

**Designing a Telecommuting Framework
for the Post-Covid-19 Business Environment**

**Vanderbilt University
Nashville, TN**

Katie Baker

Dedication

This paper is dedicated to my wonderful husband. When we started this doctorate journey, we did not know that it was also going to be a time to battle cancer. Without your support, I would not have been able to vanquish cancer and finish this doctorate program on schedule. I praise God for bringing you into my life.

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Executive Summary

COVID-19 changed the business practices for many organizations as “safer at home” and closure mandates abruptly made many work forces transition from an in-office employee presence to full-time telecommuting at home. This capstone analyzes the current telecommuting practices for a healthcare company (“Magnolia”) that over a three-day period moved its billing department to a full-time work at home department in March 2020 due to the COVID-19 restrictions and mandates. In the spring of 2021, Magnolia decided to make the move to full-time telecommuting a permanent practice for its billing department; however, at that time the Great Resignation was in full force where companies across the country experienced higher-than-normal employee resignations. The company is interested in keeping its employee resignations at or below pre-pandemic levels, and it wanted to explore methods for leadership development in a work-at-home environment using established telecommuting practices that best fit its company culture. The purpose of this capstone is to recommend a permanent telecommuting framework for employee retention and career advancement to Magnolia.

The literature suggests that there are several operational and managerial considerations when moving an employee to a telecommuting position. For an employee to be successful telecommuting, the role itself must be well suited to be performed remotely to promote both job satisfaction and company success (Susilo, 2020). Additionally, the design of the telecommuting work environment is important as the shift from daily face-to-face in-office interaction moves to an entirely remote, electronic-based communication as it changes the way employees work and interact with their team mates and manager (Allen et al., 2003).

Drawing on research in the areas of concerted cultivation, cultural capital, social identity, leader-member exchange, and job characteristics, I developed a telecommuting work design conceptual framework based upon three major pillars of theory: interpersonal processes, organizational identity, and individual role design. Interpersonal processes are defined as the foundational behaviors to develop and maintain professional work relationships through social capital, community norms, and social exchange practices. Organizational identity is defined as how employees create their social identity within an organization and how they connect their position to the broader company context. Finally, individual role design is defined as the job characteristics and company support needed to provide employee fulfillment and success.

Using the literature and the telecommuting work design conceptual framework, this capstone addresses 3 research questions:

Research Question 1: What do employees identify as being most important to them in a telecommuting work environment?

Research Question 2: How do employees and managers differ in what is most important to them in a telecommuting work environment?

Research Question 3: What could a permanent telecommuting framework look like for the company?

To answer these questions, I used a mixed methods approach. Data collection included employee surveys, manager surveys, and an ethnography including interviews, virtual meeting observations, and e-mail analysis. This resulted in the following six findings:

Finding 1: In order of precedence, employees rank organizational identity as being most important to them, followed by individual role design, and then interpersonal processes.

Finding 2: Employees and managers do not differ in what is most important to them in a telecommuting environment.

Finding 3: Social identity and leader-member exchange are critical variables to organizational identity.

Finding 4. Resource theory is an important component to a permanent telecommuting framework.

Finding 5: Managers need intentional concerted cultivation from senior leaders to develop into the next generation of leaders.

Finding 6: Career advancement relies on structured opportunities for professional networking and repeated social exchange between managers and senior leaders.

Based on the literature and findings, I recommend four main elements for a permanent telecommuting framework:

Recommendation 1: Provide intentional opportunities for employees and senior leaders to interact on a consistent basis so that managers can extend their professional network.

Recommendation 2: Establish a mentorship program for employees to receive coaching from senior leaders and develop meaningful relationships between them.

Recommendation 3: Create a formal manager development program to prepare managers for the transition from an individual contributor to a team leader.

Recommendation 4: Provide opportunities for managers to try on their leadership personas in safe, structured business environments.

Two challenges exist in the implementation of the proposed telecommuting framework. Magnolia is staffed leanly with no additional employee capacity, so the organization must make available human resources, time, and capital to implement the proposed interventions by de-prioritizing other initiatives. Also, consistent senior leadership participation is vital to the

implementation of the telecommuting framework. With the recent sale of the company to a new private equity group and an aggressive 2022 growth plan, senior leadership will have multiple, competing priorities.

In a broader context, this capstone leverages the existing literature to create an effective telecommuting framework that overcomes the lack of physical proximity among co-workers by implementing social supports and new business rituals to optimize employee retention and develop the next generation of leaders.

Introduction

Magnolia is a healthcare company that owns and manages outpatient imaging centers that provide imaging services such as mammography, MRIs, and CTs. Prior to COVID-19, the billing team was located in one centralized office. Due to the pandemic, the entire billing team was sent to work from home as telecommuters. This telecommuting arrangement continued throughout 2020 and became a significant employee engagement satisfier with the billing staff. To remain market competitive in recruiting and retaining staff, the company decided to make the telecommuting arrangement permanent for the entire billing team in 2021.

As telecommuting becomes the permanent new normal business environment, Magnolia is interested in creating a telecommuting framework that promotes employee retention and career advancement. The purpose of this capstone is to provide Magnolia the research, evidence, and recommendations to implement a permanent telecommuting framework.

The telecommuting literature connects organizational identity, interpersonal processes, and role design as being critical components to creating job satisfaction and a high-performing work environment, and these three areas are the basis for my conceptual framework. This proposed conceptual framework is connected to my area of inquiry as high-performing employees master the acquisition of social and political capital through knowledge transfer and successful task completion as they navigate the organization and interact with senior leaders. In turn, successful employees are able to trade their acquired social and political capital with others in order to influence outcomes and position themselves, and subsequently the company, in the most advantageous way. An examination of the successful telecommuting practices and tools used by high-performing employees could lead to a better understanding of best practices and tools that should be implemented in a permanent telecommuting framework.

Organization Context

With corporate offices located in the southeastern United States, Magnolia develops, owns, and manages over fifty outpatient imaging centers in partnership with healthcare providers such as major health systems, academic medical centers, and radiology groups across thirteen states. Each partnership results in a unique joint venture where Magnolia provides financial investments to develop an imaging center, and it is responsible for providing business services such as marketing, billing, and collection services to the imaging center. In 2021, Magnolia performed almost one million radiology imaging procedures including mammography, magnetic resonance imaging (MRI), and computed tomography (CT) scans for a combination of Medicare, Medicaid, and commercial patients.

Nationwide, Magnolia employs approximately one thousand employees, with 900 of these employees located at the imaging center level. These imaging center level employees are focused on providing patient care, and the imaging center staffing model generally consists of licensed radiology technologists, front office scheduling, and one imaging center director. The remaining 100 employees are considered corporate employees consisting of finance, operations, technology, business development, and human resources. Magnolia provides centralized accounting and billing systems to its individual imaging centers. This enables optimal communication and technological efficiencies. Similarly, the other corporate departments provide centralized services to the centers using a common set of tools, methodologies, policies, and procedures.

This capstone project focuses specifically on the finance department's billing team as the primary stakeholder for this project is the Chief Financial Officer (CFO). Prior to COVID-19, the entire billing team was centralized in the corporate offices. During COVID-19, the team was quickly deployed to work from home as a telecommuting workforce. Although the work continued to be the same, the team found that how they interacted with each other changed immediately overnight. During our initial conversations to develop the capstone focus, the CFO provided examples of how communication changed within his department by relating how questions used to be asked and answered by teammates by simply standing up in their cubicle and asking the person sitting on the other side of the cubicle wall. Lunches were a blend of break time interspersed with information about shared problems and brainstorming sessions. Managers were able to physically assess their staff and proactively address any potential problems or stress. A big part of Magnolia's culture included the caring for team mates by management and each other, and the team had to acclimate to continuing this key cultural component with everyone in different physical locations.

As previously mentioned, Magnolia rapidly moved its billing team to telecommuting in March of 2020 in response to the "safer at home" guidance during the COVID-19 pandemic. The billing team also had to reduce its workforce by 15% as Magnolia was experiencing significant decreases in patient volumes. Initially, Magnolia experienced a decrease in collections as

percent of charges, but it was unclear if this decrease was due to the transition to telecommuting, or if it was due to other factors such as the reduction in billing staff, reduction and turnover of the center's front office staff, or further relaxed patient collections efforts in response to the economic hardships of the pandemic.

The billing team's performance stabilized in late 2020 and fully recovered to 2019 levels in 2021. In response to many other revenue cycle management companies offering telecommuting and to recruit and retain staff, the CFO made the decision to make the telecommuting work arrangement permanent. Because of this decision, the CFO is interested in reviewing their interim telecommuting practices to recommend a permanent telecommuting framework.

Problem of Practice

In March 2020, the COVID-19 pandemic initiated a transformational change in how companies conduct their businesses by pushing day to day business transactions out of the in-office environment and into a telecommuting environment in the employees' homes. After ten months in a telecommuting environment, Magnolia decided to make telecommuting a permanent part of its business strategy. Recognizing that 2020 was a unique year where collaboration between groups was at an all-time high because each department had to make it work for the company to survive, Magnolia is interested in understanding more about what is needed to successfully operate in a telecommuter environment as the culture moves from emergency management to status quo management. Specifically, the company is interested in better understanding what cultural norms or practices may need to be modified or implemented in order to implement a permanent telecommuting framework that promotes employee retention and develops the next generation of leaders.

Prior to COVID-19, the company's training practices and management tools were built for daily face-to-face interaction. For example, new analysts could be trained by sitting next to an experienced analyst to job shadow and learn the role. Managers and supervisors were able to provide face-to-face feedback to the reimbursement specialist based upon observations that they were able to make while in the office. Indirectly, productivity could be monitored based upon the presence of the reimbursement specialist at their desk. Similarly, instructions and direction could be provided to the reimbursement specialist through informal conversations at lunch or through hallway conversations.

In the telecommuting environment, training materials must be documented in such a manner where an individual is able to triage and self-support themselves through at least the first level of issue management, reserving outreach to supervisors and managers for more advanced issues. Similarly, interaction between managers and team members must be more intentional, and in some cases, more formal, as opportunities for conversation must be arranged and scheduled according to Outlook calendar availability.

Magnolia is interested in maturing its interim, emergency-based work at home arrangement. The data from this capstone will be used to make evidence-based recommendations for a telecommuting framework that Magnolia can implement as it moves to telecommuting on a permanent basis.

Literature Review

For this capstone, I researched management, communication, controls, human resources, psychology, organizational behavior, management science, leadership, and change management data sources to draw upon prior research regarding telecommuting; organizational identity and commitment; manager-telecommuter relationships; interpersonal processes; knowledge-sharing and task interdependence; mastery orientation versus performance orientation; and telecommuting work design. The goal of the literature review is to identify best practices and work design considerations when designing a permanent telecommuter framework.

Telecommuting

Definition and COVID-19 Background

According to the Oxford Language Dictionary, telecommuting is the practice of working from home, making use of the internet, email, and the telephone. Prior to the onset of COVID-19, telecommuting practices predominantly ranged from working a few hours a week at home to working almost full-time at home for some employees of an organization. Typically, organizations had selection criteria that employees had to meet to be able to qualify for the privilege of telecommuting, such as established high-quality relationships between the telecommuter and his manager as well as excellent job performance (Khan & Hasan, 2020). The pre-qualifications that organizations had in place ensured that the telecommuting arrangement between the employee and the organization was set up for success (Khan & Hasan, 2020). Then, in March 2020 due to COVID-19, entire organizations' telecommuting practices dramatically shifted to work from home full-time for all employees in positions where it was feasible. Before COVID-19, employees were selected for telecommuting based upon defined criteria, and then suddenly all employees were telecommuting regardless of their technical abilities, job performance, and relationship with their manager (Khan & Hasan, 2020).

Differences between Telecommuting and In-Office positions

There are several operational and managerial considerations when moving an employee to a telecommuting position. For an employee to be successful telecommuting, the role itself must be well suited to be performed remotely to promote both job satisfaction and company success (Susilo, 2020). A company must have a strong technical infrastructure to support multiple electronic communication pathways; however, electronic communication lacks the traditional contextual frames of reference such as physical positioning, body language, and full participation by all stakeholders (Susilo, 2020). Managers may not be able to use all of their traditional visual observations to ascertain if an employee needs support. Additionally, managers only have visibility into the final work product; they are not able to see the effort or issues that the telecommuter may have when performing the work (Susilo, 2020; Golden & Gajendran, 2018). For example, when employees are in the office, the manager is able to observe if an employee comes in early or stays late to work on an assignment; therefore, providing additional flexibility and grace to the employee as they complete the work. Managers also have limited opportunities

to provide public recognition of telecommuter successes; telecommuters report that they feel like they receive less recognition for achievements as compared to their in-office peers (Zhang, 2016).

