible working arrangements and organisational wellness programmes through team meetings or emails to show their support. Undertake organisational marketing of the benefits, for example posters, emails and information on the organisations website or intranet to increase employee awareness. Flexible working policies should be revised to ensure that they are gender neutral and support both men and women to have flexible working arrangements and the ability to negotiate working part-time. Managers should discuss with their part-time employees their hours of work to ensure that they suit the employee, this will help to establish if there is any work-life conflict that could possibly be resolved. Managers should consider ways to involve their part-time employees so that they feel involved in their workplace and ensure that they get the same information as their full-time work colleagues, their inclusion would also help to build relationships amongst colleagues.

Several suggestions for further research have emerged from this study. Further studies need to be conducted focusing on the part-time employee group, as there is limited research in this area and research shows that part-time work is the most rapidly growing new form of employment and it has contributed to overall employment growth. Another study could be conducted into the extent to which what an organisation offers in terms of flexible working arrangements and organisational wellness programmes and benefits influences a potential employee's job choice during the recruitment process and is an employee who values health and fitness more likely to choose an organisation that also values and offers health and wellness activities. This information would be helpful for an organisation's recruitment processes because if it is found that these things impact strongly on a potential employee's decision then organisations could ensure that information around flexible working arrangements and organisational wellness programmes and benefits is included in the organisation's job advertising, during the interview and also available on the recruitment section of the organisation's website so that potential employees have the information at the time that they are making the decision whether to join the organisation or not.

Further research to find out the impact on employees and the reaction of employees when there is a conflict between their work hours and their family life would be beneficial because if the impact on the employee is detrimental to the employee and the organisation then the employer could put steps in place to close the gap between actual and preferred hours of work. The last suggestion for further research is to identify whether working part-time and having less face time within an organisation leads to an intensification of work due to the pressure felt by employees to exert more effort to compensate for their reduced face time. This type of research would be helpful as if it is found that there is an intensification of work then organisations can put in place processes to ensure that part-time staff workloads are manageable and possibly come up with work schedules that give a part-time employees colleagues the perception of increased face-time but they are still working their part-time hours.

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## Chapter 9 Appendices

### Appendix A Equal employment opportunity policy

Corporate Policies & Procedures  
Human Resources – Document CPP204

Equal Employment Opportunities			
First Produced:	18/09/98	Authorisation:	Te Kāhui Manukura
Current Version:	12/09/12	Officer	Director, Human Resources
Past Revisions:	18/09/98, 15/02/02, 28/7/06, 29/07/09	Responsible:	
Review Cycle:	3 year cycle		
Applies From:	Immediately		

## Introduction

### 1.1 Purpose

To ensure that CPIT employees and applicants for positions at CPIT are treated equitably, irrespective of gender, ethnicity, sexual orientation, disability or other grounds given protection by human rights legislation.

### 1.2 Scope and Application

This policy applies to all aspects of employment, including policies, procedures, and practices relating to recruitment, job performance, complaints and harassment.

### 1.3 Formal Delegations

Directors and HR staff according to the HR Delegations Schedule, Sections 1,3,5,6, and 11.

### 1.4 Definitions

**Discrimination:** means basing workplace decisions or actions on issues which don't relate to the job, such as someone's personal characteristics, background or beliefs. Discrimination can be direct or indirect.

**Equal Employment Opportunities (EEO):** means ensuring that all job- seekers are considered for the employment of their choice and that they have the chance to perform to their full potential. EEO is about creating a versatile workplace that enables people to be productive and effective at work. It is based on fairness, merit, cost-effectiveness, active employee involvement and good business planning. EEO is about:

- ensuring employers get the best person or team for the job
- removing barriers so all employees have the chance to perform to their best
- maximising the potential of New Zealand's diverse population
- valuing people and respecting their abilities, backgrounds and talent

**Harassment:** Harassment is any unwelcome comment, conduct or gesture which is insulting, intimidating, humiliating, malicious, degrading or offensive, and is either repeated or an

isolated incident which is so significant that it adversely affects someone's performance, contribution or work environment.

<p><b>Related CPIT Procedures</b></p> <ul style="list-style-type: none"> <li>EEO Development Programme 2012 – 2014 (held by HR Division)</li> </ul>	<p><b>Related CPIT Policies</b></p> <ul style="list-style-type: none"> <li>CPP203 Workload</li> <li>CPP207 Planned Retirement</li> <li>CPP209 Harassment Prevention</li> <li>CPP214 Human Resources Management</li> <li>CPP211 CPIT Code of Professional Practice</li> <li>CPP212 Annual Appraisal</li> </ul>
<p><b>Related Legislation or Other Documentation</b></p> <ul style="list-style-type: none"> <li>State Sector Act 1988</li> <li>Education Act 1989</li> <li>Human Rights Act 1993</li> <li>CPIT Annual Reports</li> </ul>	<p><b>Good Practice Guidelines</b> (HR website)</p> <ul style="list-style-type: none"> <li>Flexible Work Arrangements</li> <li>Supporting Staff with Disabilities</li> <li>Employment of Staff via Subsidised Work Programme</li> </ul>
<p><b>Notes</b></p> <p>Various separate policies have been developed since the early 1980s, covering areas such as equal opportunities for women, for Maori and for people with disabilities. This policy replaced them in 1998.</p>	

## Principles

Equal Employment Opportunities (EEO) is a philosophy embedded into all policies, systems and practices of CPIT.

It is assumed that the community and family responsibilities of individual CPIT staff will vary widely. Reasonable consideration will be given to these differing circumstances where necessary.

The Institute respects every person's right to define their own next of kin and type of household; special and discretionary leave provisions will reflect this.

## Associated procedures for

### CPIT Corporate Policy on: Equal Employment Opportunities

<b>Contents:</b>	3.1	Prohibited grounds of discrimination
	3.2	Human Resources Procedures
	3.3	The EEO Development Programme

#### Prohibited grounds of discrimination

The Human Rights Act, 1993, Section 21 specifies the following prohibited grounds of discrimination:

Sex, including pregnancy, childbirth and sexual harassment.

Marital status, meaning single, married, joined in a civil union, separated, divorced, widowed or de facto.

Race and colour.

Religious or ethical belief.

Ethnic and national origins, including nationality and citizenship.

Age, meaning any age from 16 years on.

Disability, including: physical disability or impairment; physical illness; psychiatric illness; intellectual or psychological disability or impairment; the presence in the body of organisms causing illness; any other loss or abnormality of structure or function; reliance on a guide dog, wheelchair or other remedial means.

Political opinion, including not having a political opinion.

Employment status, meaning being unemployed or a beneficiary.

Family status, including having or not having responsibility for children or dependents, being married, joined in a civil union or living with a particular person, or being a relative or a dependant of a particular person or a member of a person's household.

Sexual orientation, meaning heterosexual, homosexual, lesbian or bisexual orientation.

## Human Resources Procedures

All procedures developed by the HR Division incorporate the principles of this policy. Further details specific to activities e.g. recruitment are included in the Human Resources Management Policy and other policies and procedures. Additional information and resources are available on the Infoweb.

## The EEO Development Programme

The HR Division, under the direction of the Director Human Resources, produces an EEO programme, with objectives for each year, for endorsement by Te Kāhui Manukura.

The EEO programme is results-orientated.

Ensuring that achievable EEO objectives are set for each year is the responsibility of the Te Kāhui Manukura.

Ensuring that the plan is actioned is the responsibility of the Director Human Resources.

The HR Division will continually monitor all employment/HR procedures and processes to ensure they are consistent with the EEO programme.

Achievement or otherwise of the objectives of the EEO plan is reported in the CPIT Annual Report.

## Appendix B HR good practice guideline for flexible work arrangements

### HR GOOD PRACTICE GUIDELINES FOR FLEXIBLE WORK ARRANGEMENTS

*CPIT expects and requires "good practice" from both Managers and staff. These guidelines will inform and support Managers and staff carrying out the procedures within the context of CPIT's guiding philosophy – Kaupapa.*

<b>Date: July 2012</b> <b>Previous Versions –</b> HR Good Practice Guidelines for Flexible Work Arrangements July 2009	<b>Approval: Director – HR</b>
Guidelines for the use of Managers in providing, and for staff in accessing, appropriate flexible work arrangements.	

*Purpose: to support the application of the Equal Employment Opportunities Policy and CPIT's commitment to being a good employer by enabling the appropriate use of flexible work arrangements relating to location, working hours and use of work time reflecting the Kaupapa values of respect, excellence, accountability and connection.*

#### Contents

- Section 1 - Introduction
- Section 2 - Time Off in Lieu (TOIL)
- Section 3 - Changing or Reducing Hours/Days of work
- Section 4 - Working From Home
- Section 5 – Working Off-site
- Section 6 - Appointments During Work Time
- Section 7 - Breastfeeding Breaks

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#### Section 1 – Introduction

- a) The term "flexible work arrangements" covers a wide range of options available to staff subject to operational requirements and the agreement of their Manager.
- b) It is recognised that staff have changing commitments outside of work time and that sometimes these commitments can overlap with work.
- c) Having the opportunity to make alternative arrangements either on a permanent or on an as needed basis will often allow those needs to be met while still meeting operational requirements.
- d) Staff can apply in writing to their Manager to amend their hours of work, days of work and / or place of work on either a permanent or fixed term basis. Any changes that could affect the staff member's employment agreement must involve the relevant HR Advisor.

#### Relevant Associated Policies & Guidelines

- Health and Safety
- Human Resources Management
- Code of Conduct for Computer Use
- "A Guide to the Prevention & Management of Discomfort, Pain and Injury" (aka Computer Users Handbook)
- Computer Allowance
- Flexible Delivery

## **Section 2 – Time off in Lieu (TOIL)**

### ***This section does not apply to Academic Staff***

- a) TOIL means one hour of extra work for one hour of time off in lieu which is often referred to as TOIL. It is also used as an alternative to payment for overtime.
- b) Managers, as specified in the HR Delegations Schedule, are able to enter into TOIL arrangements with staff and are required to manage such arrangements.
- c) Any arrangement to use Toil will require the Manager and staff member to agree to:
  - the amount of TOIL able to be accrued before it is required to be used
  - the process for applying to use TOIL
  - when the TOIL is to be used and particularly the end date by which it is to be used or otherwise forfeited.
- d) TOIL is to be integrated wherever possible into forward planning so that operational requirements are not compromised.
- e) TOIL will not be paid out. It is required to be used and Managers must ensure that staff are able to do so. Managers can direct when TOIL is to be taken if there is not agreement with the staff member.
- f) When the staff member chooses to work more than the required daily hours TOIL cannot be claimed for those extra hours unless an arrangement has been agreed with the Manager.
- g) There is a degree of give and take in entering into TOIL arrangements and both parties need to make sure that there is a full understanding of what is required before the arrangement begins.
- h) The TIASA Collective Agreement has some additional requirements related to TOIL when it has been used instead of paying overtime. In entering into arrangements regarding its use the Collective conditions must be applied.

