

Melissa Promes

**Change Management and Organizational
Learning in a New Working Environment**

A longitudinal and mixed methods
research design



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CHANGE MANAGEMENT AND ORGANIZATIONAL LEARNING IN A NEW WORKING ENVIRONMENT: A LONGITUDINAL AND MIXED METHODS RESEARCH DESIGN

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vorgelegt von:

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ABSTRACT

The implementation of the first new working environment within the BMW Group requires the need to analyze and monitor variables affecting employee behavior and satisfaction. A new working environment is characterized by elements involving flexibility, mobility, and desk sharing. New working practices can provoke uncertainty and an emotional response to change (Ashkanasy, 2002; Bartunek et al., 2006; Ford et al., 2008), requiring the need to analyze and monitor employee perception of a changing working environment. The research presented in this dissertation consists of two parts. Part one includes a two year longitudinal field study, which focuses on the variables affecting employees' satisfaction with the working environment, both before and after the implementation of the new working environment. Two models were developed regarding, (1) satisfaction with the working environment and (2) satisfaction with mobile work.

The models were examined by using structural equation models in order to determine whether the variables: room atmosphere, relaxation, communication, technology, identification, support for mobile work, and work-life balance predict satisfaction with the working environment, as well as, to determine if satisfaction with the working environment predicts overall satisfaction with BMW due to the working environment. Additionally, content analysis was used to analyze open-ended responses regarding desk sharing and mobile work. Data were collected through questionnaire analysis with a returned sample size ranging between 171 and 252 from employees and managers from the departments, Real Estate and Facility Management, Corporate Security, and Strategic Human Resources. Results of part one indicate that room atmosphere, technology, identification, and mobile work predict satisfaction with the working environment. Moreover, satisfaction with the working environment predicts overall satisfaction with BMW due to the working environment.

Additionally, elements of the new working environment are hypothesized to affect the learning culture; therefore, part two includes an analysis of the learning culture in response to the working environment. A quasi-experimental, cross sectional research design measured the effect of the working environment on the learning culture for employees working in the new working environment, M51 (experimental group), and for standard workplaces within the BMW Group (control group). Data were collected through questionnaire analysis with a returned response rate of 81 for the experimental group and 61 for the control group from employees and managers from the departments, Real Estate and Facility Management, Corporate Security, Strategic Human Resources, and Process & Strategy Management. A multiple regression analysis, content analysis, and categorical analysis revealed

that positive support for learning predicts the perceived effect of the working environment on the learning culture for the experimental and control group. Content and categorical analyses indicate that employees in the experimental group perceive the following aspects as supporting learning in the working environment: flexibility, mobility, desk sharing, and various physical elements in the working environment that promote informal, collaborative, and experiential learning. Furthermore, employees in the control group perceive formal learning techniques, observation, experimentation, communication, and knowledge exchange to support learning in the standard workplace, which promote collaborative learning among colleagues.

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CHAPTER I.

INTRODUCTION

1.0. Introduction

Organizations are often faced with the challenge of implementing dynamic change due to external pressure in the environment (e.g., economic reasons, competition, company growth, technology, and so forth) which affects organizational development. As a consequence, it is imperative to find the proper fit between the organization and the external environment in response to tension between the two (Stacey, 1993; Lakomski, 2001). New working practices need to be adopted in order to accommodate necessary workplace change involving processes and elements that promote aspects such as: flexibility, mobility, collaboration, and so forth (Mosby, 2001); ultimately resulting in a change in organizational culture (Lakomski, 2001). By implementing new methods and concepts of workplace practice, resistance tends to emerge in employees as an emotional response to change (Lawrence, 1969; Dent & Goldberg, 1999; Ashkanasy & Daus, 2002; Bartunek et al., 2006; Ford et al., 2008; Smollan et al., 2010; Hon et al., 2014). People facilitate change, meaning that they can either drive organizational change forward, or halt it (Gagné et al., 2000; Kotter & Schlesinger, 2008). Due to the assumption that people are at the core of all organizations, employee perception regarding satisfaction should remain the focus for monitoring change as a response to newly implemented working practices (Paton & McCalman, 2000). Since the success of an organizational change project is dependent on the satisfaction of its employees, monitoring change in an effort to reach optimal employee satisfaction levels is crucial (Van der Voordt, 2004b; Rafferty and Griffin, 2006; Buskens & Earl, 2008). "Employee satisfaction refers to the degree to which the working environment meets the wishes and needs of the employees," (van der Voordt, 2004b, p. 139). Measuring employee satisfaction with a flexible working environment can be quantified with a five-point Likert scale questionnaire (van der Voordt, 2004b), as well as qualitatively through open-ended questions and categorical responses (Hofstede et al., 1990). Furthermore, learning is vital in preventing resistance to organizational change, constituting the demand for an optimal organizational learning culture (Ahmed et al., 1999). Moreover, continuous learning is believed to be a key success driver of change readiness concerning future organizational change (Lakomiski, 2001).

1.1. Background and Statement of the Problem

The BMW Group in Munich, Germany is currently dealing with issues regarding job growth and capacity, providing the urgent need for an alternative workplace concept solution (Promes, 2015), since job growth regulates workplace concepts. An alternative workplace concept solution refers to implementing working practice strategies, such as mobile work and flexibility, in order to accommodate the rapidly changing environment and the external pressure that the environment evokes (Gibson, 2003).

Additionally, maintaining a high level of employer attractiveness for current and future employees is a major concern for the company (Promes, 2015). Since relevant workplace concepts are necessary in order to incorporate various demographic groups, such as age and level of employment (Bradley& Hood, 2003), a higher level of innovation regarding workplace design, concept, and working practice is necessary. Moreover, by implementing a sustainable, flexible workplace concept, the BMW Group is able to obtain greater efficiency in terms of workplace design, allowing practitioners to significantly save costs regarding building development projects with the goal of maintaining a high level of employee satisfaction with the working environment. Saving costs is a practical problem that translates into an organizational learning problem due to the effect that the new workplace concept has on the learning culture within an organizational change scenario. Organizational change, furthermore, requires change management techniques in order to achieve change acceptance and a positive perception of the new working environment.

Since the overall goal of the new working environment is to provide a workplace that is sustainable, flexible, and accommodating for all levels of organizational hierarchy (i.e., employee versus manager) and job function (department), it is essential to determine whether or not the new working environment concept is the proper fit across demographics by measuring employee satisfaction. This furthermore leads to the topic of what the new working environment means for the BMW Group's culture. If the new working environment results in being an efficient, sustainable, and satisfactory workplace concept, it could potentially lead to an organizational-wide transformation in working culture. If this happens, researchers and practitioners within the BMW Group need to consider the meaning behind the transformational shift and what the new working culture conveys to members of the organization.

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