Characteristics of Successful Telecommuting Job Design

Telecommuting job design is critical to the overall success of the employee in the telecommuter role. Research by Susilo (2020) indicates that telecommuter job performance is directly related to his level of job satisfaction. Susilo (2020) also indicates that in the absence of job satisfaction, telecommuters can still have high job performance when they are provided with a well-designed work environment. The design of the telecommuting work environment is important as the shift from daily face-to-face in-office interaction moves to an entirely remote, electronic-based communication. This changes the way employees work and interact with their teammates and manager (Allen et al., 2003). Generally, the telecommuter's job responsibilities remain the same; however, the way in which they complete their tasks changes dramatically. According to Allen et al. (2003), a telecommuter's work environment must provide the individual space for autonomy while also providing continuous individual feedback from the manager to the telecommuter for self-correction and improvement. Additionally, the way that the telecommuter identifies with the organization changes as the standard social context and supports are removed, and they are replaced with vague social cues that both the telecommuter and manager must learn to navigate and understand together in order to avoid role ambiguity and the breakdown of organizational systems and processes (Allen et al., 2003).

Organizational Identity and Commitment

Telecommuter Social Ties to the Organization improve Organizational Affiliation

It is important to provide telecommuters with opportunities to create and mature social relationships. Sheldon (1971) describes organizational commitment as an affiliation with an organization that shapes the employee's work identity. Many telecommuters report a fear of isolation and missing out on key promotion opportunities that can result in lack of engagement with the organization and its practices, leading to the telecommuter's disenfranchisement with the organization (Rousseau, 1989). Similar to how the telecommuter receives less information and feedback from managers as a result of the remote physical distance, he may also spend less time with his peers and team mates, removing opportunities for him to re-commit to organizational values, meaning, and standards. In turn, the lack of reinforced social ties may result in the telecommuter losing his organizational identity and not understanding his position within the larger context of the organization (Hogg & Mullin, 1999). Also, the telecommuter cannot participate in organizational rituals and ceremonies using the traditional methods, causing further degradation of his organizational identity (Wiesenfeld et al., 2001). This may lead to less organizational commitment as the telecommuter loses his sense of status within the organization due to the reduced opportunities for shared experiences (Vega & Brennan, 2000).

According to Golden & Viega (2008), an individual's high organizational commitment can be used as a barometer to determine his sense of belonging and identification, increasing employee retention. As work relationships are shaped and reinforced through interaction, communication, and sharing of community rituals and practices, these shared activities reinforce the structures of the organization (Fay & Kline, 2011). As telecommuters negotiate membership within the organization to obtain situational awareness and an understanding of roles and responsibilities, they may be able to capitalize on the use of pre-existing professional relationships to facilitate achievement of goals (Fay & Kline, 2011; McPhee & Zaug, 2000, Pearce & Randel, 2004).

Interpersonal Communication and Social Support create Social Ties

Organizational communication practices create and promote social ties. Effective organizational and interpersonal communication is necessary to create the foundation for mutual understanding among organizational members regarding social practices and laying the groundwork for conflict management and resolution (Fay & Kline, 2011; Delia et al., 1982; O'Keefe & Delia, 1982). Effective communication practices are especially important as telecommuting creates unique rules of engagement among community members (Ballard & Gosset, 2007). Without the use of visual cues that convey roles and relationships among group members, telecommuters may miss social cues that convey an individual's prominence or regard by leaders in power, distorting the telecommuter's view of power and relationships within the organization (Fay & Kline, 2011).

Organizational identity is also shaped by the amount of social support provided to the telecommuter in the form of managerial relationships and the quality of relationships with colleagues, including a sense of inclusion and belonging (Allen et al., 2015). According to Fonner & Roloff (2010), telecommuters who maintain a higher virtual profile report a higher organizational identification. As professional interaction is limited to phone or virtual meetings, the traditional approaches to building relationships between organizational members are not available to the telecommuter (Fay & Kline, 2011; Feldman & Rafaeli, 2002). When telecommuting, interactions among colleagues are more intentional as virtual meetings need to be scheduled when all participants are available, and the ability to have a hallway conversation to sort out an issue is unavailable to the telecommuter.

Manager-Telecommuter Relationship

Telecommuter Reliance on the Manager Relationship for Job Meaning and Organizational Representation

The telecommuter's relationship with his manager is integral to his overall work perception. The quality of the relationship between the manager and the telecommuting employee is a high predictor for the employee's organizational commitment, job satisfaction, and job performance (Golden & Veiga, 2008). The manager's relationship with the telecommuter mediates the employee's work identity and provides the necessary social interaction to prevent the employee from feeling socially and professionally isolated (Allen et al., 2015). The telecommuter has limited physical representations of the organization available to him, and the telecommuter's manager takes on the representative image of the organization to him (Golden & Veiga, 2008; Ogilvie, 1987). Since the manager and the telecommuter are not co-located in the same physical space, it is even more important to establish and maintain a high-quality, trusting manager-telecommuter relationship as it replaces the lack of close proximity (Golden & Veiga, 2008; Antonaïkis & Atwater, 2002; Wiesenfeld et al., 1999). Conversely, if the manager and the telecommuter are unable to establish a high-quality, trusting relationship, then the negative impact on the telecommuter's job satisfaction and job performance is even more prominent (Golden & Veiga, 2008).

High Quality Relationships between Manager and Telecommuter are Critical for Successful Telecommuting Results

Telecommuting changes the ways managers interact with their employees. In the traditional office setting, managers are able to directly view employee's work efforts, and they incorporate these observations into their employee evaluations. Pre-COVID-19, telecommuters had the opportunity to be in the office, either on a pre-determined basis according to their telecommuting agreement or when they had to travel to corporate offices to attend meetings. In some cases, managers even prioritized their in-office observations over the telecommuter's overall virtual job performance (Golden & Veiga, 2008). Due to COVID-19, the opportunity for telecommuters to maintain an in-office presence was eliminated. This caused managers to develop new performance frameworks as they no longer had access to direct evaluation opportunities. Even though face-to-face encounters were removed from the manager-telecommuter relationship, pre-existing informal communication methods such as e-mails, telephone calls, and instant messages help to mediate the gap in observation opportunities (Fay & Kline, 2011).

With fewer opportunities for coworker interaction, the telecommuter relies heavily on the social context provided to him through the relationship with his manager, heavily influencing how positively or negatively the telecommuter views his organizational identity (Gajendran et al., 2015; Salancik & Pfeffer, 1978). A high-quality, positive relationship between a manager and an employee is reflected in higher trust and greater flexibility, whereas a low-quality relationship between a manager and an employee exhibits less access to organizational resources and lower

organizational commitment (Gajendran et al., 2015). Similarly, a high-quality relationship between a manager and employee promotes a sense of reciprocity from the employee towards the manager which tends to increase his performance and take on more complicated tasks. Conversely, a low-quality relationship consists of more rigid relationship boundaries that require increased effort by the employee to overcome (Gajendran et al., 2015).

Telecommuters may also perceive that they receive less communication with their managers and that the communication they do receive is less rich in direction, providing them less information (Feldman & Gainey, 1997). Due to the remote distance between the manager and the telecommuter, the employee may also perceive that he receives less social support and feedback from his manager, slowing down information exchange and work throughput (Allen et al., 2003). From a telecommuter perspective, the managerial relationship is the most important professional relationship that he must establish and maintain (Dienesch & Liden, 1986), as that relationship provides the telecommuter access to organizational resources, mediates his organizational participation through reciprocity, and provides the basis for organizational belonging (Bono and Yoon, 2012).

Manager Views on Monitoring Telecommuter Work Product

Telecommuting has changed the methods available to managers to monitor their employee's work progress. Managers also report challenges with monitoring their employees' performance as well as difficulty in coordinating interdependent tasks between team members (Greer & Payne, 2014). According to Allen et al., (2015), a formal telecommuting contract between the employee and the organization is necessary to document the role responsibilities and performance criteria as it provides clear expectations to both parties. Piersol (2006) recommends that the telecommuting contract provide specifics regarding work volume and productivity, telecommuter work quality, individual and/or team performance, attendance, and career development.

In lieu of direct monitoring of employees, output controls can be an alternative to align the employee performance with organizational goals and objectives (Snell, 1992). The organization and manager can create management controls in a formal or informal way to monitor process-level performance as well as goal alignment through goal setting and progress tracking (Bianca et al., 2018; Merchant & Van der Stede, 2012; Anthony & Govindarajan, 2004; Flamholtz, 1996). The creation of clear management controls is predicated on ensuring that the employee performance criteria is measurable and identify the correct employee behaviors that lead to high performance. The correct management controls enable the manager to counterbalance the lack of direct employee oversight (Bianca et al., 2018).

Interpersonal Processes, Knowledge Sharing, and Task Interdependence

Challenges for Telecommuters to Gain Knowledge

Telecommuting has created unique challenges in how employees obtain the necessary knowledge to do their work. Moving from daily face-to-face interaction to a remote working environment changes the dynamics of relationships and the interpersonal processes that shape employee behaviors and organizational culture (Allen et al., 2015). Organizational knowledge is transferred from person to person through relationship networks (Baker & Dutton, 2007), and the impact of coworkers not being co-located in the same physical space may have a negative impact on professional relationships, knowledge sharing, and innovation (Allen et al., 2015).

Telecommuters reported missing the knowledge-sharing opportunities gained through informal conversations with their colleagues, and they indicated that of the various communication channels including telephone, e-mail, instant messaging, and face-to-face interactions, they rated in-person conversation as the most important for establishing and maintaining professional relationships (Allen et al., 2015).

According to Golden et al. (2008), telecommuters lack access to the traditional social cues necessary to establish “social barometers” that mediate professional behaviors and interactions, putting them at a professional disadvantage as they struggle to navigate appropriate workplace conduct. This becomes even more apparent when telecommuters attempt to engage in complex and ambiguous work when they have never interacted with teammates in an in-office environment, as telecommuters generally do not possess the institutional knowledge of potential solutions, and they have challenges knowing how to navigate the organization (Krauss & Fussell, 1990).

Personal Characteristics of Telecommuters Influence the Amount of Social Support Needed from the Manager and Organization to Obtain Knowledge and Complete Tasks

Some employees possess the personal characteristics to be successful in the telecommuting environment more than others. Telecommuters who require a high degree of interpersonal interaction will have a more challenging time succeeding in their role, but this can be offset through training, communication, and boundary management (Allen et al., 2003). Since telecommuting limits informal interaction, communication with managers and co-workers must be intentional and planned in advance, so alternative strategies must be utilized such as frequent telephone calls or instant messaging to communicate direction, knowledge, and goals (Allen et al., 2003). However, electronic forms of communication lack contextual indicators such as body language that participants use to gauge and guide individual behavior regarding appropriate responses (Golden et al., 2008; Wiesenfeld, Raghuram, & Garud, 1999; Daft & Lengel, 1986; Sproull & Kiesler, 1986). Furthermore, telecommuting has real challenges in trying to maintain real-time communication among all parties, with response times often lagging and/or utilizing old information due to the asynchronous information exchanges among parties (Crampton, 2002). If possible, managers should consider organizing on-site events to promote work group

interactions and knowledge sharing (Allen et al., 2003), providing an opportunity for telecommuters to receive and process critical information to do their job, remove interpersonal obstacles, and establish collaborative relationships within and across their work group (Cooper & Kurland, 2002).

Taskin & Bridoux (2010) define knowledge sharing as the process by which knowledge transfers across individuals. Typically, organizations share knowledge by establishing mentoring relationships among new and experienced employees. However, telecommuters may have limited opportunities to network, identify, and establish mentors (Allen et al., 2015).

Organizations consist of complex social networks, and the organizational knowledge of how to navigate the organization successfully results in employees gaining social capital that they can exchange with others (Cascio & Aquinis, 2008). For an organization to be successful, employees must successfully exchange information and engage in interpersonal processes in order to create work product. Knowledge sharing rests upon the development of trust between individuals. As telecommuting can increase the time it takes to develop trust among individuals and work groups, knowledge sharing can be delayed, compromising the overall efficacy and success of the organization (Allen et al., 2015). According to Golden & Raghuram (2010) telecommuters who established strong interpersonal relationships with their co-workers reported higher levels of knowledge sharing and organizational commitment.

According to Morgeson & Humphrey (2006), task interdependence is defined as the degree to which individuals or work groups must interact with each other in order to complete their work. Telecommuting provides challenges to employees who must complete roles with a high degree of task interdependence, as they often require complex communication and coordination with other individuals or workgroups (Golden & Viega, 2005).

Mastery Orientation versus Performance Orientation

Orientation Definitions

Understanding how employees approach their work and how they define success is critical to job design and manager monitoring tools. According to Janssen & Yperen (2004), goal orientations impact employee development and the quality of the relationship that employees establish with their managers. They discuss two types of goal orientation: mastery orientation and performance orientation. In mastery orientation, an individual focuses on developing proficiency and competence by acquiring a body of knowledge and skill set, whereas in a performance orientation, an individual seeks to establish preeminence over peers (Janssen & Yperen, 2004).

Employees with a mastery orientation establish a high-quality relationship with their manager as the individual is continuously seeking to improve and acquire new skills and knowledge. He seeks opportunities for interpersonal interaction and volunteers for interdependent tasks to obtain social capital and knowledge, increasing the employee's overall capabilities (Janssen & Yperen, 2004). In comparison, employees with a performance orientation fail to acquire new

competencies as their focus is establishing superiority over their peers in the short-term (Janssen & Yperen, 2004). Performance-oriented individuals limit their manager interactions to the minimum necessary, as they see it as a hindrance in completing their task ahead of their peers, and manager interaction with performance-oriented individuals is more formal and less autonomous (Dweck, 1999).