## **Section 3 – Changing or Reducing Hours/Days of Work**

- i) At the request of the staff member the Manager may agree to change the staff member's days and hours of work.
- j) Any change must be applied for in writing or by email stating the reason, the effective date requested and whether it is proposed to be a permanent change or for a fixed period.
- k) In considering the request the Manager will always take into account:
  - benefit to the staff member
  - operational impact of the reduction
  - necessity to find a replacement and training requirements
  - budget implication.
- l) Refer to the HR Delegations Schedule for the level at which the change can be approved as it is dependent on the overall resourcing impact.
- m) If agreement is reached then the Manager and staff member complete the ER 6 Change of Employment Status Form and it is immediately provided to the HR Division for Payroll action and filing.
- n) The Manager cannot initiate a reduction to the days and hours of work of a staff member unless such a change is already permitted in the staff member's employment agreement. If it is not then a formal review process will likely be required. Seek advice from your HR Advisor.

## **Section 4 - Working From Home**

- a) There are some roles at CPIT for which some or all of the work has to be undertaken from home. We also have a number of arrangements whereby staff are required, or choose, to work from home on either a regular or infrequent/casual basis.
- b) While working from home may be practical for some roles, it is not appropriate for all staff from either an organisational or an individual perspective. It should not be viewed as a right, and requests for such arrangements must be carefully considered. Any change to an individual's established working arrangements needs to be discussed and agreed between the institution and the employee.
- c) These guidelines have a particular focus on administrative type duties performed from home.
- d) The Manager and staff member must agree before a component of their work may be managed from a staff member's home. Such an agreement should have regard to the resources needed to support that staff member, and should ensure the safety of the employee.
- e) **Induction** - CPIT has a responsibility to ensure that all employees are provided with information and support, for example information about CPIT's policies, procedures & processes (e.g. submitting timesheets, management of leave etc.). It is the responsibility of the manager to ensure that all staff are aware of, and have access to, this information.
- f) **Health and Safety** - Employees have a responsibility to manage their own health and safety and to ensure that safe work practices are followed in accordance with CPIT's Health and Safety Policy and Procedures. An online Health & Safety induction programme has been developed to assist with this. This becomes particularly important where employees are working in an unsupervised environment e.g. at home.
- g) All employees who have an agreement with their manager to work from home (whether a requirement or at their own request) must complete and return to their manager the Health and Safety Checklist
- h) **Accident Notification** - All accidents and near miss incidents that occur whilst an employee is working for CPIT are required to be reported to a CPIT Health and Safety Coordinator or the Health and Safety Manager. If a worker suffers serious harm while working for CPIT, we are required to report it to the Ministry of Building, Innovation & Employment (via the Health and Safety Manager). We also report to our accident insurer (ACC) regarding any claim. These employer reporting requirements apply regardless of the location of the accident or incident. This includes staff on research leave.
- i) **Access to CPIT's Information Technology network** - Any employee who is given remote access to CPIT's computer facilities, programmes etc or who is provided with IT equipment must be familiar with, and abide by, the Code of Conduct for Computer Users.
- j) **Other issues to explore when considering working from home arrangements:**
  - How will services to clients/students be affected by the arrangement?
  - Is working from home appropriate for the type of work the employee does?
  - Is it clear when it will be appropriate for the staff member to work remotely and when they are expected to be at their normal place of work?
  - Is it clear what resources will be required for working from home arrangement to function? Consider for example, phone, computer (including portal access), office equipment and taking CPIT property home.
  - Will the working from home arrangement compromise confidentiality?
  - Are you, as a manager, able to provide appropriate management support for staff working from home?
  - What records of work being undertaken and hours of work are to be retained?

- Have you established the best method of communicating with the employee whilst they are working from home?
- k) **Trial Period and Reviews** - Where appropriate, the arrangement should initially be for a trial period, then monitored and reviewed regularly (bi-monthly) on the basis of the matters outlined above. Any issues that arise must be dealt with immediately and appropriately ensuring compliance with the employee's employment agreement and any statutory obligations. Advice should be sought from the relevant HR Advisor.

### **Section 5 – Working Off-site**

- a) Working off-site means the performance of work, for CPIT, away from the two main campuses (Madras Street & Sullivan Avenue). For example staff teaching at the prison, clinical staff teaching at the hospital or staff taking students away on a field trip.
- b) Staff must ensure that they are familiar with, and abide by, the Health & Safety requirements of the site they are working at.
- c) Where there are no Health & Safety requirements, for example on a field trip, a formal Health & Safety Plan must be developed and agreed with the Health & Safety Manager. In some cases these plans may become standard arrangements such as are used for Outdoor Education/Recreation programme area trips.
- d) All accidents and near miss incidents that occur whilst an employee is working for CPIT are required to be reported to a CPIT Health and Safety Coordinator or the Health and Safety Manager. If a worker suffers serious harm while working for CPIT, we are required to report it to the Ministry of Building, Innovation & Employment (via the Health and Safety Manager). We also report to our accident insurer (ACC) regarding any claim. These employer reporting requirements apply regardless of the location of the accident or incident. This includes staff on research leave except where such staff are already covered under Section 4; Working from Home or where the work is being carried out overseas. In the latter case situation specific arrangements must be agreed between the staff member and the appropriate manager.
- e) All contractual obligations must still be able to be met for example breaks, hours of work etc. unless alternate arrangements have been agreed with the employee. All legal obligations must be met irrespective of where the work is being carried out and cannot be contracted out of.

### **Section 6 – Appointments during Work Time**

Wherever possible staff should make non work related appointments or commitments outside of work time however it is recognised that there are times when this is not possible and the following information is provided to enable appropriate arrangements for those situations.

- a) The Manager of a work area can either
  - i) establish a general rule in relation to:
    - when staff should endeavour to have appointments e.g. as early as possible in the working day
    - the appropriate way or ways to account for (by taking leave) or making up the time of the absence and this may vary depending on the time away from work or
  - ii) enter into arrangements on a case by case basis.

In either case the chosen system needs to be regularly communicated and incorporated into the induction process for new staff.

- b) The staff member is to give to their Manager as much advance notice as possible of any intended absence from work so that it is known where the staff member is going to be and to ensure appropriate cover for the absence is available if required.
- c) A Manager has the right to decline permission for a staff member to be absent from work.
- c) Where a Manager has concerns regarding the number or regularity of absences by a staff member then this should be discussed in the first instance with the staff member and if this does not resolve the matter then with the relevant HR Advisor.

**Section 7 - Breastfeeding Breaks**

- a) CPIT provides facilities for breastfeeding at each campus and is required to provide unpaid breaks to allow nursing mothers to breastfeed.
- b) The breaks are in addition to the paid rest breaks provided to staff such as for morning tea however the staff member and manager can agree that the breaks for breastfeeding and for tea breaks are the same.
- c) The arrangements regarding breastfeeding breaks that are entered into between the staff member and the Manager should be confirmed by email or in writing to avoid any confusion.
- d) If there are any concerns or issues regarding the provision of breaks the Manager or staff member may contact the relevant HR Advisor for information and advice.



## Four for Five

First Produced:	22/8/03	Authorisation:	CE Reference Group
Current Version:	17/3/10	Officer	Director, Human Resources
Past Revisions:		Responsible:	
Review Cycle:	3 years		
Applies From:	Immediately		

*This version is substantially changed and should be read through entirely.*

*March 2012: CPIT Policy and Procedures have been updated to reflect the changes in structure, committees, roles and delegations as a result of the CPIT Management Restructure currently being implemented. The content of this policy and procedure will be reviewed according to the review cycle detailed above.*

### 1: Introduction

#### 1.1 Purpose

To provide an option where CPIT staff can work for four years and have a fifth year without employment responsibilities.

#### 1.2 Scope and Application

- The scheme is available to all full-time permanent/tenured staff who are not subject to a current disciplinary action by CPIT.
- Applications from proportional staff will be considered, depending on CPIT's operational requirements.

#### 1.3 Formal Delegations

Refer Human Resources Delegations Schedule, Section 8

<b>Related Legislation or Other Documentation</b> <ul style="list-style-type: none"> <li>• State Sector Act, 1988</li> <li>• Academic Staff Employment Agreements</li> </ul>	<b>Related CPIT Policies</b> <ul style="list-style-type: none"> <li>• Human Resources Management</li> </ul>
<b>Notes</b> This scheme was introduced from 2002 and initially included with the Human Resource Management policy (as an attachment). The 2010 version is substantially changed.	

### 2: Principles

- 2.1 CPIT is committed to flexible working arrangements for its staff, within the boundaries of Institutional priorities.
- 2.2 CPIT is a learning organisation and creates opportunities for staff to explore a wide range of options.
- 2.3 The use of the fifth year of this option is entirely at the staff member's choice.

## **3 Associated Procedures for**

### **CPIT Corporate Policy: Four for Five**

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#### **Contents:**

- 3.1 The Scheme
- 3.2 Application Process
- 3.3 Financial Implications
- 3.4 Withdrawal from the Scheme
- 3.5 Job Security and Returning from the Fifth Year

### **3.1 The Scheme**

- a A staff member who is on the Four for Five scheme works the first four years.
- b For the fifth year, the staff member is on full leave classified as “leave without pay”.
- c Service is considered continuous, except that Year 5 (the year in which the staff member is on leave) is not included in any calculation of accumulated service.
- d The fifth year can be used in any way the staff member wants. CPIT has no claim on their time.

### **3.2 Application Process**

- a Applications to take up the Four for Five employment option will be made in writing to the Director of the Staff Member’s Division. The Director will consider, comment on, and forward the application with a recommendation to the Director Human Resources.
- b Acceptance of an application will not be unreasonably withheld. However, issues such as the effect on the work team and/or institution (eg number of staff on leave at the same time, likely ability to recruit/redeploy others to cover in the fifth year) will be taken into account.
- c The staff member is required to confirm in writing four months before the end of their fourth year in the scheme that they will be taking leave for the fifth year.
- d It is strongly recommended that staff applying to enter the Four for Five option seek independent advice to determine whether it is suitable for them.

### **3.3 Financial Implications**

- a Staff taking up the Four for Five Scheme have two options available to manage the financial implications of the fifth year on leave.

#### Option A:

- i. The staff member receives 100% of their salary for the first four years and is granted leave without pay for the fifth year.

- ii. Staff taking up this option will be required to sign a document that they understand that the financial and related issues are their own concern in the fifth year.

Option B:

- i. The staff member receives 80% of their full salary for five years.
  - ii. For the first four years the staff member works full-time, with no substantive changes to their duties and work load.
  - iii. For the fifth year, the staff member is on full leave classified as “leave without pay” also at 80% of their salary
  - iii. Payment in Year 5 may be a lump sum or direct credit payments on a monthly basis. It will include any interest that has accumulated in the account maintained on the staff members account.
  - v. A small annual administration fee will be charged to cover costs related to the trust fund on behalf of staff entering the scheme. The amount will be communicated to each staff member when their application is received.
- b. Where a staff member contributes to GSF the full (100%) GSF contributions will be made in Years 1 – 4, but in the fifth year, CPIT will not pay GSF contributions, as the staff member is on leave without pay. Kiwisaver employer contributions are based on the staff member’s gross salary therefore those contributions will not be paid in the fifth year.
  - c. Current ACC law does not cover staff in the event of an accident while on leave of this nature. There may also be personal tax issues for some situations.
  - d. Although on approved leave in the fifth year, staff members’ common law obligations as an employee of CPIT means that they must not do anything that actively seeks to undermine CPIT’s interests.

### **3.4 Withdrawal from the Scheme**

Option A:

- a. With three month’s notice, any staff member may elect to withdraw from the Four for Five employment option during any year of the scheme, except during the last four months of the fourth year.
- b. Once staff members are in the Four for Five scheme they are in it for the full five years or until they withdraw from the scheme or resign from CPIT.

Option B:

- c If a staff member involved in the Four for Five option resigns from CPIT at any time during the five year period, the staff member shall be paid out for any untaken leave that has accrued, plus any interest that has accumulated in the account kept on the employee's behalf (minus the administration fee). If a staff member resigns during or at the end of the fifth year, normal notice periods apply.
- d With three month's notice, any staff member may elect to withdraw from the Four for Five employment option during any year of the scheme, except during the last four months of the fourth year. At the end of the three months notice period, the staff member returns to 100% of full-time salary and receives a cash payment for any leave that has accrued but not been taken.
- e Once staff members are in the Four for Five scheme they are in it for the full five years or until they withdraw. Partial withdrawal of funds from Trust Accounts is not permitted. Withdrawal from the scheme is the only option.

### **3.5 Job Security and Returning from the Fifth Year**

- a The staff member is entitled to the same position held prior to the year on leave, allowing for ordinary changes that occur over the period of a year. The full salary (100%) shall be at the same rate as when the staff member went on leave, plus any inflation and/or collective employment agreement adjustments that were made in the year of absence. If the staff member applies for, and is successful in resuming the four for five option for another five years, the salary will continue on the 80% basis.
- b Although CPIT has an obligation to keep the staff member's job open for them to return to after the fifth year, in the event of any situation arising which may result in a significant job change or otherwise affect employment, staff who are on leave during the fifth year are not exempt from consideration. Notification of any such situation will be in accordance with the required consultation process.

#### ***Further information or assistance***

Management and staff may seek further advice regarding the Four for Five Scheme from:

- their immediate supervisor
- the designated HR Advisor for their area
- the Human Resources Division
- the Infoweb.

## Appendix D Workload policy

### Corporate Policies & Procedures Manual Section 2 : Human Resources – Document 3

<b>Workload</b>			
First Produced:	Guidelines adopted 29/9/00	Authorisation:	CE Reference Group
Current Version:	29/07/09	Officer	Director – Human Resources
Past Revisions:	10/11/00, 13/09/02, 5/05/06	Responsible:	
Review Cycle:	3 year cycle		
Applies From:	1/9/09		

This version contains minor changes resulting from changes to delegations.

March 2012: CPIT Policy and Procedures have been updated to reflect the changes in structure, committees, roles and delegations as a result of the CPIT Management Restructure currently being implemented. The content of this policy and procedure will be reviewed according to the review cycle detailed above.

#### **1: Introduction**

##### **1.4 Purpose**

The purpose of this policy is to provide for an analysis of workload and a set of tools that can be used to address issues of under/overwork both by CPIT as a whole and by individual staff members.

##### **1.5 Scope and Application**

It relates to NZQA Quality Assurance Standards, 2009, and applies to all CPIT staff.

##### **1.6 Delegations**

As specified in the Human Resources Delegations Schedule, Section 3.

<p><b>Related Legislation or Other Documentation</b></p> <ul style="list-style-type: none"> <li>• TEU Collective Employment Agreement</li> <li>• ATTI Collective Employment Agreement</li> <li>• TIASA Collective Employment Agreement</li> </ul>	<p><b>Related CPIT Policies</b></p> <ul style="list-style-type: none"> <li>• Human Resources Management</li> <li>• Health and Safety</li> <li>• Leave Management</li> </ul>
	<p><b>Good Practice Guidelines</b></p> <ul style="list-style-type: none"> <li>• Workload Packages for Allied Staff, Academic Staff and Managers</li> <li>• Electronic Workload Tool</li> </ul>
<p><b>Notes</b></p> <p>This policy, the guidelines and the workload packages were first introduced at the end of 2000 and the policy confirmed in 2002. While there have been no major changes to the policy in 7/09 revision, the guidelines and workload packages will need to be reviewed separately.</p>	

#### **2: Principles**

2.1 Total workload must be equitable.

- 2.2 Total workload must be reasonable.
- 2.3 Total workload must be safe.
- 2.4 All aspects of workload must be taken into account in allocation of work.
- 2.5 Workload must be such that it allows the individual to continue to develop.
- 2.6 Individual circumstances should be considered when allocating work.
- 2.7 Workload must be considered as an element of all change, development and programme planning.

**Associated Procedures for  
CPIT Corporate Policy on: Workload**

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**Contents:**

- 1. Process
- 2. Workload Analysis and Assessment
- 3. Meeting / Negotiation
- 4. Follow Up

**1. Process**

- 1.1 *The workload analysis and assessment process may be applied in two sets of circumstances: when work is being allocated or re-allocated and when a workload issue for an individual staff member is identified.*
- 1.2 *Staff members who are members of TIASA, TEU or ATTI may approach their staff association for assistance at any or all stages of the workload assessment/analysis and negotiation process.*
- 1.3 *When staff members initiate a workload assessment, they will negotiate a time to meet with the relevant manager. For academic staff this will be the Director or agreed delegate. For allied staff this will be the Administration Manager, Division Director or supervisor with delegated responsibility for workload allocation.*
- 1.4 *When a manager initiates a workload assessment, he or she will negotiate a time to meet with the staff member concerned, and ask him/her to complete the relevant parts of the relevant Workload Package in time for the meeting.*
- 1.5 *Other people who could appropriately initiate a workload assessment, for an individual or for a work team, are the relevant manager with delegated responsibility for workload allocation, the Director and the Director Human Resources.*
- 1.6 *When anyone other than the staff member whose workload is being considered initiates a workload analysis/assessment, that person is required to provide*

*reasons, which must include specific concerns that relate directly to the workload of the staff member.*

- 1.7 *When work is being allocated or re-allocated, managers will take into account the workload principles, and if necessary initiate a workload assessment and analysis, using the tools provided in association with this policy.*

## **2 Assessment and Analysis**

*Assessment and analysis include consideration of organisational and individual factors that contribute to over/under workload, contractual requirements and other limits. The Workload Packages provide the tools for carrying out this analysis.*

## **3 Meeting / Negotiation**

*A staff member and his/her manager meet and discuss the information provided by the assessment / analysis process. Guidelines for the meeting are included in the Workload Packages. Staff members who use the process and their managers will decide what documentation will be retained and by whom, however where workload has been identified as affecting the staff member's health then a record of the issues identified and actions taken must be kept and is retained on the staff member's personal file.*

## **4 Follow-up**

*Follow-up action by the staff member, the manager or both will be recorded, dated and reported back. Review dates are set to check that the actions have occurred and the outcomes are appropriate or alternatively other action is required.*

### **Definitions**

*These definitions apply within the context of this policy, specifically in relation to the Principles.*

#### **Develop (Principle 2.6):**

*Develop means enhance professionally - in content/discipline area teaching skills and in aspects that require change/upgrading in skills and/or abilities. It also includes development as a person.*

#### **Equitable (Principle 2.1):**

*Equitable means that staff with comparable responsibilities should have similar workloads. The greater the similarity of positions the more strongly this principle applies.*

#### **Individual circumstances (Principle 2.7):**

*'Individual circumstances' include family responsibilities, cultural/community responsibilities, professional responsibilities and personal preferences. This principle may be particularly important with regard to Maori staff. It is acknowledged that individual circumstances may change over time.*

#### **Reasonable Principle 2.2):**

*Reasonable means the workload can be managed within the stated timeframes and deadlines, and that staff will be able to maintain a balance between their professional and personal life. Fluctuations will occur within a reasonable workload.*

**Safe (Principle 2.3):**

*Safe means that the amount of work does not cause mental, physical or emotional harm to the staff member, their colleagues or the students for whom they are responsible. This includes consideration of stress and OSH requirements.*

**Further information or assistance**

Management and staff may seek further advice regarding workload processes from:

- their immediate supervisor
- the designated HR Advisor for their area
- the Human Resources Division
- the Infoweb.



**Appendix E HR good practice guideline for the allocation and management of the annual workload of academic staff**

**HR GOOD PRACTICE GUIDELINES FOR THE ALLOCATION AND MANAGEMENT OF THE ANNUAL WORKLOAD OF ACADEMIC STAFF**

*CPIT expects and requires “good practice” from both Managers and staff. These guidelines will inform and support Managers and staff carrying out the procedures within the context of CPIT’s guiding philosophy – Kaupapa.*

<b>Date: July 2009</b>	<b>Approval: Director – HR</b>
Guidelines for the use of academic staff covered by a) the current TEU or ATTI collective agreement or b) who are on an individual agreement based on either of those or a previous academic collective agreement and their Managers.	

*Purpose: to support the application of the Workload Policy and to enable Managers and staff to develop, record and manage workloads reflecting the Kaupapa values of excellence, learning and accountability.*

**Contents**

Section 1 - Introduction

Section 2 - Developing the Academic Staff Total Workload Plan

Section 3 - Flexible Delivery

Section 4 - Opportunities to Review Workloads

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**Section 1 - Introduction**

1. Total workload must be equitable, reasonable and safe. The meaning of these terms is as specified in the staff member’s Collective or Individual Employment Agreement.
2. The staff members employment agreement details the parameters within which the workload is to be developed and should be referred to when developing the plan.
3. The primary function of academic staff is teaching delivery therefore contact time (TTH – timetabled teaching hours) is the first consideration when determining total workload for full time and proportional academic staff.
4. Where the ability to deliver the required class contact hours is jeopardised because staff are committed to other work, Managers will in the first instance, determine if the other work is as important to the institution as the class contact time. Workloads are rearranged to accommodate the highest priority as determined by the Manager and this can occur at any time during the academic year with advance notice to the staff member.
5. Where, for unavoidable reasons, it is evident that a staff member will be requested to exceed their assigned workload (TTH) the Manager will document with the staff member the additional TTH and the method for acknowledging the additional work. This may be by an hourly rate payment i.e. hour for hour for the additional TTH or time in lieu for each additional hour worked. Before any additional hours are worked the arrangement must be finalised by both parties and the Timetable and Workload Tool adjusted. Where there is provision in the staff member’s employment agreement to work above the band maximum specified in Section 2 then the applicable maximum is the total possible workload

combining the provisions in the Workload section of their employment agreement and the Additional Duty Days section (ATTI Agreement only).