Characteristics of Telecommuters with Mastery or Performance Orientation

A telecommuter's mastery orientation influences how he interacts with his workgroup and how he executes on his work. Mastery-oriented individuals are generally successful in their roles as they develop the expertise and fortitude to navigate the organization and complete their tasks (Dweck, 1999). In contrast, performance-oriented individuals treat task completion as a competition with their peers, and they seek to obtain organizational recognition and rewards (Janssen & Yperen, 2004). Because performance-oriented individuals view task completion as a competition, they seek the most efficient method to complete their roles. Unlike their mastery-oriented counterparts, they do not necessarily engage in or seek to introduce innovation into their work product; rather they focus on devising their work to be reiterative processes, and they do not prioritize problem-solving or adaptation in their professional skill set (Katz, 1964).

As mastery-oriented employees seek interpersonal interaction with their managers and colleagues, they develop a cooperative and reciprocal relationship with their manager. Their manager provides the information, resources, and political support for the mastery-oriented employees to develop and deliver innovative solutions (Janssen & Yperen, 2004). The research by Janssen & Yperen (2004) indicates that a mastery orientation is positively related to superior job performance, innovation, and job satisfaction because of the high-quality social exchanges with their managers.

Telecommuting Work Design

Promote Intentional Social Participation

Telecommuting work design needs to include opportunities for interpersonal relationships and interdependent tasks to occur. In a telecommuting environment, it is important to create social participation through intentional work design. According to Wang et al. (2020), work design is defined as the organization of work tasks, activities, relationships, and responsibilities that result in particular work characteristics that result in employee well-being, job satisfaction, and high performance. Since telecommuting changes the rules of engagement between the telecommuter and the organization, intentional interventions must be deployed in order to positively impact employee outcomes as he tries to navigate the relational and demanding aspects of his work.

Wang et al. (2020) recommends that telecommuters should have a greater involvement in job design due to the unique circumstances of their work. Bakker et al. (2012) indicate that job crafting consists of three dimensions, including 'increasing structural job resources,' 'increasing

social job resources,' and 'increasing job demands.' Employee engagement increased as telecommuters were provided opportunities to organize and arrange their role.

Mediators for Successful Telecommuting Work Design

Successful telecommuting work design promotes opportunities for the telecommuter to connect with other people within the organization while providing the individual space to complete their work. Autonomy, social support, and task interdependency were identified by Golden & Viega (2005) and Allen et al., (2003) as predictors, mediators, and moderators of effective telecommuting outcomes. Hackman & Oldham (1976) define autonomy as the freedom and discretion to make decisions and choose how to complete the tasks assigned to the employee. Research by Golden et al. (2006) indicates that employees with higher autonomy, social support, and task interdependency have higher job satisfaction.

Wang et al. (2020) also indicates that the single most important factor to telecommuting work design during COVID-19 was incorporating opportunities for social support such as daily morning meetings, creating new rituals to establish social ties, and providing opportunities for interpersonal interaction. By designing an employee's day to include daily morning meetings with their team mates, the organization recognizes that social interactions must be proactively planned and initiated to improve overall organizational communication (Wang et al., 2020).

Telecommuting Work Design Considerations and Challenges

There are some challenges and considerations to consider when creating an optimal telecommuting work design. Work design should account for productivity spillovers. Golden & Gajendran (2018) found that when low-productivity workers were exposed to the performance of high-productivity workers, their overall productivity increased due to the social pressure created through the interaction of workers. This implies that the ultimate work design would include a diverse combination of low- and high-productivity workers working closely together to raise the overall productivity of the group as a whole.

Caillier's research (2013) discusses the challenges that managers have in a telecommuting environment to identify employees who are struggling, potentially missing opportunities for constructive feedback to improve job performance. Ways to mediate this could include the formalization of policies and the establishment of communication plans to provide guidelines that employees can follow (Allen et al., 2013). Rossett & Schafer (2007) also indicate the need for performance support tools such as job aids and documentation to aid employees. This encourages the employee to use his working memory to process the information instead of storing it. Job aids are defined as a step-by-step guide with detailed instructions on how to complete a task. Over time, as the task is repeated, the steps will become ingrained into the employee's long-term memory.

Literature Review Conclusion

The prior literature emphasizes the importance of establishing and maintaining a high-quality relationship between the manager and the telecommuter. Key to overcoming the lack of physical proximity among co-workers is implementing social supports and new communication rituals to provide the intentional opportunities for relationship development and knowledge sharing. Organizations must consider measurable performance metrics and output controls to monitor employee performance since direct observations are no longer able to be collected. Finally, organizations must provide deliberate opportunities to construct and reinforce the telecommuter's social identity within the organization.

Conceptual Framework

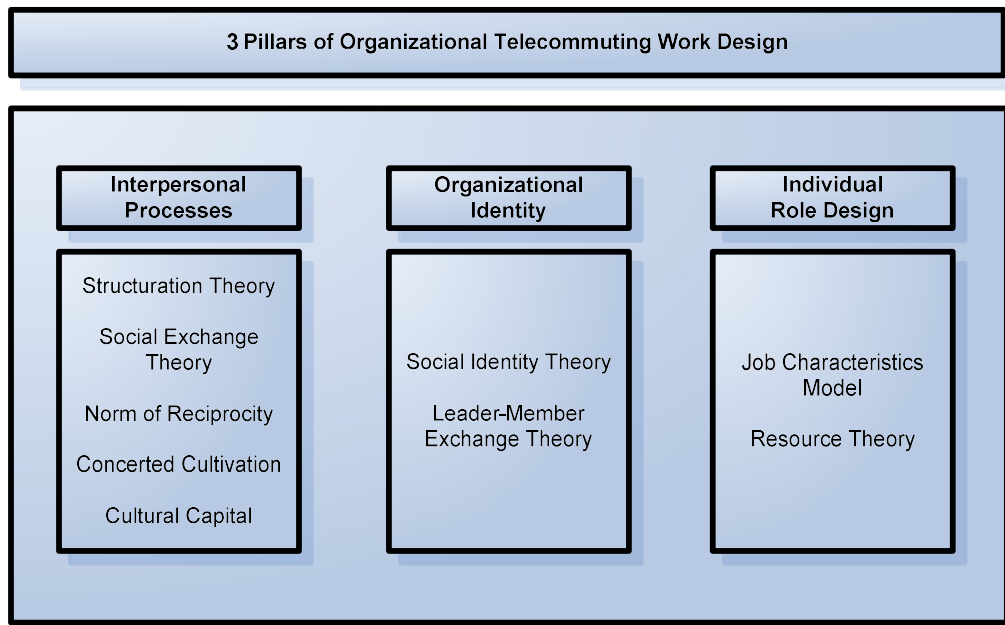
The conceptual framework for this capstone represents three pillars of organizational telecommuting work design that are focused on providing opportunities for the telecommuter to develop a sense of identity within the organization, providing intentional opportunities for telecommuters to interact with other people throughout the organization, and optimal job design considering the needs of the individual and manager.

This capstone considers the following principles across three major areas of focus:

- 1.) Interpersonal Processes defined as the foundational behaviors to develop and maintain professional work relationships through social capital, community norms, and social exchange practices.
- 2.) Organizational Identity defined as how employees create their social identity within an organization and how they connect their position to the broader company context.
- 3.) Individual Work Design defined as the job characteristics and company support needed to provide employee fulfillment and success.

Supporting all of these major focus areas is the acquisition and trading of cultural capital by individuals within an organization in order to increase job performance.

Figure 1. Conceptual Framework Diagram



Interpersonal Processes

Interpersonal Processes are defined as the foundational behaviors to develop and maintain professional work relationships through social capital, community norms, and social exchange practices. Interpersonal Processes are explored through cultural capital theory, structuration theory, social exchange theory, norm of reciprocity, and concerted cultivation.

Cultural Capital

Pierre Bourdieu expressed that cultural capital is social knowledge that serves as currency within an organization. It helps individuals navigate the organizational culture, and it alters people's experiences and the opportunities available to them. Embodied cultural capital takes the form of knowledge, perceptions, and abilities that resides within us, and people normally accumulate embodied cultural capital through socialization and experience (Bourdieu, 1977). For employees, examples of embodied cultural capital include such things as knowing which software system to use to adjudicate a claim or knowing which combination of data entry values will ensure that the claim is approved. Because COVID-19 forced many organizations to move their entire workforce to telecommuting overnight, many of the learning opportunities were disrupted, leaving a void in the habitus of each new telecommuter. Since habitus enables people to successfully navigate social environments, this disruption will potentially become more apparent in 2021 and beyond as company cultures revert from the high collaboration, survival mode of 2020 back to their normal status quo, political infighting. Bourdieu also believed that the social world was divided into different arenas or fields of practice that each come with their own unique set of rules that order their conduct. In the office setting, managers set the direction and work expectations while their direct reports focus on completing tasks and deliverables. Due to telecommuting, employees suddenly had to navigate virtual geographies. The introduction of telecommuting caused inequality amongst the telecommuters, not only because of the differences in the physical structures (home environments) they now had to work in, but also because of the disparity amongst the employees regarding technical abilities and the embodied cultural capital that they already possessed to navigate a fully virtual, electronic work environment (Leander et al., 2010).

Social capital can be exchanged across groups, and it is acquired through the lived experience and information provided to the individual. In a telecommuting environment, the impact of information technology on the acquisition of social capital is extremely important as technology mediates the communication channels between individuals and groups by enabling employees to stay connected and create opportunities for collaboration and knowledge transfer (Hossam et al., 2015). Technology enables individuals to make connections with other people by establishing social network connections, including the exchange of tribal knowledge and advice, promoting the development of trusting relationships that create social capital (Blau, 1964).

Creating and reinforcing social ties is also important; the higher the number of network connections an individual has, the more social capital opportunities they have as well (Hossam et al., 2015). There are two types of network ties, expressive and instrumental. According to

Ibarra & Andrews (1993), expressive network ties are part of the structural dimension of social capital that provides social support to individuals across frequent interpersonal interactions. Expressive ties are reciprocal, and on a social network diagram, they are represented by dense clusters of connections between individuals. These dense clusters represent probable individuals who can influence outcomes and have high political capital (Ibarra & Andrews, 1993). Expressive ties are also closely related to an organization's innovation rate due to frequent interpersonal interactions where individuals share their tribal knowledge, facilitating opportunities for others to imitate and improve (Hossam et al., 2015). In contrast, instrumental ties are non-reciprocal, and they generally link people from different work groups, representing access to information, resources, and advice seeking (Ibarra & Andrews, 1993). Whether expressive or instrumental network ties, the larger the network an individual possesses, the greater access the individual has to resource, knowledge, guidance, and prior experience (Sparrowe et al., 2001).

Structuration Theory

According to structuration theory, community norms, communication practices, and organizational processes influence members' actions by socially constructing the structures of an organization (Giddens, 1984). Fay & Kline (2011) applied structuration theory to demonstrate how personal relationships enabled individuals to negotiate an organization's membership, processes, and interactions. As individuals engage in the organization's unique interpersonal interactions, they become familiar with the community's norms and practices. Over time, the norms and practices become habit. In turn, the individual's observances of the norms and practices reinforce the structure of the organization. When an organization moves to a telecommuting environment, the structures of the organization that previously provided stability and identity are disrupted and need to be recreated in the context of the virtual work environment.

Social Exchange Theory and Norm of Reciprocity

This capstone will also explore telecommuting through the use of social exchange theory and norm of reciprocity. Social exchange theory suggests that social behavior is a result of an exchange process between two individuals who work to maximize benefit while minimizing resource cost, and it assumes that the individuals involved will repeat the behaviors that produce the greatest reward or approval to them (Blau, 1964). From a telecommuting perspective, Gajendra et al. (2015) suggests that telecommuters feel indebted to their managers and organization for the privilege of working from home, so they feel obligated to them, and thus are compelled to increase their citizenship behavior. Similarly, the norm of reciprocity is based on the expectation that people will respond to each other in kind by exchanging good works for good works (Gouldner, 1960). An example of this is when an employee receives a high level of social support from an organization, he may, in turn, feel obligated to reciprocate with organizational commitment to supporting organizational goals (Allen et al., 2003). This capstone will explore ways to intentionally design interpersonal interactions so that

telecommuters can develop relationships to maximize professional benefits to them and to the organization.

Concerted Cultivation

Lareau (2011) relates how middle-class children raised through concerted cultivation gained advantages over their working-class peers. The concerted cultivation promoted the acquisition of cultural capital, or skills individuals inherit that can then be translated into different forms of value in the future, that enabled the middle-class children to better position and represent themselves as they move between different institutional settings. Lareau goes on to posit that working-class children displayed more constraint in their interactions within institutional settings, making them less likely to advocate for themselves and making them prone to accept the institutional decisions even if it put them at a disadvantage and limited their full participation in the community. This capstone extrapolates Lareau's research to explore how managers can utilize concerted cultivation to introduce and emphasize the desired social behaviors within their teams.