6. Any payments made to academic staff for contact work above the hours specified in the employment agreement must be funded from the School or Division Part Time budget.
7. An ASM, SASM or PASM cannot be required to work above the maximum specified in their Workload Band (refer to Section 2) but may agree to do so.
8. Part Time staff who are members of one of the academic unions must not exceed the maximum number of contact hours per annum specified in their employment agreement. The total includes all contact hours undertaken in the particular role e.g. Part Time ASM irrespective of whether there have been multiple employment agreements for the role in that year.
9. Workload may include research time and required outputs. Where research time is included in the annual work plan there is an associated expectation of research outputs. These are dependent on the time provided and are specified within each Workload Band and are a guide to the average level of output that could reasonably be expected from each Research Agreement time allowance (averaged over a three year period).
10. Where the expected outputs include submission in the PBRF, the level of output expected should result in a funded PBRF grading. Appendix 1 provides information about the categorisation of research outputs and their weighting.
11. The number of contact hours taught by Part Time Tutors in a course/programme must not exceed the allocated contact hours within the approved budget. There may be agreed specific cases of split hours for delivery (i.e. one to one tuition required as part of the overall programme, classes split into parts for delivery where safety issues require etc) but they must be recorded and approved as part of the overall tuition budget of the course/programme. The total of hours committed to tenured staff and to guest/contract/PT tutors must not exceed the approved total contact hour budget for delivery of the course/programme.
12. Any courses that include a component of flexible delivery must have the same careful attention to both expectations of quality, and resources available as has been given to traditional methods of delivery, and require consideration of both workload allocations for staff, and the support those staff receive.
13. The principles of workload allocation should be consistent whatever delivery mode is used, and transparent to all staff. Section 3 provides information on “Flexible Delivery” that should be considered when determining workloads that include a range of modes of delivery of teaching.
14. Tenured Part Time academic staff must be provided with their minimum level of guaranteed annual hours before limited tenure staff are engaged to do that work. Where this is not possible then the Manager is to consult with the Division HR Advisor.
15. All Timetabled Teaching must be recorded in the Timetable and staff allocated to undertake that teaching through the Workload Tool in Planit on the Infoweb.

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## **Section 2 - Developing the Academic Staff Total Workload Plan**

This section applies only to staff who are designated as ASM, SASM or PASM. It does not apply to Part Time or Casual Tutors or Tutorial Assistants or Learning Facilitators.

### **a) Introduction**

The maximum TTH will vary in recognition of the fact that different types of teaching have different requirements. In some circumstances, the EFTS generated in the classes taught may be taken into account in negotiating the annual workload. Among other factors, the number of hours an academic staff member spends in contact with students reflects:

- The level or levels the staff member teaches in
- The variation across courses taught (e.g. in level, content)
- Typical class sizes, the consequent marking load and type of assessment undertaken
- Whether the discipline/subject area involves rapid change
- Whether the teaching is predominately theory or practical
- How much course material/assessments/outcomes/syllabus/standards are provided to the tutor
- Cultural requirements
- The number of programme elements new to the staff member
- The number of programme elements that are delivered to more than one class
- Whether the staff member is required to maintain professional currency and/or registration
- The amount of student academic pastoral care required outside class time
- Whether research/other scholarly activities are required and if so, at what level

#### **b) Contractual Obligations**

Both collective employment agreements specify workload scheduling parameters in addition to maximum teaching loads. In determining the spread of teaching over the academic year the Manager must apply the parameters specified by the staff member's employment agreement.

#### **c) The difference in Workload between ASM, SASM and PASM Grades**

##### ***(i) an ASM's work may include all of the following:***

- Developing competence as an educator/teacher.
- Maintaining content currency
- Developing, contributing to and implementing programmes of learning including:
  - course writing and related processes
  - development of course related materials
  - preparation for teaching
  - student assessment including moderation and reporting
  - keeping assessment records and attending relevant meetings
  - communicating with other staff/students on teaching and course related matters
- Discharging teaching and course related administrative responsibilities
- Giving advice to students in relation to teaching area
- Undertaking/participating in research or development projects (if TTH (contact time) is less than 725 hours)
- Contributing to the effective outcomes, objectives and operation of School/ Division/Institute work teams/ projects
- Contributing to advisors/liaison committees/groups appropriate to subject area.
- Contributing to professional and programme liaison and marketing
- Developing effective relationships with stakeholders
- Networking as required to benefit CPIT

- Keeping up to date with CPIT initiatives, policies and requirements.

**(ii) a SASM's work may include all of the above plus:**

- Operating as an skilled educator/teacher
- Demonstrating advanced standing subject area
- Planning, implementing and evaluating assessment strategies, including the assessment of prior learning
- Designing, developing, implementing and evaluating new and existing courses/programmes
- Taking responsibility for the outputs and outcomes of work teams
- Providing guidance and mentoring to other academic staff
- Undertaking the administrative activities to support the success of the course/programme
- Providing leadership/co-ordination of course or programme teams
- Producing and investigating ideas for growth of EFTS.

**(iii) a PASM's work may include all of the above plus professional leadership in any or all of the following:**

- Being an exemplar in the subject area/discipline
- Undertaking leadership in significant curriculum development
- Demonstrating leadership as an educator
- Undertaking research including leadership in developing research culture
- Chairing of School or Division committees
- Representing CPIT externally - locally or nationally
- Undertaking external responsibilities on behalf of CPIT
- Mentoring and supervising other academic staff
- Undertaking some leadership/management roles other than for course/programme
- Act as a role model in policy and workplace relationships
- Demonstrating outputs and outcomes of such a calibre as to constitute a significant Institute resource.

**b) TTH Allocation and other workload**– the following bands are provided to enable Managers to develop equitable, reasonable and safe workloads and for staff to know what output is expected of them. All timetabled teaching is required to be recorded in the Workload Management Tool through Planit on the Infoweb. There are three Workload Option Planning Forms available to assist staff and Managers with planning an individual staff member's total workload. To access these please go to HR Forms/ER22 on the Infoweb.

**Band 1 - a staff member teaching between 725 - 825 hours per year [contact time]**

- Would not be expected to provide a significant amount of academic pastoral care outside class time
- Would be expected to maintain currency in the subject area or industry (and may have ongoing registration requirements as well)
- Would be teaching predominately courses at level 1-4
- Would usually be using competency-based assessments with some assessment carried out within class contact time

- Would be teaching mainly small groups (up to 25), usually with multiple occurrences of the same course in the same year
- Would be provided with basic course materials/assessments/outcomes/syllabus/standards but would be expected to contribute to the development and preparation of material used in delivery and assessment
- Would be expected to be engaged in scholarly activity
- Would not be expected to be engaged in research.

**Band 2 - a staff member teaching between 625 - 725 hours per year [contact time]**

- Would be expected to maintain currency in the discipline or industry and may have ongoing registration requirements as well
- Would be teaching up to level 7, with a majority of teaching at level 4 and above in diplomas and perhaps some teaching contribution within a degree programme
- Would be using assessments that involve marking out of class
- Could be teaching larger groups (up to 30); may have some multiple occurrences of the same course in the same year
- Would be expected to prepare some of their own course material/assessments/course outcomes
- Could be expected to provide academic pastoral care outside scheduled class time
- Would be expected to undertake scholarly activity, including dissemination in professional body media, presentation at professional body meetings/conferences and involvement in related public events
- Could be pursuing higher qualifications
- **Would not be expected to be engaged in research.**

**Band 3 - a staff member teaching between 480 - 625 hours per year [contact time], (graduate diplomas, degrees) - for this group there may be different mixes of teaching, involvement in research and the pursuit of higher qualifications. Detailed expectations will need to be determined on a case by case basis.**

- Would be expected to maintain currency in the discipline or industry and may have ongoing registration requirements as well
- Would be teaching up to level 7, with a majority of teaching at level 4 and above
- Would be using assessments that involve marking out of class
- Would be expected to produce most of their own course materials/assessments / course outcomes/syllabus
- Could be teaching larger groups, possibly including lectures; may have some multiple occurrences of the same course in the same year
- May be expected to provide academic pastoral care outside scheduled class time, including 1:1 supervision
- Could be pursuing higher qualifications
- Would be expected to undertake scholarly activity
- Would be expected to be engaged in research and produce appropriate research outputs at local, national and/or international level
- Could be expected to enter the Performance Based Research Fund (PBRF)

***Research and Higher Qualifications Options***

**Option 1** - would expect to have the equivalent of 0.5 day a week in the duty year free of classes available to pursue research and/or higher qualifications

- 0.1 FTE is available for research and/or higher Qualifications and the associated **Research Output Target is 2.**
- 41 weeks at 0.5 day per week is 0.1 FTE

**Option 2** - would expect to have the equivalent of 0.75 day per week in the duty year free of classes available to pursue research and/or research qualifications

- 0.15 FTE is available for research/research qualifications and the associated **Research Output Target is 4.**
- 41 Weeks at 0.75 day per week is 0.15 FTE

**Option 3** - would expect to have the equivalent of 1 day a week in the duty year free of classes available to pursue research/research qualifications

- 0.2 FTE is available for research and/or higher qualifications and the associated **Research Output Target is 7.**
- 41 weeks at 1 day per week is 0.20 FTE

**Band 4 - a staff member teaching up to 480 hours per year [contact time]**

- Would be expected to maintain currency in the discipline or industry, and may have ongoing registration requirements as well
- Would be teaching at levels 5-8, including degree and/or graduate certificate or graduate diploma
- Would be using assessments that involve marking out of class
- Would be expected to produce most of their own course materials/assessments / course outcomes/syllabus
- Would be doing some teaching with larger groups (which may include lectures with 100 or more students); would probably not have many multiple occurrences of the same course in the same year
- Likely to provide academic pastoral care to students outside scheduled class time, including 1:1 supervision
- Would be expected to be engaged scholarly activity
- Could be expected to be pursuing higher qualifications
- Would be expected to be engaged in research
- Would be expected to produce appropriate research outputs at local, national and international level.
- Would be expected to obtain a funded rating in the Performance Based Research Fund (PBRF)

**Research and Higher Qualifications Options**

**Option 1** - would expect to have the equivalent of 1 day a week in the duty year free of classes and another 10 days available to pursue research and/or higher qualifications,

- 0.25 FTE is available for research and/or higher qualifications and the associated **Research Output Target is 10.**
- Half of discretionary leave is made available for research and/or higher qualifications and at least 2 weeks is available in a block (or blocks).
- 41 weeks at 1 day per week is 0.20 FTE, 2 weeks at 5 days per week is 0.05 FTE. Total 0.25 FTE

**Note:** *this option is not currently available to ASTE members*

**Option 2** - would expect to have the equivalent of 1 day a week in the duty year free of classes and another 20 days is available to pursue research and/or higher qualifications

- 0.3 FTE is available for research and/or higher qualifications and the associated **Research Output Target is 14.**
- Discretionary Leave is made available for research and/or higher qualifications and at least 4 weeks is available in a block (or blocks). Note: 41 weeks at 1 day per week is 0.20 FTE, 4 weeks at 5 days per week is 0.10 FTE. Total 0.3 FTE

**Band 5 - a staff member teaching up to 340 hours per year [contact time]**

- Would be likely to hold higher qualifications, except in unusual circumstances
- Would be expected to maintain currency in the discipline or industry, and may have ongoing registration requirements
- Would be teaching mainly at level 8 (which may involve lectures with large numbers of students at the undergraduate level, as well as small-group and individual post-graduate seminars and supervision)
- Would probably not have multiple occurrences of the same course in the same year
- Would be using assessments that involve marking out of class
- Would be expected to produce their own course materials/assessments / course outcomes/syllabus
- Likely to provide academic pastoral care to students outside scheduled class time, including 1:1 supervision
- Would be expected to be engaged in scholarly activity
- Would be expected to be engaged in research
- Would be expected to produce appropriate research outputs at local, national and international level.
- Would be expected to obtain a funded rating in Performance Based Research Fund (PBRF)

***Research and Higher Qualifications Option***

- Would expect to have the equivalent of 1 day a week in the academic year free of classes and another 20 days available for research
- 0.3 FTE is available for research and the associated **Research Output Target is 14.**
- Discretionary leave is made available for research and at least 4 weeks is available in a block (or blocks).
- **Note:** 41 weeks at 1 day per week is 0.20 FTE 4 weeks at 5 days per week is 0.1 FTE. Total FTE 0.3 FTE

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**Section 3 – Flexible Delivery**

This section only applies to staff undertaking timetabled teaching. It is accepted that methods of delivery have changed and more and more courses are including an element of eLearning and/or distance delivery and it is likely that in the future there will be more of such a hybrid approach to delivery. The information below refers to such delivery methods as *flexible delivery*.

### **Mode of Delivery Norms**

Whatever the mode of delivery, the total allocation of staffing and financial resource should be within the norms of the workload allocation for face-to-face delivery. When anticipating e-learning or distance delivery, the same principles as face-to-face delivery need to be taken into account, this will include the amount of preparation required, the number of students involved, and the amount of time that will be required to service the course. Whilst it is appreciated that other factors will influence the time allocation, it will be the norm to allocate the equivalent amount of timetabled teaching time to flexible delivery as is allocated to face-to-face delivery of the same course.

In general, the Institute does not view delivery through flexible methods as cost saving strategies. Therefore, the working assumption will be that the total resource utilisation per EFTS would not differ significantly by mode of delivery. This cost neutrality must extend to including the repayment of any up-front investment in non-traditional educational technologies above the norms identified above. The repayment of this investment needs to be over an agreed period, but would normally be three years.

Consequently if there is a significant up-front investment in flexible delivery materials or the establishment of systems to manage distance learning (for example), other cost components per EFTS need to be reduced to cover the depreciation on this investment. Such up-front investments must therefore be designed to either reduce the total costs of other delivery components or allow for the effective and efficient management of increased student numbers within the programme, but not at the expense of quality and workload management.

These decisions need to be made up-front before embarking on any significant projects. Ultimately such developments should be cost-neutral to the Institute. If staff or management have reservations about being able to maintain quality or reasonable staff workload within the budget then the rationale for embarking on the project in the first place needs to be questioned. If we need to increase the overall unit cost per EFTS over and above present costs of “conventional” delivery to maintain quality, then the Institute needs to have clearly identified strategic reasons for doing so. On the one hand this becomes a test of the strategic value of initiating flexible components or other non-traditional modes of delivery in a course. On the other, it becomes a protection for staff against unrealistic expectations of workload in that, where there is no additional up-front investment, there is a reasonable expectation that resources available per EFTS remain within departmental norms.

The two possible exceptions to this general model are:

- where there is a decision to cross-subsidise the initial up-front investment from other income streams for strategic reasons, or
- where there are evident economies of scale to be achieved through the ability to gain a significant proportion of a national or international market which would otherwise be unavailable to the Institute.

### **Support & Training for Academic Staff**

It is the expectation of CPIT that all academic staff will be sufficiently computer literate to be able to provide resources to students in digital or soft copy or other electronic methods. CPIT is committed to assisting staff reach a base level of computer literacy to achieve the above aim and



will continue to provide training and assistance for staff who have yet to achieve these competencies. Training is provided through:

- Staff Computer Training (through Computing for Free)
- Group sessions through the eLearning & Web Support Unit (which will cover basic skills such as uploading course materials, processes for adding students to a course, PDF conversion etc)
- Self-help tools on the Infoweb
- Smaller group and one-on-one training through the eLearning & Web Support Unit for more complex functions associated with flexible delivery.

It is assumed that being computer literate and having the ability to use a learning management system such as Blackboard at a basic level when necessary to deliver a course is part of a normal staff workload for teaching professionals. The eLearning & Web Support Unit will provide support to staff to develop these skills (as listed above) however will not undertake the tasks for them. In creating a 'virtual classroom' a template approach can be adopted however tutors must have input; academic staff are in charge of when and how things are released, (for example notices and announcements). Support is also provided to staff who are involved in courses with a higher proportion, or the more complex functions of flexible delivery.

It is not expected that staff would undertake very complex, specialised work such as those involving advanced multi-media/digital resources – this will routinely be done by the Web Unit however if staff want to do it themselves the Unit will provide the support for them to do so.

Staff teaching courses fully online are strongly encouraged to undertake some formal eLearning-related professional development, such as papers in the Graduate Certificate in Applied eLearning, offered through four of the TANZ partners (including CPIT). This programme will give academic staff the opportunity to experience eLearning from a student perspective and to develop their skills in flexible delivery.

Where a significant amount of administrative work is associated with flexible delivery, consideration should be given to the possibility of an administrative staff member being trained to undertake this work. It is also necessary to weigh up the time it will take for an academic staff member to learn the more complex functions associated with flexible delivery (when the skills will not be utilised on an ongoing basis for the good of the Institute) verses the time it would take the eLearning Team to do the task.

#### **Section 4 - Opportunities to review workloads**

Where staff experience unexpected pressures from workloads allocated they should discuss this with their Manager. The Manager will work with the staff member, using the applicable Workload Package available under HR Forms on the Infoweb, to find a mutually agreeable solution to the problem. Where the Manager finds that due to unexpected changes in staffing or programmes a review of staff workloads needs to occur to enable appropriate reallocation of work then advance notice is to be given to the staff that changes are to occur. In every case where a change occurs the Timetable and Workload Tool are to be updated via Planit by the Manager or their designate.

## Appendix F Council/ Staff Discounted fees policy

### Corporate Policies & Procedures Human Resources – Document CPP205

Council/Staff Discounted Fees			
First Produced:	15/10/99	Authorisation:	Te Kāhui Manukura
Current Version:	01/10/12		
Past Revisions:	27/04/07, 18/11/99, 28/04/00, 08/12/00, 29/11/02, 15/09/04, 18/11/05 05/08/09	Officer Responsible:	Director Human Resources
Review Cycle:	3 year cycle		
Applies From:	Immediately		

*Changes/additions since the last version was approved are indicated by a vertical line in the left hand margin.*

## Introduction

### 1.5 Purpose

To enable discounts on tuition fees for CPIT staff and Council members and (specified) family members.

### 1.6 Scope and Application

This policy applies to all staff and Council members as specified in the eligibility section of the procedures.

### 1.7 Formal Delegations

- a Division Directors may determine whether a specific course/programme is classified as staff development/professional development for a particular staff member.
- b Delegations for approving and signing discount applications are listed in the Human Resources Delegations Schedule.
- c The Director Human Resources may confirm applications from Council members, staff members in the Human Resources Division, the partners or dependent children of those applicants and CPIT staff involved in the student selection for, or administration of, the programme/course involved.
- d The Director Human Resources may authorise exceptions within agreed guidelines and will deal with disputes about eligibility for the discount, the calculation of discounts, and availability of courses for discounted fees.
- e The Director Academic and Council Secretary may approve applications for discounts under the Canterbury Tertiary Alliance (CTA) Staff Discount Scheme (refer 3.6 Associated Procedures).

### 1.8 Definitions

- a **Casual Staff:** Staff who are paid on an hourly rate and work on an irregular basis.

- b **Council Member:** Person appointed/elected to the CPIT Council by one of its stakeholders to govern CPIT. For the purposes of this policy, Council members' positions are deemed to have a FTES value of 1.0.
- c **Dependent Child:** Child (under 25 years of age at time of enrolment) of a Council/Staff member or partner. This includes natural, adopted, and fostered children.
- d **Discount:** Reduction to a maximum of 90% of the CPIT tuition fee based on the staff member's FTES value in her/his principal position or category of employment. The percentage discount is 90% x FTES.
- e **EFTS:** Equivalent Full Time Student.
- f **Eligible Staff Member:** Any person employed by CPIT who is paid through CPIT's payroll and has been employed continuously for six months, with the exception of casual staff. Note that six months continuous employment is not required for staff enrolling for staff development/professional development courses (including Certificate in Adult Teaching (CAT)/Diploma in Tertiary Learning and Teaching (DTLT) courses). Refer (j) below. An eligible staff member who is on officially approved leave without pay (LWOP) also still qualifies. From time to time there will be certain classifications of employees and 'quasi' employees who are excluded from this policy.
- g **FTE:** Full Time Equivalent Staff. The fraction of a full time position that the Council/Staff member holds or is employed for in her/his principal position.
- h **Partner:** Someone who is living with a Council/Staff member in a recognised, genuine and stable relationship. This includes people in civil unions and same-sex and de facto partners. Council/Staff members and partners must both have a legal entitlement to reside in New Zealand.
- i **Principal Position:** The position nominated by a staff member who is employed in more than one position at CPIT. The FTES value of the nominated principal position is used for the calculation of the discount.
- j **Staff Development:** Any course which is designated by the applicant's manager and endorsed by the Division Director as staff development or professional development because it is directly related to the applicant's work at CPIT and is essential or at least highly desirable for increasing the applicant's ability to work effectively.
- k **Supernumerary:** Any position created for a purpose other than in the normal course of operation of the organisation and within the established workforce.

<p><b>Related CPIT Procedures</b> (Infoweb, HR Office)</p> <ul style="list-style-type: none"> <li>• Request for Council/Staff Fees Discount Form</li> <li>• Declaration for Council/Staff Fees Discount (family members) Form</li> </ul>	<p><b>Related CPIT Policies</b></p> <ul style="list-style-type: none"> <li>• APP504 Regulations Governing Admission, Enrolment, and Withdrawal</li> <li>• CPP204 Equal Employment Opportunities</li> <li>• CPP214 Human Resources Management</li> <li>• CPP217 Professional Development</li> </ul>
<p><b>Related Other Documentation</b></p>	<p><b>Good Practice Guidelines</b> (Infoweb)</p>

<ul style="list-style-type: none"> <li>• Canterbury Tertiary Alliance (CTA) Staff Discount Scheme (HR &amp; Executive offices)</li> </ul>	<ul style="list-style-type: none"> <li>• HR Council/Staff Discount Guidelines</li> </ul>
<p><b>References</b></p> <p>Management and staff may seek further advice regarding any of the information in this Policy from:</p> <ul style="list-style-type: none"> <li>• their immediate supervisor</li> <li>• the designated HR Advisor for their area</li> <li>• Human Resources Division</li> <li>• Infoweb.</li> </ul>	

## Principles

The discount on fees is provided to enhance staff wellbeing and life-long learning.