Organizational Identity

Organizational identity is defined as how employees create their social identity within an organization and how they connect their position to the broader company context. Organizational identity is explored through social identity theory and leader-member exchange theory.

Social Identity Theory

Social identity theory states that individuals create their identity through their group membership, and that group membership is ingrained with special meaning (Allen et al., 2003). Organizational teams and workgroups provide the anchor to employees for them to shape their individual identities by relating to others with the same type of purpose. In turn, this provides the individual a sense of belonging and inclusion as he knows his position, his role and social norms for the group. Co-workers and managers serve as a reference group to telecommuters as they use the contextual clues provided to them to negotiate their behavior (Gajendran et al., 2015). As an employee gains confidence in their position within the organization and alignment with the organizational goals, he is able to engage in interactive processes, feeling confident that he is in possession of the tribal knowledge and insights needed to perform the task well (Golden et al., 2008). Similarly, when an employee believes that he has the organization's and manager's support, then he also believes that the organization values his contribution (Allen et al., 2003).

Leader-Member Exchange Theory

Since identification with other groups provides a model for social exchange, Gajendra et al. (2015) studied the role of the manager in providing resources to employees using the leader member exchange (LMX) theory. According to Janssen & Yperen (2004), managers are instrumental in relating the organizational identity by providing resources, political support, and contextual guidance to the employee. As an employee builds out his sense of identity based on

the organization's identity, he is able to adapt his goals and align his activity to support the broader organizational goals and objectives. LMX theory suggests that the quality of the manager-telecommuter relationship is predictive of performance, meaning that a manager with a high-quality relationship based upon trust and reciprocity will provide the employee with greater access to the resources and to the social supports needed to succeed (Janssen & Yperen 2004).

In a telecommuting environment, the quality of the manager-employee relationship becomes even more important as the telecommuter's access to traditional organizational context is removed, and he becomes more reliant on the manager as his primary source of information (Wiesenfeld et al., 1999). LMX theory recognizes that managers possess positional resources that can be exchanged or withheld from an employee. Examples of these positional resources include social support, mentoring, advantageous task assignment, and flexible deadlines. LMX theory also considers the employee positional resources that he can offer to his manager, such as greater organizational commitment, extra effort, and loyalty that in turn enhances the quality of the manager-employee relationship. Blau (1964) discusses the cyclical exchanges between managers and employees in a high-quality leader-member relationship as they continuously exchange mutual benefits that eventually lead to an emotional bonding between the pair. Once this reciprocal response pattern is established, then additional benefits and resources are exchanged to increase the level of performance and social support that is exchanged (Golden & Viega, 2008). This capstone will explore the methods and considerations needed to establish high-quality leader-member exchange relationships.

Individual Role Design

Individual role design is defined as the job characteristics and company support needed to provide employee fulfillment and success. Individual role design is explored through the job characteristics model and resource theory.

Job Characteristics Model

Telecommuting work design must also match the organizational and telecommuter needs. The job characteristics model suggests that employees thrive in environments that provide them autonomy and self-efficacy as it promotes personal responsibility (Allen et al., 2003). In turn, the increased sense of ownership over tasks increases job satisfaction and motivation as individuals perceive that they have greater control over their own personal outcomes that over time result in the individual having the confidence to take greater professional risks and increase their overall contribution to the organization (Allen et al., 2003). Gajendran et al. (2015) emphasizes that the self-determination component of autonomy provides the employee with motivation and meaning.

Allen et al. (2003) states that for an individual to experience autonomy he must be able to relate his work product to performance goals, be able to establish a plan to accomplish the performance goals, and be able to monitor his progress towards obtaining his objectives. In order to do this, the employee must be able to exert influence over his external working environment while also

maintaining the ability to adapt to the ever-changing external working environment such as when COVID-19 forced organizations into telecommuting (Allen et al., 2003).

Resource Theory

Finally, the conservation of resources is a vital component of resource theory, and it describes a re-investment model where individuals who acquire resources tend to re-invest them back into their work relationships in order to acquire additional resources or social capital (Gajendran et al., 2015). Combining resource theory with the norms of reciprocity suggests that this re-investment manifests itself as high employee performance or increased citizenship behaviors (Gajendran et al., 2015).

Area of Inquiry

This proposed conceptual framework is connected to my area of inquiry as high-performing employees seek to establish high-quality relationships throughout the organization which includes the acquisition of social and political capital through knowledge transfer and successful task completion. In turn, successful employees are able to trade their acquired social and political capital with others in order to influence outcomes and position themselves in the most advantageous way. An examination of the successful telecommuting practices and tools used by high-performing employees could lead to a better understanding of best practices and norms that should be implemented throughout the organization.

Research Questions

As telecommuting becomes the permanent new business environment, Magnolia is interested in creating an optimal telecommuting framework for employee retention and career advancement. The three focal questions of this capstone are:

Research Question 1: What do employees identify as being most important to them in a telecommuting work environment?

Research Question 2: How do employees and managers differ in what is most important to them in a telecommuting work environment?

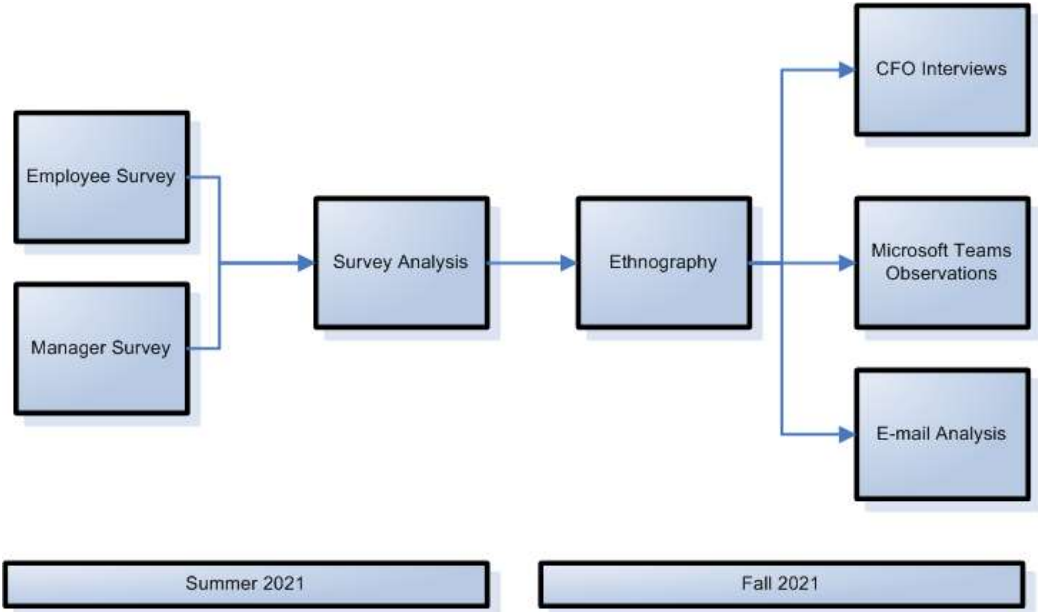
Research Question 3: What could a permanent telecommuting framework look like for the company?

The goal of this capstone is to provide an analysis to the CFO regarding the company's interim work at home arrangement and to provide the CFO with recommendations for a permanent telecommuting framework based upon the current literature on these topics.

Project Design

The project design includes a mixed methods approach to collect and analyze quantitative and qualitative data through surveys and an ethnography including interviews, virtual team observations, and e-mail analysis during the summer and fall of 2021.

Figure 2. Project Timeline and Design



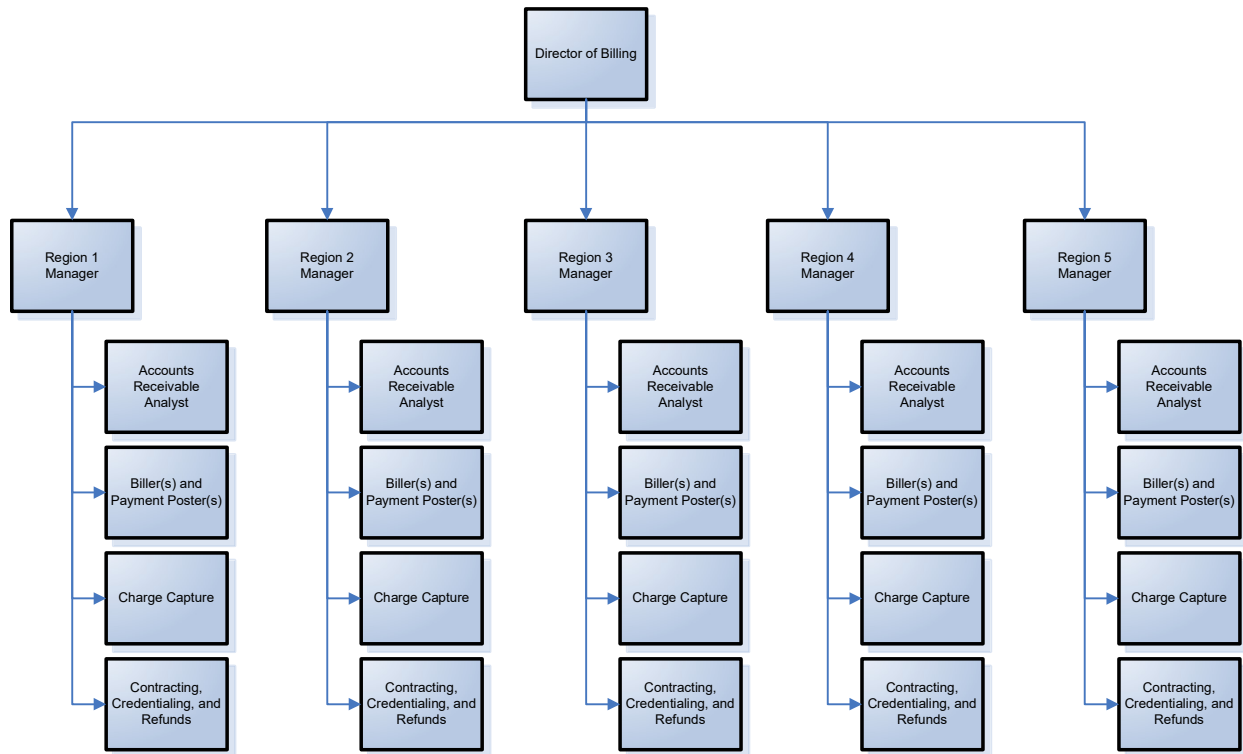
The methods and analysis used for each research question is listed below.

Research Question	Method	Analysis
1. What do employees identify as being most important to them in a telecommuting work environment?	Survey	<ol style="list-style-type: none"> 1. Descriptive statistics (means and standard deviations) on the three conceptual framework elements 2. Independent samples t-test 3. Cohen's d effect size
2. How do employees and managers differ in what is most important to them in a telecommuting work environment?	Survey	<ol style="list-style-type: none"> 1. Descriptive statistics (means and standard deviations) on the three Conceptual Framework Elements 2. Independent samples t-test 3. Cohen's d effect size
3. What could a permanent telecommuting framework look like for the company?	Survey and Ethnography	<ol style="list-style-type: none"> 1. Repeated Measures Analysis of variance (ANOVA) and Tukey's pairwise comparisons. 2. 2 CFO Interviews 3. 2 Billing Team Meeting Observations 4. Director of Billing Team E-mail analysis

Participants

This capstone project focuses specifically on the finance department's billing team. The finance team provides accounting and payable functions at the imaging center level, joint venture partnership level, and then also at the consolidated level for the entire Company. The billing team consists of 45 employees illustrated in Figure 2. Billing Functional Organization Chart.

Figure 3. Billing Functional Organization Chart.



The billing team's responsibilities include account receivable (A/R) management, payment posting, billing, charge capture, contracting, credentialing, and refunds. Members of the team are organized into five smaller working groups by imaging centers or function. Each working group is led by a manager and supervisor who serve as an escalation pathway for issue and inventory management. The working groups generally consist of six to eight analysts who are dedicated to a specific imaging center or function. For example, one analyst is dedicated to a center located in Philadelphia, PA. She is on a team of other analysts who report to a supervisor who manages multiple center locations, and this supervisor reports to a manager who has multiple supervisors in her organization. All of the managers report to a Director of Billing who reports to the CFO.

The reimbursement specialists are paid hourly, and their productivity is monitored on a weekly retroactive basis by a manually created report distributed via e-mail to the entire team. Thus, the team members are made aware of their prior week performance on the first business day of the following week. Prior to 2020, the team had monthly bonus opportunities based upon reaching

monthly collection goals; however, the bonus structure was not tied to individual performance, so the decision was made to distribute the bonus pool of money to the reimbursement specialists' base hourly rate. This enabled Magnolia to maintain its pre-pandemic voluntary turnover levels by providing its employees a higher base salary to combat the impact of the Great Resignation of 2021.

The billing team mainly focuses on the A/R collection of commercial insurance payments. When a patient arrives for his imaging appointment, the front desk receptionist attempts to collect some payment at the time of service, but Magnolia sees all patients regardless of their ability to pay, and it does not require payment at point of service. After the imaging appointment is complete, the billing system automatically submits a medical claim to the patient's insurance company. After the insurance company adjudicates the claim and makes payment, any remaining patient responsibility amounts are outsourced to a collection vendor while the outstanding insurance amounts are manually reviewed by the A/R staff, corrected, if necessary, and then re-submitted to the insurance company for payment.