With the exception of staff attending the Diploma in Tertiary Learning & Teaching, no full fee paying student will be displaced by a discounted enrolment.

The provision of the discount on fees is a benefit and may be removed after consultation by the Chief Executive at any time.

The value of the discount will not be included in any total remuneration calculation for individual staff members.

## Associated procedures for CPIT Corporate Policy on: Council/Staff Discounted Fees

<b>Contents:</b>	3.1	Courses, Fees, Costs Covered by the Council/Staff Discount
	3.2	Assessment of Staff Eligibility
	3.3	Calculation of Discount
	3.4	Application Procedure
	3.5	Approval Process for Faculty
	3.6	Canterbury Tertiary Alliance (CTA) Staff Discount Scheme

### Courses, Fees, Costs Covered by the Council/Staff Discount

The discount applies to Tertiary Education Commission funded courses and to tuition fees only (i.e. it does not apply to related additional charges such as course costs, additional materials charges, CPSA membership fees, NZQA charges, CPIT student services levy).

Some programmes/courses will be specifically excluded from the discount if they do not make a marginal contribution to the income of CPIT. The decision on whether a programme/course is making a marginal contribution will be made solely by the Chief Financial Officer.

### Assessment of Staff Eligibility

Any person employed by CPIT who is paid through CPIT's payroll who has been employed continuously for six months prior to the commencement of the course they wish to attend, meets the employment criteria for a reduction in tuition fees. Casual staff are excluded unless they are casual staff who undertake the work of Note-takers, Reader/Writers and Disability Support.

Staff who meet the employment criteria, but fall within the following categories are not eligible for the tuition subsidy:

Persons who are not permanent residents of New Zealand or who do not otherwise qualify for TEC/MoE subsidy

Staff employed on subsidised programmes of work

Staff employed in supernumerary positions

People undertaking work experience at CPIT

Student cadets or interns

People who have a contract for service who are paid on invoice

CPIT recesses (the periods between terms during which some staff are not paid) are not counted as breaks in employment for the purpose of assessing eligibility for the Council/Staff discount. That is, a person who is employed until the end of the teaching year in one year AND is re-employed at the beginning of the next teaching year is deemed to be continuously employed.

Other employment gaps of not more than three weeks are not counted as breaks in employment for the purpose of assessing eligibility.

An eligible staff member who is on officially approved leave without pay (LWOP) still qualifies.

Staff enrolled in staff development courses for which there is an enrolment fee shall be eligible for the full CPIT staff discount (90%) irrespective of whether they are less than 1.0 FTES; that is, the discount for approved staff development courses is not set on a pro rata basis as it is for other courses, as set out below in 3.3 Calculation of Discount.

Six months continuous employment is not required for staff enrolling for staff development courses (including Diploma in Tertiary Learning & Teaching courses) approved and endorsed by the staff member's Manager (refer to 3.4 below).

For the purposes of this policy, Council members' positions are deemed to have a Full Time Equivalent Staff (FTE) value of 1.0.

Once a staff or Council member is deemed eligible under these criteria, their partners and dependent children have the same eligibility. The following criteria determine who is a partner and who a dependent child for the purposes of this policy:

Dependent Child: Child (under 25 years of age at time of enrolment) of a Council/Staff member or partner. This includes natural, adopted, and fostered children.

Partner: Someone who is living with a Council/Staff member in a recognised, genuine and stable relationship. This includes people in civil unions and same-sex and de facto partners. Council/Staff members and partners must both have a legal entitlement to reside in New Zealand.

### Calculation of Discount

The discount is a reduction of a maximum of 90% of the CPIT tuition fee based on either the staff member's Full-time Equivalent staff (FTE) value in her/his principal position or the category of employment which

applies to the staff member. The discount for some categories of staff listed in the HR Staff Discount Guidelines is set at 27% and does not depend on other calculation factors. Where any permanent/tenured staff member has more than one permanent proportional position, the two proportions will be added together to determine the FTE value. For example, an FTE value of 0.5 for one permanent position and a FTE value of 0.3 for a second permanent position equates to a discount of 72% ( $90\% \times (0.5+0.3) = 72\%$ ).

The Director Human Resources may authorise exceptions within agreed guidelines and will deal with disputes about eligibility for the discount, the calculation of discounts, and availability of courses for discounted fees.

### Application Procedure

The Human Resources Division holds and administers application forms for claiming the Council/Staff discount. All forms are available on the Infoweb.

Applicants are required to provide evidence of their relationship to any members of their families included in the application, including evidence of date of birth and citizenship status for any dependent child. Please note that spouse, partner or dependent child who are not permanent residents of New Zealand or who do not have other qualifications entitling them to TEC/MoE subsidy will not be eligible for the discount. Evidence need be provided only once, when first establishing the nature of the relationship and the age of a child.

Each request for a fee discount under this policy (except as provided for in 3.4d), eligibility must be confirmed and signed by an HR staff member.

If a staff member is applying for a discount for a staff development course and the staff member has less than 6 months continuous service, the staff member must complete the HR Staff Development Approval form (ER18) and obtain her/his manager's endorsement. The completed form must be submitted to HR with the application for discount.

If the person applying for admission to the course is a Council member or a staff member working in the Human Resources Division or the partner or child of a Council member or staff member in the Human Resources Division, eligibility for the discounted fees must be confirmed by the Director Human Resources.

Council/Staff discounts must be applied for prior to enrolment. In no circumstances will a discount be approved after enrolment is complete, and no refunds of the amount of a discount will be made.

Once HR has verified the eligibility of the person applying for the discount, the application form must then be approved and signed by the Division Director (or delegate) for the specific programme/course confirming that a discounted enrolment is available. Refer Section 3.5 for the approval process.

The approved application form must then be taken to Information and Enrolments to complete enrolment in the course.

All the usual requirements for admission and enrolment apply (refer to the Regulations Governing Admission, Enrolment, and Withdrawal policy).

The Director Human Resources will hear and determine any disputes relating to Human Resources Division decisions about whether a person is eligible for a discount.

### Approval Process for Department

Subject to clauses 3.5b and 3.5c, no eligible person who would pay the full student tuition fees and charges (whether domestic or international) will be displaced by any person applying for a fees discount under this policy.

Whether clause 3.5a prevents a discounted enrolment being made available is to be determined by the delegated officeholder at the time of application (refer to the Human Resources Delegations Schedule). Each Department/Division must have a process to determine whether and when a place can be confirmed as available for a discounted enrolment.

Any decision by a delegated officeholder which denies availability of a position on a course must be in writing.

If a Council or staff member who has applied for a discount is holding a place which, because of over-subscription, would otherwise be filled by a student who would pay the full student tuition fees and charges (whether domestic or international), the Council member or staff member must be given the option of paying the normal fees and thereby retaining the place.

Once the decision has been made and the application form approved and signed, the discount is confirmed and cannot be revoked, even if it is later discovered that oversubscription means that there is no place available for another eligible person.

If the person applying for admission is the partner/child of any staff member involved in student selection for that course, or is him/herself a staff member working in the relevant Department, or is the holder of the delegation to approve the discounted place of the relevant Department, confirmation of the discounted fee must be given at the next level of management. Ultimate authority lies with the Director Human Resources.

The Director Human Resources will hear and determine any disputes relating to a decision on the availability of courses for discounted fees.

Staff require approval from their Manager if courses are to be taken during normal work time.

#### Canterbury Tertiary Alliance (CTA) Staff Discount Scheme

The Canterbury Tertiary Alliance (CTA) operates an independent Staff Discount Scheme that provides reciprocal discounts for staff enrolled in work-related courses at one of the other institutions. The member institutions are CPIT, University of Canterbury and Lincoln University.

The rules governing this scheme are set by CTA and do not include partners/children of staff. The usual discount is 50% of the course fee, on a pro rata basis depending on the FTE of the staff member applying. Full details are included on the back of the CTA Staff Discount Form available from the Human Resources Division and Executive.

The Division Director confirms the eligibility of the staff member and that the course is relevant to his/her work. The Director Academic or Council Secretary endorse each application by affixing the "CTA Stamp" to the form.

Staff Development: Any course which is designated by the applicant's manager and endorsed by the Division Director as staff development or professional development because it is directly related to the applicant's work at CPIT and is essential or at least highly desirable for increasing the applicant's ability to work effectively.

## Appendix G HR good practice guidelines for council/ staff discounted fees

### HR GOOD PRACTICE GUIDELINES FOR COUNCIL/STAFF DISCOUNTED FEES

*CPIT expects and requires "good practice" from both Managers and staff. These guidelines will inform and support Managers and staff carrying out the procedures within the context of CPIT's guiding philosophy – Kaupapa.*

<b>Date: July 2009</b> <i>Previous Versions: August 2008, June 2007</i>	<b>Approval: Director – HR</b>
Guidelines for eligible Council and staff members on the fee discount process and the calculation of the value of the discount.	

Purpose: to support the application of the Council/Staff Discounted Fees Policy and reflecting the Kaupapa values of excellence and learning.

#### Contents

Section 1 - Introduction

Section 2 - Discount Calculations: CPIT and CTA

Section 3 - Activity Flow: CPIT and CTA

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#### Section 1 – Introduction

- a) The Council/Staff Fee Discount Policy contains specific detail on the eligibility for and process of obtaining a fee discount from CPIT and the Canterbury Tertiary Alliance (CTA) and should be referred to prior to using this guideline.
- b) The aim of the policy is to encourage eligible staff to continue to develop their technical, professional and personal development while employed at CPIT and to increase EFTS income to CPIT by enabling Council members and eligible family members to also benefit from the discount.
- c) All forms related to the CPIT Fee Discount are available on the Infoweb on the HR Division/Forms page. The CTA Discount Form is only available from the Human Resources Division.
- d) Only a staff member who is required to teach and is enrolling in the Certificate of Adult Teaching can that staff member displace a full fee paying student. In every other case a full fee paying student has priority.

#### Section 2 – Discount Calculations

##### CPIT Discount

- a) Full time staff (permanent or fixed term) = 90%



- b) Proportional staff (permanent or fixed term) = 90% of the proportion, e.g. 0.5 = 45%, (0.5 by 90% = 45)
- c) Part-time staff  
Establish the individual staff member's FTE using the appropriate formula listed below, multiply FTE by 90% to ascertain discount.
- i. Permanent Part time ASMs (divisor is 825) ascertain the minimum guaranteed hours from the appointment letter, e.g. 350 total hours,  $350/825 = 42 \rightarrow 0.42 \text{ FTE} \times 90\% = 39\%$  discount.
  - ii. Permanent Part time Learning Facilitators/Tutorial Assistants Campus Connect (divisor is 1376) ascertain the minimum guaranteed hours from the appointment letter, e.g.  $500/1376 = 36 \rightarrow .36 \text{ FTE} \times 90\% = 33\%$  discount
  - iii. Permanent Part time Tutorial Assistants/Learning Facilitators (not Campus Connect) – (divisor = **1000**) ascertain the minimum guaranteed hours from the staff member's appointment letter e.g.  $385/1000 = 38 \rightarrow .38 \text{ FTE} \times 90\% = 34\%$  discount
  - iv. Limited tenure Part Time ASM/Tutorial Assistant/Learning Facilitator – automatic 0.3 FTE = 27% discount.
- d) Limited Hours – refer to occupancy/additional details “total hours” in Concept to view the number of hours for the year, then, check average hours field (on the same screen), if it is 37.5 then divide total hours by 1955 or if it is 40 divide total hours by 2088, (e.g. if 1575 hours and 37.5 average hours  $1575/1955 = 81$  or  $.81 \text{ FTE} \times 90\% = 73\%$  discount)
- e) If none of the above applies and eligibility criteria are met then 27% discount applies.
- f) If a staff member has more than one position the percentage is taken on the principal position (the position nominated by the staff member usually, the position with the highest FTE). Positions are not added together to get a total on which to base the discount. The principal position will apply on the date of application.

### **CTA Discount**

- a) Full Time Tenured Staff – tick the FT Tenured box on the form. Full Time Tenured staff receive a 50% discount for CTA.
- b) Proportional Tenured Staff - the staff member's proportion needs to be expressed as the equivalent percentage. This entered on the form e.g. 0.6 Proportional is the equivalent to 60%.
- c) Full Time Limited Tenure Staff are entitled to CTA discount provided that they have a contract for 12 months or more. Tick the FT Fixed Contract box on the CTA form.
- d) Part Time Limited Tenure Staff are entitled to CTA discount provided that they have a contract for 12 months or more. The calculation to work out the percentage, is to ascertain the minimum guaranteed hours from the appointment letter, divide by 825 (the divisor) which will give the FTE. The FTE needs to be expressed as a percentage on the CTA form e.g. 400 minimum guaranteed hours,  $400/825 = 0.48 \text{ FTE}$ . 0.48 FTE expressed as a percentage is 48%. For Part Time Limited Tenure Staff whose FTE is less than 0.3, they receive an automatic 0.3 FTE, which as a percentage is 30%. Part Time Limited Tenure Staff whose FTE is more than 0.3 receive the higher percentage.

### Section 3 – Activity Flow

*Note that if the staff member is not eligible for a discount or there is not a discounted place available the flow stops at that point.*

#### a) CPIT Fee Discount

Step	Who	What
1.	Staff/Council member	Determines eligibility for discounted fee from reading the Policy and downloads from the Infoweb/Human Resources Division/HR Forms the ER17 Request for Fees Discount and completes section 1. Where the application is for a staff development course and/or the staff member has less than 6 months continuous service and/or is less than full time the ER18 Staff Development Course Approval Form must also be completed. Where the application is for a family member the staff/Council member is also required to complete the ER23 Declaration Form and provide this with the ER17 to Human Resources which available.
2.	Human Resources	Completes the relevant section of the ER17 confirming eligibility and the percentage of the fee discount
3.	Staff/Council member	Collects the ER17, completes on it the details of the course in which enrolment is wanted and takes to the applicable School Manager
4.	Head of Department	Confirms that a discounted place is available in the course and completes the relevant section of the ER17
5.	Staff/Council member	Takes ER17 to Registry and completes enrolment

b) CTA Discount - the activity flow is the same as the CPIT flow above for Steps 1, 2 and 3 and then the staff member undertakes the other institution's enrolment process. The Application Form is only available from the HR Division and must be approved by the Director of the staff member's Division.

## Appendix H Planned retirement policy

Corporate Policies & Procedures  
Human Resources - Document CPP207



### Planned Retirement

First Produced:	4/11/92	Authorisation:	Te Kāhui Manukura
Current Version:	08/08/12	Officer Responsible:	Director, Human Resources
Past Revisions:	16/10/98 28/4/00 25/7/03, 28/07/06, 25/08/10		
Review Cycle:	2 years		
Applies From:	Immediately		

*Changes/additions since the last version was approved are indicated by a vertical line in the left hand margin.*

## Introduction

### 1.9 Purpose

To offer assistance to staff, who have been employed at CPIT for at least 10 years and who wish to retire permanently from tenured employment, to make quality decisions with regard to their retirement.

### 1.10 Scope and Application

This policy applies to all full-time CPIT staff wishing to retire and have been employed by CPIT in a tenured position/s continuously for at least 10 years.

### 1.11 Formal Delegations

The Director Human Resources may approve planned retirement schemes under this policy and also reserves the right not to accept an application for planned retirement benefits. The Director Human Resources may delegate authority within this policy.

### 1.12 Definitions

- f **Planned Retirement:** Support provided to eligible staff who want to retire permanently from full time employment who have been employed by CPIT for at least 10 years.
- g **Exceptional Circumstances:** Reasons other than age or length of service (usually serious illness) that are accepted by the Director Human Resources as grounds for planned retirement.
- h **Benefits:** The precise benefits will be negotiated individually but could include any one of the following or a mutually agreed combination of:
  - i a reduction to a proportional/part-time position for an agreed period.
  - ii a CPIT training package discount (in accordance with CPIT's policy) to assist with preparation for retirement and/or change of lifestyle

- iii recognition of experience and expertise: The Management of CPIT may keep on record the experience and expertise of retired staff whose specialised knowledge and competence make them a resource for future projects that could be undertaken through negotiated short term contracts. This would in no way imply intent or undertaking to provide future employment. A record of experience and contact information for such retirees will be kept by Human Resources Division.
- iv recognition of past service: The Management of CPIT may recognise meritorious past service of retiring staff by the award of the following honorary titles:
  - Lecturer Emeritus (ASM, SASM or PASM). This shall entitle retiring academic staff to the continued use of Library privileges for a maximum period of time.
  - VIP staff member: This shall entitle retiring allied staff members or managers to the continued use of Library privileges for a maximum period of time.
  - Mentor Emeritus: This shall entitle the staff member to the continued use of Library privileges as in the case of Lecturer Emeritus or VIP staff member. In addition, the staff member shall have the right, on selection/election and the manner prescribed for the position, to represent the staff or CPIT on any committee or any bodies for which a staff member would normally be eligible.

<b>Related CPIT Procedures</b>	<b>Related CPIT Policies</b> <ul style="list-style-type: none"> <li>• CPP214 Human Resource Management</li> <li>• CPP211 Code of Professional Practice</li> <li>• CPP204 Equal Employment Opportunities</li> </ul>
<b>Related Legislation or Other Documentation</b> <ul style="list-style-type: none"> <li>• Staff Profile for a Learning Organisation (Infoweb)</li> </ul>	<b>Good Practice Guidelines</b>
<b>References</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Notes</b>	

## Principles

CPIT wishes to recognise a staff member’s contribution to the Institute over a significant period of meritorious employment.

Exceptional circumstances will be taken into account when negotiating the retirement of a staff member who falls within the scope of this policy.

## Associated procedures for

### CPIT Corporate Policy on: Planned Retirement

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**Contents:**                    3.1    General

#### General

Except in the case of illness, a staff member wishing to be considered for planned retirement must apply to the Director Human Resources up to twelve months prior to the anticipated date of retirement. Such application will not be considered to constitute notice of actual resignation or retirement.

Staff may discuss their options and ideas for retirement with their manager and/or Senior HR Advisor, prior to applying to the Director Human Resources.

The staff member and Director, Human Resources will negotiate an appropriate package for the individual, taking into account the contribution to CPIT, length of service and personal circumstances.

Any outstanding annual leave must be taken or cashed up separately before the retirement takes effect. The timing of such leave is determined in consultation with the line manager.

Retiring staff may be nominated for an honorary title in recognition of their past service by colleagues and/or managers. The CE will decide whether to accept nominations and the appropriate honorary title.

A register of Lecturers Emeritus, VIP Staff Members and Mentors Emeritus shall be maintained by the Human Resources Division and the names therein shall be included in such CPIT publications as Te Kahui Manukura deems appropriate.

Such honorary titles cannot be used to support personal views in the wider community.

## Appendix I Letter to CPIT for access request for access

Patsy Gibson  
Human Resources Director  
Human Resources Division  
CPIT

2 February 2012

Dear Patsy,

### **Request for access to current, female, part- time employees at CPIT for research.**

I am currently completing my Master of Business Studies thesis at Massey University. My research is titled an in-depth study into how organisational wellness programmes impact the work- life balance of CPIT's female part-time employees. The objective of this research is to gain an understanding of how organisational wellness programmes contribute to, and impact on a female, part- time employees work- life balance, how organisational wellness programmes work, how work impacts on an employees work-life balance and how can balance be achieved for an employee who works part- time.

I would like to invite all current female, part-time CPIT employees that work less than an average of 30 hours per week to participate in an interview, and are therefore requesting your permission for access to those female, part-time employees who wish to participate. The interview will take approximately 45 minutes to one hour to complete. I intend to invite the employees to participate via an email invitation. The participants have the right to:

- decline to answer any particular question;
- withdraw from the study within five days of the interview being completed;
- ask any questions about the study at any time during participation;
- provide information on the understanding that your name will not be used unless you give permission to the researcher;
- be given access to a summary of the project findings when it is concluded.
- ask for the recorder to be turned off at any time during the interview
- read a transcript of their interview before the material is analysed and written up in the report

I am asking your permission to have access to the Human Resources Information System to get a report of the names of current, female, part- time employees at CPIT, and to be able to contact those people and conduct interviews with those who wish to participate, the interviews will be conducted at a time and place that is convenient to the participant. If the participant suggests conducting the interview during work hours then permission will be sought from their manager. I would also like to ask for permission to review workplace documentation that relates to CPIT's organisational wellness programmes, including policies, procedures and guidelines. If you agree with these requests please sign your permission below. I am happy to answer any questions that you may have.

Regards

Laura Miles



Patsy Gibson  
Human Resources Director

## Appendix J Interview questions schedule



**MASSEY UNIVERSITY**  
COLLEGE OF BUSINESS  
KAUPAPA WHAI PAKIHI

**SCHOOL OF MANAGEMENT**  
Private Bag 11 222  
Palmerston North  
New Zealand

Telephone: 64 6 356 9099 x 2361  
Facsimile: 64 6 350 5661  
<http://management.massey.ac.nz>

### Instructions

Check interviewees have read information sheet and get them to complete participant consent form prior to starting interview.

Assign interviewee a number.

Check that they do work less than an average of 30 hours per week.

State that the interview will be recorded, **start recording**.

The interview will take 45 minutes to one hour, do not directly ask do you feel your work has intensified due to working PT

### Rights

You have the right to decline to answer any question

You have the right to withdraw from the study within five days after the interview has been completed

You have the right to ask questions at any time

Your name will not be used in the report

You can ask for the recorder to be turned off at any time

You have the right to read the transcript before it is used for analysis. Would you like to do this?