An anonymous survey was sent to the organization's employees via Qualtrics to collect data on interpersonal processes, organizational identity and individual role design. Survey results were stratified according to role and participants recorded their response using a five-point Likert scale including (1) strongly disagree to (5) strongly agree related to their perceptions on multiple dimensions of organizational identity, interpersonal processes, and individual role design. The survey launched in May 2021, and it closed in June 2021.

All 45 billing employees participated in the surveys through an electronic Qualtrics link sent to them via e-mail from the Director of Billing. The Director of Billing provided two half hour sessions of time for the employees to respond to the survey during work hours over a two week period. 36 non-manager employees took the survey, but only 22 non-manager employees answered each question on the survey. All nine managers participated in the survey and completed it entirely.

The survey consisted of 100 questions coded to each conceptual framework pillar and conceptual framework theory illustrated in Appendix 1. Questions were derived from research by Allen et. al (2015); Bianca et. al (2018); Bono & Yoon (2012); Fay & Kline (2011); Feldman & Gainey (1997); Fonner & Roloff (2010); Golden & Viega (2008); Hogg & Mullin (1999); Janssen & Yperen (2004); Krauss & Fussel (1990); Rousseau (1989); Sheldon (1971); Snell (1992); Susilo (2020); and Wiesenfeld et. al (1999). The count of survey questions by conceptual framework pillar is shown in Figure 3 below.

Figure 4. Survey Question Count according to Conceptual Framework Pillar.

Conceptual Framework Pillar	Conceptual Framework Theory	Question Count
Interpersonal Processes	Cultural Capital, Structuration Theory, Norm of Reciprocity	31
Organizational Identity	Social Identity, Leader member Exchange	24
Individual Role Design	Job Characteristics, Resource Theory	45
Total Questions		100

Interviews with managers and staff were scheduled to begin in July 2021, but Magnolia entered a sales process to a private equity firm, and I was asked to work with the CFO instead so that the team could concentrate on revenue generation. Over two interviews spaced two weeks apart that occurred face-to-face at the CFO’s home, I performed an ethnographic interview to learn about his professional background and organizational affiliation. I spent time grounding him on the conceptual framework pillars and the supporting literature and theory. As we discussed each element, I brought the conversation back to his own professional experience to obtain examples of his own personal experience with each element during his career. Throughout the conversation, I prompted him for examples of how the element is present in the organization today. During our interviews, I took handwritten notes about his comments and responses to my questions. Afterwards, I coded his responses to components of the conceptual framework or literature review for analysis. Based upon our conversational interviews, the CFO forwarded me e-mails that he thought would be relevant from the Director of Billing that she wrote to her team. I coded the e-mails to the relevant conceptual framework or literature review research. Additionally, I also observed two billing team meetings over Microsoft Teams for team interactions, relationships and personification of interpersonal processes, organizational identity, and individual role design. During my observation of the two virtual meetings, I took handwritten notes, and later coded them to the relevant conceptual framework and literature review for analysis.

Methods

Sample and Procedures

Quantitative Findings

The relationships between organizational identity, interpersonal processes, and individual role design were examined in an employee and manager survey. The data was collected specifically for the purposes of the capstone project. Meetings were scheduled with the employees and managers to inform them of the general purpose of the survey and to assure the participants of the confidentiality of their responses. The survey was sent to thirty-six employees and nine managers. Of the thirty-six employees, twenty-two employees responded to the survey completely for a 61% participation rate. All nine managers completely filled out the survey for a 100% participation rate.

Participants were asked to select a response on a five-point Likert scales, ranging from (1) strongly disagree to (5) strongly agree, on their perceptions of multiple dimensions of organizational identity, interpersonal processes, and individual role design. All items in each conceptual framework were summed, and then averages and standard deviations were calculated for employees and managers. The employee and manager comparison results for the three conceptual framework elements are listed in Table 1.

Table 1. Means and Standard Deviations between Employees and Managers on the three Conceptual Framework Pillars

Variables	Employees			Managers		
	N	Means	s.d.	N	Means	s.d.
(1) Interpersonal Processes	22	3.57	0.412	9	3.8	0.386
(2) Organizational Identity	22	4.14	0.512	9	3.96	0.612
(3) Individual Role Design	22	3.90	0.359	9	3.81	0.344

Within the sample, the 22 employees had a slightly higher mean score than the nine managers on organizational identity and individual role design conceptual framework pillars. Conversely, the nine managers had a slightly higher mean score than the 22 employees on the interpersonal process conceptual framework pillar.

In order to generalize the results to the broader population for this research study (i.e., employees and managers in similar organizational settings), an Independent Samples T-Test was performed to indicate if there were statistically significant differences in the mean values of managers and employees.

Table 2. Independent Samples Test between Employees and Managers on the three Conceptual Framework Elements

Variables		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Lower	Upper
Interpersonal Processes	Equal variances assumed	-1.49	33.00	0.15	-0.23	0.16	-0.55	0.09
Organizational Identity	Equal variances assumed	0.84	28.00	0.41	0.18	0.22	-0.26	0.63
Individual Role Design	Equal variances assumed	0.67	29.00	0.51	0.09	0.14	-0.19	0.38

All of the conceptual framework elements were determined to be normally distributed, and a Levene’s test of equal variances was calculated for each comparison, with non-significant results ($p>0.05$) across all comparisons.

To determine the magnitude of any differences, a Cohen’s d test was performed on the three constructs shown in Table 3.

Table 3. Cohen's D Effect Size between Employees and Managers on the three Conceptual Framework Elements

Variables	Standardizer	Point Estimate	95% Confidence	
			Lower	Upper
Interpersonal Processes	Cohen's d	0.41	-0.58	0.20
Organizational Identity	Cohen's d	0.55	-0.45	1.12
Individual Role Design	Cohen's d	0.35	-0.52	1.04

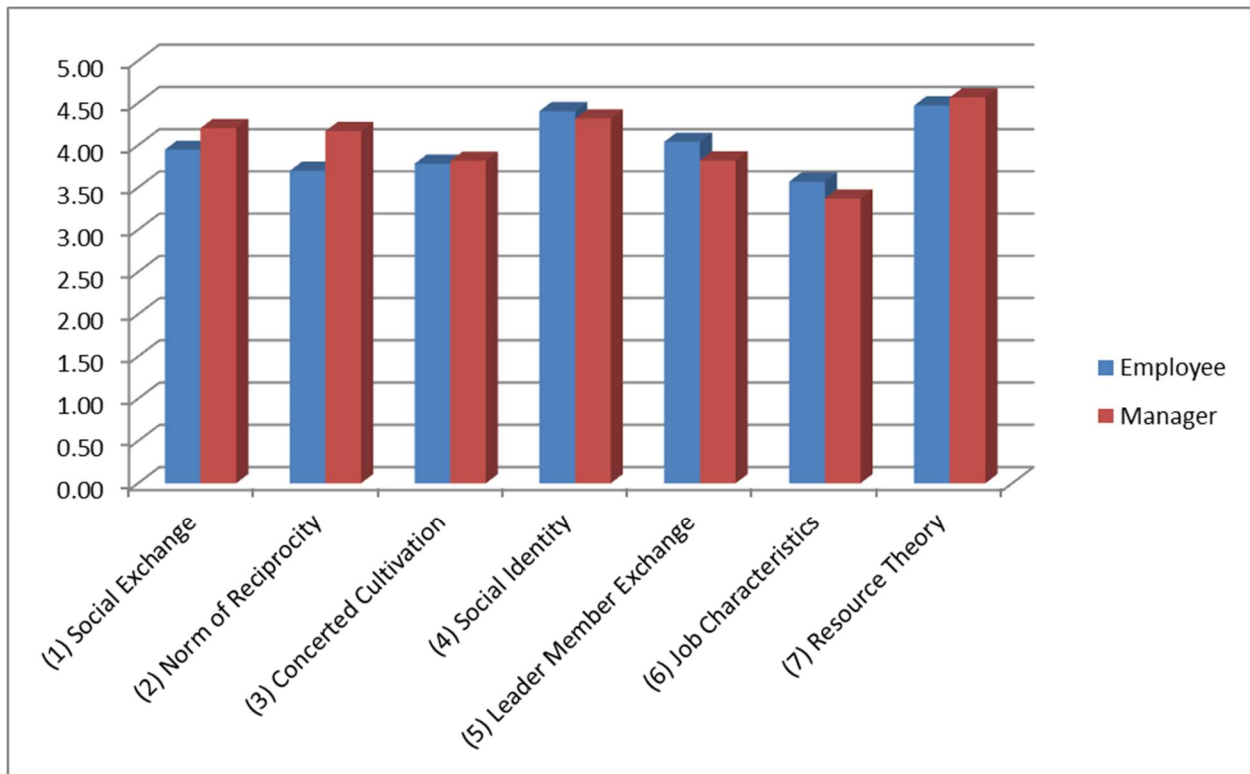
Since the t-test indicated no significance, it is not possible to conclude any real difference in effect sizes; however, there is a possibility that by increasing the sample size in a future analysis, it could result in demonstrating a significant effect for one or more of the variables.

The next step analyzed the mean of the conceptual framework theory elements for each role in Table 4 below with a graphical representation in Chart 1.

Table 4. Means and Standard Deviations between Employees and Managers on the Conceptual Framework Element Theory

Variables	Employees			Managers		
	N	Means	s.d.	N	Means	s.d.
(1) Social Exchange	22	3.95	0.47	9	4.20	0.34
(2) Norm of Reciprocity	22	3.70	0.76	9	4.17	0.61
(3) Concerted Cultivation	22	3.78	0.59	9	3.81	0.46
(4) Social Identity	22	4.40	0.50	9	4.31	0.48
(5) Leader Member Exchange	22	4.04	0.55	9	3.82	0.69
(6) Job Characteristics	22	3.57	0.42	9	3.37	0.36
(7) Resource Theory	22	4.47	0.45	9	4.57	0.44

Chart 1. Conceptual Framework Element Theory Mean Scores for Employees and Managers



For both employees and managers, mean scores for (4) social identity and (7) resource theory were the highest. From Chart 1, it is also clear that there was little variability across the seven conceptual framework elements between the employee and manager responses. Norm of reciprocity had the largest difference in response between the employees and managers with the managers rating it higher. Of the seven variables, both the employees and managers scored job characteristics the lowest.

An Independent Samples T-Test in Table 5 was performed to indicate if the conceptual framework theory results can be generalizable to all managers and employees.

Table 5. Independent Samples Test between Employees and Managers on the Conceptual Framework Theory

Variables		t	df	t-test for Equality of Means				
				Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence	
							Lower	Upper
(1) Social Exchange	Equal variances assumed	-1.50	35.00	0.14	-0.26	0.17	-0.60	0.09
(2) Norm of Reciprocity	Equal variances assumed	-1.68	35.00	0.10	-0.47	0.28	-1.04	0.10
(3) Concerted Cultivation	Equal variances assumed	-0.15	36.00	0.88	-0.03	0.22	-0.47	0.40
(4) Social Identity	Equal variances assumed	0.47	34.00	0.64	0.09	0.19	-0.30	0.47
(5) Leader Member Exchange	Equal variances assumed	0.94	29.00	0.36	0.22	0.24	-0.26	0.70
(6) Job Characteristics	Equal variances assumed	1.28	34.00	0.21	0.20	0.16	-0.12	0.52
(7) Resource Theory	Equal variances assumed	-0.55	31.00	0.59	-0.10	0.17	-0.45	0.26

Again, all of the conceptual framework elements were determined to be normally distributed, and a Levene’s test of equal variances was calculated for each comparison, with non-significant results ($p > 0.05$) across all comparisons.

To determine the magnitude of any differences, a Cohen's d test was performed on the conceptual framework theory shown in Table 6.

Table 6. Cohen's d Effect Size between Employees and Managers on the Conceptual Framework Theory

Variables		Standardizer	Point Estimate	95% Confidence	
				Lower	Upper
(1) Social Exchange	Cohen's d	0.45	-0.58	-1.34	0.19
(2) Norm of Reciprocity	Cohen's d	0.73	-0.64	-1.41	0.13
(3) Concerted Cultivation	Cohen's d	0.56	-0.06	-0.81	0.69
(4) Social Identity	Cohen's d	0.49	0.18	-0.58	0.94
(5) Leader Member Exchange	Cohen's d	0.60	0.37	-0.41	1.15
(6) Job Characteristics	Cohen's d	0.41	0.49	-0.28	1.25
(7) Resource Theory	Cohen's d	0.45	-0.22	-0.98	0.55

Again, since the t-test indicated no significance, it is not possible to conclude any real difference in effect sizes.

Next, I examined which characteristics were most important to employees for each conceptual framework theory, using a repeated measures analysis of variance (ANOVA) test, and Tukey's Pairwise Comparison for any post-hoc analyses, given significant omnibus tests. These results are illustrated in Table 7 where the ANOVA for the employees is ($F(6,90) = 7.516; p < 0.001$).

Table 7. Pairwise Comparisons of Conceptual Framework Theory for Employees

(I) Outcomes	(J) Outcomes	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence	
					Lower Bound	Upper Bound
(1) Social Exchange	(2) Norm Of Reciprocity	0.099	0.211	0.646	-0.352	0.550
	(3) Concerted Cultivation	0.177	0.154	0.268	-0.151	0.505
	(4) Social Identity	-.396*	0.128	0.008	-0.669	-0.122
	(5) Leader Member Exchange	-0.090	0.117	0.454	-0.340	0.160
	(6) Job Characteristics	.360*	0.163	0.044	0.011	0.708
	(7) Resource Theory	-.536*	0.121	0.000	-0.794	-0.278
	(2) Norm Of Reciprocity	(1) Social Exchange	-0.099	0.211	0.646	-0.550
(3) Concerted Cultivation		0.078	0.291	0.792	-0.541	0.697
(4) Social Identity		-.495*	0.220	0.040	-0.964	-0.026
(5) Leader Member Exchange		-0.189	0.246	0.455	-0.714	0.336
(6) Job Characteristics		0.261	0.255	0.322	-0.282	0.803
(7) Resource Theory		-.635*	0.212	0.009	-1.086	-0.184
(3) Concerted Cultivation		(1) Social Exchange	-0.177	0.154	0.268	-0.505
	(2) Norm Of Reciprocity	-0.078	0.291	0.792	-0.697	0.541
	(4) Social Identity	-.573*	0.095	0.000	-0.776	-0.370
	(5) Leader Member Exchange	-.267*	0.106	0.024	-0.494	-0.040
	(6) Job Characteristics	0.183	0.135	0.197	-0.105	0.471
	(7) Resource Theory	-.713*	0.120	0.000	-0.969	-0.457
	(4) Social Identity	(1) Social Exchange	.396*	0.128	0.008	0.122
(2) Norm Of Reciprocity		.495*	0.220	0.040	0.026	0.964
(3) Concerted Cultivation		.573*	0.095	0.000	0.370	0.776
(5) Leader Member Exchange		.306*	0.073	0.001	0.150	0.462
(6) Job Characteristics		.755*	0.120	0.000	0.500	1.011
(7) Resource Theory		-0.14	0.073	0.074	-0.295	0.015
(5) Leader Member Exchange		(1) Social Exchange	0.090	0.117	0.454	-0.160
	(2) Norm Of Reciprocity	0.189	0.246	0.455	-0.336	0.714
	(3) Concerted Cultivation	.267*	0.106	0.024	0.040	0.494
	(4) Social Identity	-.306*	0.073	0.001	-0.462	-0.150
	(6) Job Characteristics	.450*	0.127	0.003	0.179	0.720
	(7) Resource Theory	-.446*	0.094	0.000	-0.647	-0.245
	(6) Job Characteristics	(1) Social Exchange	-.360*	0.163	0.044	-0.708
(2) Norm Of Reciprocity		-0.261	0.255	0.322	-0.803	0.282
(3) Concerted Cultivation		-0.183	0.135	0.197	-0.471	0.105
(4) Social Identity		-.755*	0.120	0.000	-1.011	-0.500
(5) Leader Member Exchange		-.450*	0.127	0.003	-0.720	-0.179
(7) Resource Theory		-.896*	0.117	0	-1.145	-0.646
(7) Resource Theory		(1) Social Exchange	.536*	0.121	0.000	0.278
	(2) Norm Of Reciprocity	.635*	0.212	0.009	0.184	1.086
	(3) Concerted Cultivation	.713*	0.120	0.000	0.457	0.969
	(4) Social Identity	0.14	0.073	0.074	-0.015	0.295
	(5) Leader Member Exchange	.446*	0.094	0.000	0.245	0.647
	(6) Job Characteristics	.896*	0.117	0	0.646	1.145

For the employees, the mean difference for resource theory and social identity were higher than all other elements while job characteristics was lower than all but reciprocity and concerted cultivation.

For the manager data, a similar analysis of variance (ANOVA) test and Tukey's Pairwise Comparison for any post-hoc analyses, given significant omnibus tests, was calculated. The results are presented on Table 8 where the ANOVA for the managers is ($F(6,48) = 10.596$; $p < 0.001$).

Table 8. Pairwise Comparisons of Conceptual Framework Theory for Managers

(I) Outcomes	(J) Outcomes	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Lower Bound	95% Confidence Upper Bound
(1) Social Exchange	(2) Norm Of Reciprocity	0.037	0.158	0.820	-0.327	0.401
	(3) Concerted Cultivation	.389*	0.092	0.003	0.176	0.601
	(4) Social Identity	-0.111	0.136	0.438	-0.425	0.203
	(5) Leader Member Exchange	0.383	0.203	0.096	-0.085	0.851
	(6) Job Characteristics	.835*	0.174	0.001	0.433	1.238
	(7) Resource Theory	-.362*	0.144	0.036	-0.694	-0.030
	(2) Norm Of Reciprocity	(1) Social Exchange	-0.037	0.158	0.820	-0.401
(3) Concerted Cultivation		0.352	0.162	0.061	-0.021	0.725
(4) Social Identity		-0.148	0.234	0.544	-0.687	0.390
(5) Leader Member Exchange		0.346	0.266	0.229	-0.267	0.959
(6) Job Characteristics		.798*	0.260	0.015	0.199	1.397
(7) Resource Theory		-0.399	0.199	0.080	-0.858	0.060
(3) Concerted Cultivation		(1) Social Exchange	-.389*	0.092	0.003	-0.601
	(2) Norm Of Reciprocity	-0.352	0.162	0.061	-0.725	0.021
	(4) Social Identity	-.500*	0.136	0.006	-0.814	-0.186
	(5) Leader Member Exchange	-0.006	0.151	0.969	-0.353	0.341
	(6) Job Characteristics	.446*	0.193	0.049	0.002	0.890
	(7) Resource Theory	-.751*	0.157	0.001	-1.113	-0.389
	(4) Social Identity	(1) Social Exchange	0.111	0.136	0.438	-0.203
(2) Norm Of Reciprocity		0.148	0.234	0.544	-0.390	0.687
(3) Concerted Cultivation		.500*	0.136	0.006	0.186	0.814
(5) Leader Member Exchange		.494*	0.117	0.003	0.224	0.764
(6) Job Characteristics		.946*	0.112	0.000	0.688	1.205
(7) Resource Theory		-.251*	0.102	0.039	-0.486	-0.016
(5) Leader Member Exchange		(1) Social Exchange	-0.383	0.203	0.096	-0.851
	(2) Norm Of Reciprocity	-0.346	0.266	0.229	-0.959	0.267
	(3) Concerted Cultivation	0.006	0.151	0.969	-0.341	0.353
	(4) Social Identity	-.494*	0.117	0.003	-0.764	-0.224
	(6) Job Characteristics	.452*	0.185	0.040	0.027	0.878
	(7) Resource Theory	-.745*	0.180	0.003	-1.161	-0.329
	(6) Job Characteristics	(1) Social Exchange	-.835*	0.174	0.001	-1.238
(2) Norm Of Reciprocity		-.798*	0.260	0.015	-1.397	-0.199
(3) Concerted Cultivation		-.446*	0.193	0.049	-0.890	-0.002
(4) Social Identity		-.946*	0.112	0.000	-1.205	-0.688
(5) Leader Member Exchange		-.452*	0.185	0.040	-0.878	-0.027
(7) Resource Theory		-1.197*	0.122	0	-1.479	-0.915
(7) Resource Theory		(1) Social Exchange	.362*	0.144	0.036	0.030
	(2) Norm Of Reciprocity	0.399	0.199	0.080	-0.060	0.858
	(3) Concerted Cultivation	.751*	0.157	0.001	0.389	1.113
	(4) Social Identity	.251*	0.102	0.039	0.016	0.486
	(5) Leader Member Exchange	.745*	0.180	0.003	0.329	1.161
	(6) Job Characteristics	1.197*	0.122	0	0.915	1.479

Similarly for the managers, the mean difference for resource theory and social identity were higher than all other elements while job characteristics was lower than all but reciprocity and concerted cultivation.

Quantitative Findings Conclusion

Figure 5. *Quantitative Findings Conclusion*

Research Question	Findings	Evidence
1. What do employees identify as being most important to them in a telecommuting work environment?	Finding 1: In order of precedence, employees rank organizational identity as being most important to them, followed by individual role design, and then interpersonal processes.	<ul style="list-style-type: none"> • Table 1 mean scores
2. How do employees and managers differ in what is most important to them in a telecommuting work environment?	Finding 2: Employees and Managers do not differ in what is most important to them in a telecommuting environment.	<ul style="list-style-type: none"> • Table 1 mean scores • Table 2 t-test shows no significance between employees and managers
3. What could a permanent telecommuting framework look like for the company?	<p>Finding 3: Social Identity and Leader-Member Exchange are critical variables to organizational identity.</p> <p>Finding 4. Resource Theory is an important component to a permanent telecommuting framework.</p>	<ul style="list-style-type: none"> • Table 1 mean scores combined with literature • Table 4 mean scores

Qualitative Findings

Ethnographic Approach

Subsequent to the quantitative analysis, it was originally planned to interview the managers to further research the quantitative findings - in this case, the impact that individual role design had on the perception of their role and contribution; however, the organization had entered a sales process to sell the company from one private equity firm to another private equity, and asked that I refrain from interviewing the managers directly so that they could concentrate on revenue generation. Instead, I performed ethnographic research including two interviews with the CFO, two billing team Microsoft Teams meeting observations, and an analysis of the Director of Billing's e-mail communication to the billing team.

The CFO's Career Journey

The CFO was uniquely positioned to participate in the ethnography as he had been with the company for twenty years, and he worked his way up in the organization in various roles. He started in the company as a financial analyst in an individual contributor role. After several years, he was promoted to being the manager of a team analysts, then to a Vice President of Finance and Controller role where he managed groups of teams, and finally to his current role of Chief Financial Officer.

During our interviews, we discussed how the CFO became acclimated to each new role as he was promoted. The CFO indicated that at the time of his promotions from an individual contributor role to a people leader to a broader leader of groups of teams, the company maintained two locations. The first was a larger office where operations, billing and technology resided. The second, smaller location was the main corporate location where the main management team worked.

In addition to discussing his professional career pathway, we discussed the conceptual framework and matched examples from his professional journey to demonstrate the conceptual framework elements using his professional experience. Similarly, we discussed his perceptions of the current billing organization culture and community practices and tied them back to the conceptual framework elements as seen in Table 9.

Table 9. CFO Ethnography

Conceptual Framework	CFO Personal Experience	CFO Organizational Perception
Interpersonal Processes	(1) Daily direct contact with senior leaders; (2) Access to institutional knowledge; (3) Senior Leader recognition of contributions; (4) Mentoring by senior leaders	(1) Improved training programs (2) Strong relationships across billing management team even with telecommuting
Organizational Identity	(1) Considered part of the Senior Leadership team from the very beginning due to office location (2) Same manager for twenty years (From CDO to CEO)	(1) Strong departmental culture that has carried over in the telecommuting environment through group Zoom meetings (2) Frequent department leader communication
Individual Role Design	(1) Created financial analysis framework (2) Empowered to make decisions due to his close, reciprocal relationship with senior leadership	(1) Each team has autonomy to design processes within their scope

Interpersonal Processes in the CFO’s Personal Experience

“When I started working here, I sat in a cubicle outside the offices of the CEO and CFO. I had a lot of access to them.”

~ Current CFO

At the time of the CFO’s early promotions, he had close, daily contact with all of the main organizational leaders due to the smaller office layout at the main corporate location. This afforded him access to organizational information and knowledge beyond his role that he was able to apply to his individual contributions to ensure alignment with corporate goals and objectives. He also had unique access to mentorship from the organization’s highest leaders that provided him opportunities to gain social capital and establish professional social networks to provide support and close organizational connections.

The main corporate office was small in size at approximately 1,700 square feet with six offices with windows that shared a common reception space. The space also included one six person conference room, a kitchenette, and a copy room. At the time, the CFO was an individual contributor, separated from the former Chief Executive Officer (CEO) and former CFO by experience and tenure. However, with being co-located in the same small office with the former CEO and former CFO at the time, the current CFO was able to bridge the natural gap created by experience and hierarchical position, through daily interactions with the former CEO and former CFO.

Through his unique physical access to the former CEO and former CFO, the current CFO was included in strategy and financial conversations typically reserved for the C-Suite officers. This early exposure to the organizational strategy enabled the current CFO to incorporate the strategy considerations into his individual work, enabling him to become a significant contributor to the

organization well beyond his individual role. With the current CFO demonstrating competence and aptitude in his role at the time, the former CEO and CFO extended a mentorship relationship to the current CFO to mature him professionally at a faster rate. This reciprocal relationship enabled the current CFO to gain cultural capital at a faster rate than what is typically expected.

Organizational Identity in the CFO's Personal Experience

“Because I was so close to the CEO and the CFO, I was able to work on projects directly with them.”