### Interview Questions

1. What motivated your decision to work part- time? What are your reasons for working part- time? Voluntary? Involuntary?
2. How many hours per week do you work? If given the opportunity would you more, the same or less hours?
3. Have you experienced any challenges since you are working part- time? At home? At work?
4. Have you experienced any benefits working part- time? At home? At work?
5. Do you feel that you have a work- life balance?
6. If yes, how do you achieve this/ maintain this?
7. If no, why not?
8. What could you do to gain a healthy work- life balance?
9. How do you benefit from organisational wellness programmes offered by CPIT?
10. How do organisational wellness programmes contribute to your work- life balance and well-being?
11. How do they contribute to your feelings of engagement with CPIT as an employee?
12. Are there any negatives for you regarding organisational wellness programmes?
13. Are there any barriers to you participating?
14. What types of wellness programmes do you use?
15. What wellness programmes do you value? Why do you value these?
16. What types of wellness programmes hold no value to you?

17. Do you agree or disagree with the statement that organisational wellness programmes hold value for you because you know that they are available to you at any time even if you do use them now?
18. What types of organisational wellness programmes would you value?
19. Do organisational wellness programmes have any bearing on your employment decisions for example to leave an employer to join a new employer?
20. How does having a healthy work- life balance positively impact on your work?
21. How does work impact your work- life balance?
22. Do you feel that your organisation cares about your work- life balance? If no what could they do to change this?
23. Do you feel that the wellness programmes offered cover spiritual, emotional, social and physical wellbeing?
24. Are you involved in any other ways of maintaining a work- life balance such as flexi- time, job share, telecommuting, working from home etc? If you were given the opportunity would you work by any of these ways?



## Appendix K Email invitation to participate in research



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<http://management.massey.ac.nz>

### Invitation to participate in a research project

I am currently completing a research project for my Master of Business Studies at Massey University. My research project is titled an in- depth study into how organisational wellness programmes impact the work-life balance of CPIT's female, part- time employees.

The objective of the research is to;

- gain an understanding of how organisational wellness programmes contribute to and impact on a female, part- time employees work- life balance
- gain an understanding of how organisational wellness programmes work
- gain an understanding of how work impacts on an employees work-life balance
- gain an understanding of how a balance can be achieved for an employee who works part- time.

If we have an understanding of what is important and beneficial to part time employees then employers have a way that they can increase their employee's job satisfaction and wellbeing, this is important because part time employees are a growing part of the workforce.

*At CPIT organisational wellness programmes and benefits include the Organisational Counselling Programmes (OCP), access to the onsite Health Centre, the Harassment prevention policy and harassment prevention trained staff, flexible working options, weight watchers at work, walking programmes, yoga classes, access to onsite gym and weights room, lunchtime fitness sessions, onsite massage, childcare facilities onsite, banking packages, income protection, superannuation benefits, library onsite, environmental sustainability courses, CPIT and other education provider course discounts and health insurance schemes.*

**I am inviting all female, current, part-time CPIT employees who work less than an average of 30 hours per week to participate in an interview. The interviews will take approximately 45 minutes to one hour to complete.**

You are under no obligation to accept this invitation. Non- participation will not impact your employment. If you decide to participate, you have the right to:

- decline to answer any particular question;
- withdraw from the study within 5 days of the interview being completed;
- ask any questions about the study at any time during participation;
- provide information on the understanding that your name will not be used unless you give permission to the researcher;
- be given access to a summary of the project findings when it is concluded.
- ask for the recorder to be turned off at any time during the interview.
- read a transcript of your interview, before the material is analysed and written up into the report.

To participate in the research and set up an interview or for more information please contact the researcher by Tuesday 22 May 2012:

Laura Miles

Laura.miles.1@uni.massey.ac.nz

027 320 5312 or 03 940 8623

Please note that while this research is being completed by the researcher as a student of Massey University, the researcher also works at CPIT as a Human Resources Administrator

## Appendix L Information sheet for potential participants



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### INFORMATION SHEET

#### ***An in- depth study into how organisational wellness programmes impact the work-life balance of CPIT's female, part- time employees.***

My name is Laura Miles; I am an extramural student at Massey University, completing a Master of Business Studies.

The objective of this research is to;

- gain an understanding of how organisational wellness programmes contribute to and impact on a female, part- time employees work- life balance
- gain an understanding of how organisational wellness programmes work
- gain an understanding of how work impacts on an employees work-life balance
- gain an understanding of how a balance can be achieved for an employee who works part- time.

If we have an understanding of what is important and beneficial to part time employees then employers have a way that they can increase their employee's job satisfaction and wellbeing, this is important because part time employees are a growing part of the workforce.

*At CPIT organisational wellness programmes and benefits include the Organisational Counselling Programmes (OCP), access to the onsite Health Centre, the Harassment prevention policy and harassment prevention trained staff, flexible working options, weight watchers at work, walking programmes, yoga classes, access to onsite gym and weights room, lunchtime fitness sessions, onsite massage, childcare facilities onsite, banking packages, income protection, superannuation benefits, library onsite, environmental sustainability courses, CPIT and other education provider course discounts and health insurance schemes.*

As a participant, I would like you to contribute to this research by taking part in an interview. The selection criteria is being a current female, part- time employee at CPIT. A part- time employee is defined as working less than an average of 30 hours per week. Males and those who work over an average of 30 hours per week, or full time are excluded from participating. You have been recruited to participate through an email from Chris Rhea the Research Coordinator at CPIT this is because the researcher is currently employed by CPIT in the Human Resources Division. Your name has been obtained from the CPIT Human Resources database. To preserve your confidentiality, you will be assigned a number rather than your responses being recorded against your name so that you are unable to be identified. If you wish, a third independent party can be made available to conduct the interview. The information gained from this research will be able to be used by CPIT as a decision making tool, which may impact the benefits and wellness programmes that are offered to CPIT's part- time employees. It is not possible to give an absolute guarantee of confidentiality when information is being recorded, so assurance of confidentiality is given to the extent allowed by the law, but this is not absolute protection, however a guarantee can be given around your anonymity.

As a participant you will be asked to take part in a semi- structured interview. The interview will take approximately 45 minutes to one hour to complete. The interviews can be conducted at either the Madras Street or Sullivan Avenue campus, or if an offsite location is preferred in the breakout rooms at the Beckenham Library. A summary of the findings and results will be made available to you. The interview questions that will be asked during the interview are based around your work- life balance and wellbeing, how you benefit or otherwise from CPIT's wellness programmes and also methods of achieving and maintaining a healthy work-life balance and wellbeing.

#### **Data Management**

The data will be analysed and conclusions drawn from the analysis. The data will be stored electronically within a password protected file so that the researcher and the research supervisor are the only people that can access the raw data. The data will be destroyed by the research supervisor after a period of five years.

#### **Your Rights**

You are under no obligation to participate. Non- participation will not impact your employment. If you decide to participate, you have the right to:

- decline to answer any particular question;
- withdraw from the study within 5 days of the interview being completed;
- ask any questions about the study at any time during participation;
- provide information on the understanding that your name or your personal information will not be used in any report or publication
- be given access to a summary of the project findings when it is concluded.
- ask for the recorder to be turned off at any time during the interview.
- read your transcript of the interview before the material is analysed and written up in the report.
- ask for a third independent party to conduct the interview

#### **Project Contacts**

If you have any questions about the research or would like further information please contact one of the following people;

Researcher Laura Miles [laura.miles.1@uni.massey.ac.nz](mailto:laura.miles.1@uni.massey.ac.nz)

Research Supervisors Beth Tootell [B.L.Tootell@massey.ac.nz](mailto:B.L.Tootell@massey.ac.nz) or 06 356 9099 ext: 2603

Shirley Barnett [S.J.Barnett@massey.ac.nz](mailto:S.J.Barnett@massey.ac.nz)

#### **Committee Approval Statement**

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern A, Application 11/83. If you have any concerns about the conduct of this research, please contact A/Prof Hugh Morton, Chair, Massey University Human Ethics Committee: Southern A telephone 06 350 5799 x 4265, email [humanethicsoutha@massey.ac.nz](mailto:humanethicsoutha@massey.ac.nz).

This research has also been reviewed and approved by the CPIT ethics committee.

Appendix M Participation consent form



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<http://management.massey.ac.nz>

***An in- depth study into how organisational wellness programmes impact the work-life balance of CPIT's female, part- time employees.***

**PARTICIPANT CONSENT FORM - INDIVIDUAL**

I have read the Information Sheet and have had the details of the study explained to me. My questions have been answered to my satisfaction, and I understand that I may ask further questions at any time.

I agree/do not agree to the interview being sound recorded.

I wish/do not wish to have my recordings and written transcript returned to me.

I agree to participate in this study under the conditions set out in the Information Sheet.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Full Name - printed \_\_\_\_\_

Appendix N Transcribers confidentiality form



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***An in- depth study into how organisational wellness programmes impact the work-life balance of CPIT's female, part- time employees.***

TRANSCRIBER'S CONFIDENTIALITY AGREEMENT

I ..... agree to transcribe the recordings provided to me.

I agree to keep confidential all the information provided to me.

I will not make any copies of the transcripts or keep any record of them, other than those required for the project.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix O Massey University Human Ethics Southern A Committee approval letter



MASSEY UNIVERSITY  
TE KUNENGA KI PŪREHUROA

9 March 2012

Laura Miles  
20d Aberdeen Road  
Prebbleton  
CHRISTCHURCH 7604

Dear Laura

Re: HEC: Southern A Application – 11/83  
An in-depth study into how organisational wellness programmes impact the work-life balance of CPIT's female, part time employees

Thank you for your letter dated 8 March 2012.

On behalf of the Massey University Human Ethics Committee: Southern A I am pleased to advise you that the ethics of your application are now approved. Approval is for three years. If this project has not been completed within three years from the date of this letter, reapproval must be requested.

If the nature, content, location, procedures or personnel of your approved application change, please advise the Secretary of the Committee.

Yours sincerely

A handwritten signature in black ink, appearing to read 'R Hugh Morton'.

A/Prof Hugh Morton, Chair  
Massey University Human Ethics Committee: Southern A

cc	Dr Beth Tootell School of Management PN214	Dr Shirley Barnett School of Management PN214	Prof Claire Massey, HoS School of Management PN214
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Massey University Human Ethics Committee  
Accredited by the Health Research Council

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T +64 6 350 5573 F +64 6 350 5575  
E humanethics@massey.ac.nz animalethics@massey.ac.nz gtc@massey.ac.nz  
www.massey.ac.nz

## Appendix P CPIT ethics approval email

**Laura Miles [MilesL]**

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**From:** Rea Daellenbach [DaellenbachR]  
**Sent:** Tuesday, 1 May 2012 5:09 p.m.  
**To:** Laura Miles [MilesL]  
**Subject:** RE: Ethics Application

Thank you Laura.

Your project now has ethical clearance. I will sign off your application and attach the new information sheet to be put on file in the Research Office.

Best wishes with this

Rea

Rea Daellenbach  
Chair, ARC Ethics Subcommittee  
CPIT  
P O Box 540  
Christchurch 8140  
DDI 03 9408483  
Cell 021 737302