~ Current CFO

Due to the close proximity of the office location, the current CFO was considered part of the Senior Leadership team from the very beginning in terms of inclusion in daily office activities and company meetings. This inclusion shaped his social identity within the organization as an intermediary between the regional and operational company locations and the senior leadership team. Because of this, the current CFO obtained credibility with his peers as someone who could influence and facilitate regional and operational needs, further cementing his social identity within the company.

When the current CFO started with the organization, he reported into the then Chief Development Officer (CDO) who is the current CEO. Over the current CFO's twenty year career with the organization, he has had the same manager as he and the CDO grew into their current CFO and CEO roles together. Because of this close working relationship over two decades, the current CFO and CEO set the organizational strategy and roadmap for the company together, enabling them both to be entrenched in the organizational identity of the company.

Individual Role Design in the CFO's Personal Experience

“Early on, I was able to work on big projects because the CEO and CFO trusted me.”

~ Current CFO

The current CFO's close, reciprocal relationship with the senior leaders empowered him to make decisions beyond his role at the time. He was responsible for creating the company's financial models, defining how the company's acquisition strategy was financially analyzed. As he consistently performed at a high level, he was afforded autonomy in role creation, deliverables, and time management.

CFO's Perception of the Billing Team's Interpersonal Processes

“The billing managers still meet for lunch. I can see them in the parking lot from my office window.”

~ Current CFO

From the CFO's perspective, the billing team managers successfully maintained strong relationships with each other during and after the transition to telecommuting. Two examples of this that he provided was the fact that the managers have a set weekly meeting via Microsoft Teams where the managers must be on camera for visual closeness and that the managers meet on a regular basis to go out to lunch together to maintain their professional relationships. The CFO also discussed how the telecommuting environment was a positive influence on improving their training programs as institutional knowledge needed to be transferred to new hires in a standardized way. Previously, much of the new hire training was dependent on relational, one-on-one training with an experienced biller where they would sit side-by-side in the same cubicle which is not possible in a telecommuting environment. In response, the billing team has developed standardized training and onboarding material and aggregated the new hires into classes to further provide standardization and continuity of training.

CFO's Perception of the Billing Team's Organizational Identity

The CFO also discussed how the department has been able to maintain a strong departmental culture through frequent department leader communication and group Microsoft Teams meetings. He noted that within the billing team, the Director of Billing and her managers have been able to successfully transition the department functions to a telecommuting environment. The CFO did indicate that the company experienced a decrease in collections as percent of charges in 2020, but his opinion was that this decrease in collections performance was not solely due to the transition to telecommuting, but related to other factors such as the reduction in billing staff, reduction and turnover at the center's front office staff, or further relaxed patient collections efforts in response to the economic hardships of the pandemic. The CFO reported that 2021 collections have recovered to pre-pandemic levels.

The CFO also noted that the Director of Billing has made it a priority to establish a virtual team culture. He encouraged me to attend the October Billing All Team virtual team meeting to observe how the Director of Billing has tried to carryover in-office celebrations to a virtual environment such as the annual Halloween costume party.

CFO's Perception of the Billing Team's Individual Role Design

“The team has done a good job working multiple processes from home.”

~ Current CFO

Within the billing Team's responsibilities, the CFO noted that the team had autonomy to design the processes within their scope. However, each process had to consider the contractual, regulatory, and service level agreement requirements that governed each process. For example, if a patient had Blue Cross Blue Shield Insurance, then the billing team would have to file the claim according to the contractual requirements of the payer agreement. Also the billing team bills for multiple different locations and certain locations have specific collections policies as it relates to indigent and self-pay patients as well as specialized studies that require specific knowledge for that specific center.

CFO's Concerns in the Telecommuting Environment

“My concern is identifying and retaining the next layer of leadership.”

~ Current CFO

The CFO supports promoting from within whenever possible. He believes that the billing team has the right leaders in place today, but he indicated a concern that telecommuting would impact the identification and mentoring of the next generation of leaders. The billing team consists of several entry-level billing positions. Many of the incumbents had the benefit of the experience of working in the office with their teammates and managers prior to COVID-19 to develop relationships and learn the organizational culture. Over time, as the natural turnover within positions occurs, he expressed concern that the organizational culture would erode and expressed concern with how to identify top potential talent for promotion.

Billing Team Meeting Observations

As part of the ethnography, I observed two billing team meetings spaced five months apart in May and October on Microsoft Teams. Each meeting lasted approximately an hour with the purpose of providing an opportunity for the broader team to socialize and to celebrate team accomplishments. My ethnographic observations are listed in Table 10.

Table 10. Billing Team Meeting Observations

Conceptual Framework	May Team Meeting	October Team Meeting
Interpersonal Processes	(1) Director of Billing greeted each individual as they joined the team meeting (2) Director of Billing asked about family and/or events	(1) Director of Billing greeted each individual as they joined the team meeting (2) Director of Billing asked about family and/or events
Organizational Identity	(1) Director of Billing framed meeting with team objectives	(1) Director Billing commented on each biller's costume and/or decorated space (2) Employees commented on each other's costumes and/or decorated space
Individual Role Design	(1) Director Billing facilitated all events	(1) Director Billing facilitated all events

The Billing Team’s Interpersonal Processes on Microsoft Teams

In both the May and October team meeting, the Director of Billing took on the host role, and greeted each team member as they joined the meeting. As we waited for team members to join, the Director of Billing facilitated small talk with the groups by asking individuals about their family and/or personal events. This act demonstrated the closeness of the billing team as their leader had personal knowledge of most of the team. My observations were limited to using social interactions as the purpose of the team meetings was more social than professional in nature.

The Billing Team’s Organizational Identity on Microsoft Teams

“The team still dresses up in costumes for Teams meetings.”

~ Current CFO

Prior to Covid-19, the billing team always participated in celebrating holidays together by dressing up for Halloween and decorating their cubicles for Christmas. This tradition carried over via Microsoft Teams with team mates dressing up for Halloween. In many cases, the billers also decorated their background with Halloween decorations. In the telecommuting environment, the monitoring of employees’ productivity and engagement is limited generally to the output of their work as the manager has limited mechanisms for observations (Susilo, 2020). Almost all of the billers participated in the Halloween costumes, so over the Microsoft Teams group view, it was noticeable when an individual did not participate in dressing up. This lack of participation enables the billing management team to identify a potentially struggling team member as someone who may not be identifying with the culture of the department or having other struggles.

The Billing Team’s Individual Role Design on Microsoft Teams

Due to the social nature of the two Microsoft Teams meetings, it was not possible to observe the professional individual role design elements. I did note that most of the interactions occurred between the Director of Billing and the participants directly; there was limited interaction across team mates, and the managers did not facilitate any of the team meeting components. This observation partially confirms the quantitative finding that individual role design was significant

to the billing managers. The managers did not have their roles affirmed on the call by leading specific components of the team meeting; however, this qualitative finding could be distorted due to the social nature of the team meetings.

Ethnographic E-mail Analysis

As part of the ethnography, I analyzed several e-mails written by the Director of Billing to her team that the CFO forwarded to me. One of the e-mails written in July demonstrates the focus of the Director of Billing with promoting interpersonal processes and organizational identity within the team. In E-mail 1 below, the Director of Billing encourages her team to use the Social Hub channel that she created on Microsoft Teams to promote team engagement with each other. She also indicates that she promoted the team's accomplishments by bragging about them over the weekend. One note is that since the bragging of the team occurred over the weekend, then the audience was likely personal in nature and not necessarily to the organization's senior leaders.

E-mail 1. Support of Interpersonal Processes and Organizational Identity

Sent: Tuesday, July 6, 2021 3:59 PM

Good Afternoon Team,

I hope everyone had a great holiday and enjoyed their day off. The weather was fantastic, at least here in Nashville. I would love to see some pictures of your celebrations in the Social Hub. The timing to celebrate was perfect on the heels of our \$18 Million dollar month. I bragged about each of you this weekend. A feat like that takes a lot of time of effort. I'm so proud to be on this team!

Similarly, in E-mail 2, the Director of Billing continues to focus her communication on interpersonal processes and organizational identity by reminding the team of the previous organizational culture of celebrating together. In this e-mail, the Director of Billing emphasizes the need for the team to continue to connect, demonstrating a cultural value of the department. Additionally, the Director of Billing offers additional enticement to engage with the activity by providing a company-sponsored party favor to be delivered to each team member's home.

E-mail 2. Support of Interpersonal Processes and Organizational Identity

Sent: Tuesday, September 28, 2021 9:54 AM

I am excited to announce our first department virtual party. Back in the office we used to be able to celebrate often. We don't want to lose that ability to connect. So why not throw a party from the comfort of our homes through Teams. To make this event extra special, we have coordinated a cocktail to be delivered to your home. We will make our drinks, play games, celebrate our record month and be done for the day. I hope you are as excited as I am.

Qualitative Findings Conclusion

Figure 6. Qualitative Findings Conclusion

Research Question	Findings	Evidence
1. What do employees identify as being most important to them in a telecommuting work environment?	Finding 1: Organizational Identity is important.	<ul style="list-style-type: none"> • CFO early high-quality Leader-Member exchange with the CEO and then-CFO • Virtual Meeting emphasis on social identity and culture
2. How do employees and managers differ in what is most important to them in a telecommuting work environment?	Finding 2: Employees and Managers do not differ in what is most important to them in a telecommuting environment.	<ul style="list-style-type: none"> • Organizational Identity consistently evident in CFO interviews and virtual team observations.
3. What could a permanent telecommuting framework look like for the company?	<p>Finding 5: Managers need intentional concerted cultivation from senior leaders to develop into the next generation of leaders.</p> <p>Finding 6: Career advancement relies on structured opportunities for professional networking and repeated social exchange between managers and senior leaders.</p>	<ul style="list-style-type: none"> • CFO early high-quality Leader-Member exchange with the CEO and then-CFO

Recommendations

The quantitative and qualitative analysis resulted in 6 findings across the three research questions:

Research Question	Findings
1. What do employees identify as being most important to them in a telecommuting work environment?	Finding 1: In order of precedence, employees rank organizational identity as being most important to them, followed by individual role design, and then interpersonal processes.
2. How do employees and managers differ in what is most important to them in a telecommuting work environment?	Finding 2: Employees and Managers do not differ in what is most important to them in a telecommuting environment.
3. What could a permanent telecommuting framework look like for the company?	<p>Finding 3: Social Identity and Leader-Member Exchange are critical variables to organizational identity.</p> <p>Finding 4. Resource Theory is an important component to a permanent telecommuting framework.</p> <p>Finding 5: Managers need intentional concerted cultivation from senior leaders to develop into the next generation of leaders.</p> <p>Finding 6: Career advancement relies on structured opportunities for professional networking and repeated social exchange between managers and senior leaders.</p>

Based on the literature and findings, I recommend four main elements for a permanent telecommuting framework:

Recommendation 1: Provide intentional opportunities for employees and senior leaders to interact on a consistent basis so that managers can extend their professional network.

Recommendation 2: Establish a mentorship program for employees to receive coaching from senior leaders and develop meaningful relationships between them.

Recommendation 3: Create a formal manager development program to prepare managers for the transition from an individual contributor to a team leader.

Recommendation 4: Provide opportunities for managers to try on their leadership personas in safe, structured business environments.

An intentional initiative to expand each employee's professional network within the organization will enable them to align their individual and team goals more closely to the goals of the organization as they will be able to leverage the organizational knowledge and social capital gained through senior leader interaction. Additionally, a permanent telecommuting framework should consider methods to increase social ties between the employees and the senior leaders through purposeful concerted cultivation practices. The proposed permanent telecommuting framework will explore opportunities to increase each employee's social ties within the organizations, expand their professional network, and provide opportunities for high quality leader-member exchange.

Socio-Psychological Ties Create Trust among Team Members

Socio-psychological ties provide a foundation of trust that enables individuals to move past the perceived costs of losing power by sharing knowledge to contribute to the common good (Cabrera & Cabrera, 2002). To promote a knowledge sharing environment, an organization must create a safe, collaborative space for information self-efficacy and connective efficacy (Kalman, 1999; Cabrera & Cabrera, 2002). Information self-efficacy relates that individuals must be convinced that the broader organization will be better off if the common good was in possession of the institutional knowledge that they owned (Kalman, 1999; Cabrera & Cabrera, 2002). Connective efficacy states that individuals must believe that the common good will synthesize and take action on the information if they receive it (Kalman, 1999; Cabrera & Cabrera, 2002). Organizations can increase information self-efficacy and connective efficacy by establishing community norms that recognizes the individual contributions to the common good and ties the individual contribution to better overall organizational performance through public recognition and feedback loops.

Formal and Informal Networking Opportunities create Visibility and Professional Connections

Professional social networks provide access to career support in the form of sponsorship, mentorship, coaching, facilitating exposure and visibility, and professional security (Cianna & Romberger, 1995; Ibarra, 1993). Professional social networks can be established by gaining visibility from senior leaders in a formal way such as with formal presentations or in an informal way such as through social interactions outside of work (Ibarra, 1993). Employees that had fewer opportunities to interact with senior leaders indicated limited professional career

advancement opportunities (Cianna & Romberger, 1995). The lack of understanding around social norms and practices regarding informal networking limits the professional social participation by employees (Cianna & Romberger, 1995). Due to the unique circumstances of a telecommuting environment, telecommuting employees receive less concerted cultivation from their senior leaders on how to obtain professional social capital.

Knowledge Sharing leads to Re-investment and Reciprocation

Taskin & Bridoux (2010) define knowledge sharing as the process by which knowledge transfers across individuals. Typically, organizations share knowledge by establishing mentoring relationships among new and experienced employees. However, telecommuting workers may have limited opportunities to network, identify, and establish mentors (Allen et al., 2015). Organizations consist of complex social networks, and the organizational knowledge of how to navigate the organization successfully results in employees gaining social capital that they can exchange with others (Cascio & Aquinis, 2008). To ensure continuity of institutional knowledge, employees must successfully exchange information and engage in interpersonal processes in order to create work product. Knowledge sharing rests upon the development of trust between individuals. As telecommuting employees have limited opportunities to create professional connections with others outside of their team, knowledge sharing can be delayed, compromising the promotional opportunities for the telecommuting employees (Allen et al., 2015).

Cabrera & Cabrera (2002) state that groups of individuals within an organization who have a high frequency of interpersonal interaction develop social ties and a shared language that enables them to knowledge transfer at a higher rate of learning. Organizations that encourage frequent interpersonal interactions between groups promote the perception of individuals receiving perceived rewards or recognition for sharing knowledge with others (Cabrera & Cabrera, 2002). As individuals participate in interpersonal interactions with others, they create a social debit and credit system where favors for one person are reciprocated through a sense of social obligation to return the favor in the future (Cabrera & Cabrera, 2002).

Intentional Work Design provides Opportunity to obtain Social Capital

Work design promotes the acquisition of social capital through the creation of frequent interdependent tasks across teams to promote information sharing and creation of professional social networks (Cabrera & Cabrera, 2005). As such, organizations should build in practical, opportunities for employees to work on cross-functional assignments with others outside of their team. As individuals participate in interdependent tasks across teams, social ties are established that promote a community practice of collaboration and institutional knowledge sharing. As community of practices mature within an organization, they establish community norms and standards to increase the acquisition of social capital with the organization.

Formal training and development programs increase the self-confidence of employees as it provides affirmation that they are doing the right thing at the right time (Cabrera & Cabrera, 2005). As an employee's self-confidence increases, then he is more likely to share institutional knowledge with other co-workers (Bandura, 1997; Cabrera & Cabrera, 2005). Formal training and development programs also promote the acquisition of social capital by establishing social ties with others that lead to information sharing and exposure to organizational norms and professional social practices that result in the extension of professional social networks.

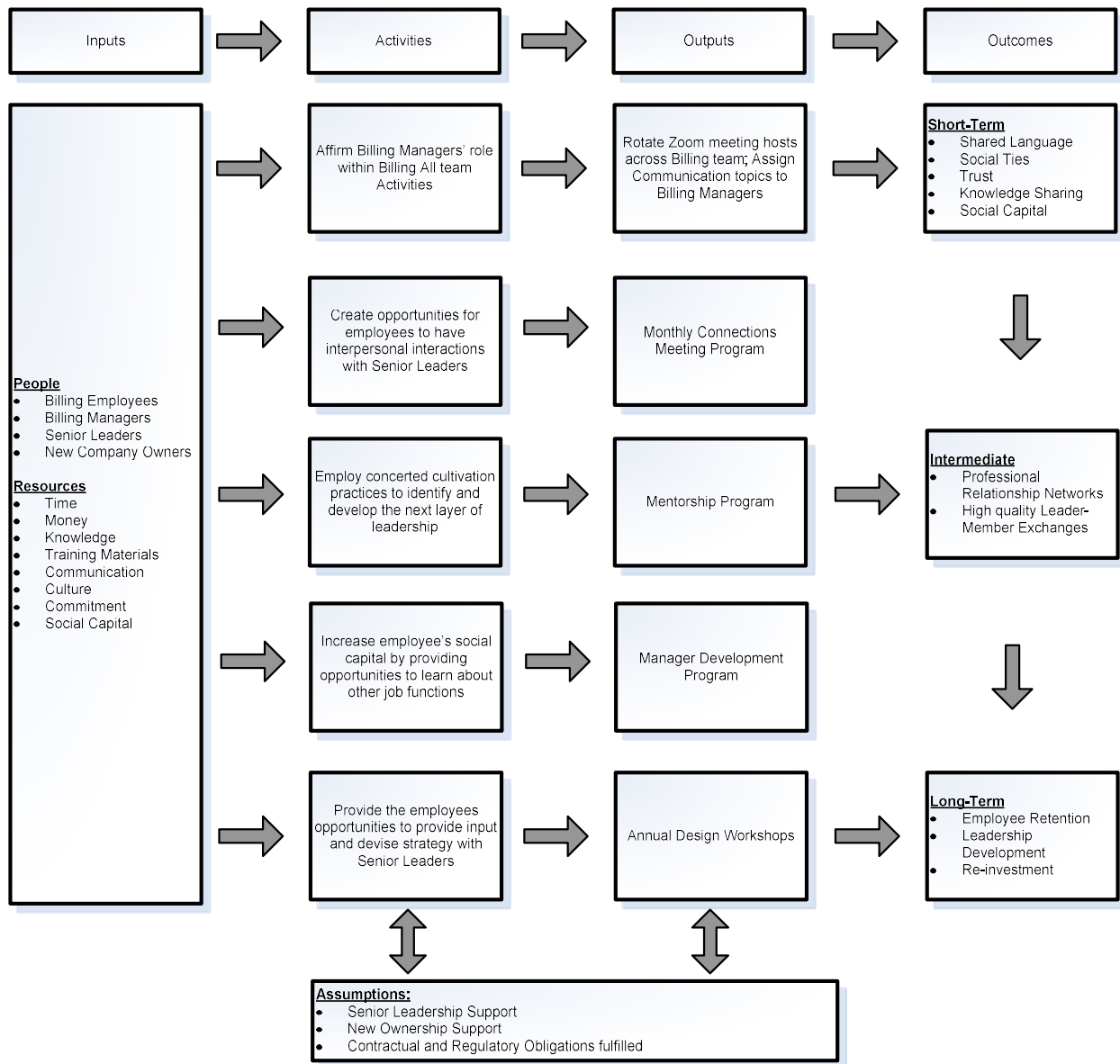
Organizational culture creates an environment that promotes information sharing by establishing social norms for trust and reciprocity (Kandola, 2004). Organizational cultures that promote positive pay-off rewards for individuals to share institutional knowledge with others demonstrate an increase in knowledge sharing behaviors across its employees (Cabrera & Cabrera, 2005). Organizations should promote high quality communication within and across teams to establish community practices to share information by reinforcing a trusting and respectful environment that recognizes the contribution of each employee (Cabrera & Cabrera, 2005).

Proposed Permanent Telecommuting Framework Logic Model

The permanent telecommuting framework is intentionally designed to promote interpersonal interactions so that telecommuting employees can develop relationships to maximize professional benefits to them and to the organization. Additionally, the permanent telecommuting framework extrapolates the existing literature to explore how managers can utilize concerted cultivation, social identity theory, leader-member exchange theory, and resource theory to introduce and emphasize the desired social behaviors across the billing team to promote the creation of social ties to establish professional networking relationships.

A proposed permanent telecommuting framework logic model is illustrated in Figure 7 that includes multiple inputs, activities, and outputs that result in several short-term, intermediate, and long-term outcomes.

Figure 7. Proposed Telecommuting Framework Logic Model



The proposed telecommuting framework assumes that it has the support of both the senior leaders and the new private equity firm ownership. It also assumes that the organization has met its contractual and regulatory obligations in order to have the time and attention needed to implement the proposed outputs.

Multiple inputs feed into the proposed telecommuting framework including people such as the billing employees, billing managers, senior leaders, and the new private equity company owners. Both personal and organizational resources feed into the proposed telecommuting framework such as time, money, knowledge, training materials, communication, culture, commitment, and social capital.

The proposed telecommuting framework includes five activities designed to provide outputs that will utilize concerted cultivation principals. The first activity affirms the billing manager's role within the billing team's all team activities. This will provide recognition and differentiation of the billing manager's position as it relates to all team activities by assigning specific roles and tasks to the billing managers. The second activity involves creating opportunities for the employees to have interpersonal interactions with senior leaders to establish social ties and create a foundation to expand each employee's professional social network within the organization. The third activity employs concerted cultivation practices to create a manager development program that each billing manager would participate in to prepare them for upward career mobility. The fourth activity focuses on increasing the social capital possessed by each employee by providing them opportunities to learn about other parts of the organization. Finally, the fifth activity provides the employee's with the opportunity to learn about Magnolia's strategic growth plans and contribute to the company roadmap. The outputs of these activities are described below as the proposed telecommuting framework for this Problem of Practice.

Output 1: Rotate Microsoft Teams Meeting hosts duties across the billing managers; Assign communication topics to billing managers

On the two Microsoft Teams All Team Billing meetings that were observed, it was not possible to discern the billing managers from the billers based upon their meeting participation. This is due to the fact that no role was assigned to the billing managers to differentiate their position within the group. In future Microsoft Teams All Team Meetings, it is recommended that host duties are rotated across the billing managers. Additionally, the billing managers can be assigned specific initiatives or communication topics to lead in front of the entire team.

Enactment of these two practices provides a safe space for the billing managers to try on their leadership personas and gain vital experience that is transferable to other situations. Another added benefit of the billing managers leading the All Team Billing meetings is the billing staff will be able to observe and emulate the leadership skills needed to be a billing manager. Therefore, this will not only help develop the second line leaders within the billing management team, but it will also trickle down and help develop the second line leaders within the billing staff to become future billing supervisors and billing managers.

Some challenges and considerations in implementing this output include the increased time, effort, and coordination needed to prepare for the All Team meetings. The billing team is staffed leanly without excess capacity. Both the Director of Billing and the billing managers would need to prioritize and plan for the time to mutually create a team meeting agenda, create and revise PowerPoints, and do the necessary research or task needed for the assigned communication topics.

Output 2: Implement a Monthly Connections Meeting Program

The second intervention implements a Monthly Connections meeting program between the employees and the organization's senior leaders. Each month, the senior leaders will rotate hosting a thirty minute meeting with eight of the employees. This will give the employees an opportunity to establish visibility with the senior leaders while also providing a platform to establish social ties with them and receive recognition from them.

In the Monthly Connections meeting one or two employees will present a billing problem, challenge, or trend they are facing in one of their centers. This could be reimbursement for a specialty contrast agent, insurance denials, billing system limitations, or issues with a specific payer. While the senior leadership might not relate to the specific job role and function of each employee, the senior leadership team is concerned with the success of each center, and they will be in a position to enact change at the center level where needed. This will provide an engaging forum for the employees to develop relationships with the senior leaders. Furthermore, in interviews with the CFO, the CFO mentioned that other departments tend to view that the billing department does not communicate issues in a timely manner and that telecommuting has increased this challenge. This program will provide a formal forum to enhance the communication.

During the thirty minutes, each employee will provide a three minute introduction of themselves while leaving the remainder of the call for open dialog. The Monthly Connections meeting is meant to promote the creation of social ties between the senior leaders and the employees as a scaffold into the other outputs below.

Some challenges and considerations in implementing the Monthly Connections meeting program include reserving and prioritizing time with the senior leaders and the employees' ability to communicate effectively and efficiently with the senior leaders. With the new private equity ownership, the senior leaders are developing the ongoing management practices and feedback loops with the new private equity group which is time consuming while also achieving the organization's growth and revenue objectives which is also time consuming. The senior leaders time is a scarce resource. This program mitigates this challenge by having the Monthly Connections meetings rotated among the senior leaders, reducing the time burden on one senior leader. The second issue is that the employees are not experienced in communicating with the senior leaders and the style of communication to senior leadership. This challenge is a further training and mentoring opportunity for the Director of Billing, who has more experience communicating with senior leadership, and will need to coach and mentor the employees for the Monthly Connections meeting.

Output 3: Mentorship Program

The third intervention builds upon the connections made in the Monthly Connections meetings, by establishing a formal Mentorship Program for the billing managers. Lareau (2011) said that concerted cultivation promotes the acquisition of cultural capital, or skills individuals inherit that can then be translated into different forms of value in the future. Lareau relates mentoring as a form of concerted cultivation. The billing managers will be matched with a senior leader based upon mutual professional and personal interests. By matching on shared interests, the goal is for the mentee and mentor to have common experiences to establish the shared language and knowledge needed to establish social ties through monthly 30 minute meetings that will occur monthly for one year. This mentorship program has the potential to be expanded between the billing managers mentoring certain high performing reimbursement specialists.

Some challenges and considerations in establishing a Mentorship Program include ensuring that the senior leaders provide consistent commitment and time to their mentors. Unlike the Monthly Connections meeting where senior leaders can stand in for each other if someone has another commitment, the Mentorship Program requires the deliberate participation of each senior leader each month.

Output 4: Manager Development Program

Output 4 involves the creation of a formal Manager Development program. The organization can establish a new training program designed to prepare them for the change of becoming an individual contributor to a team leader. The training program will include both formal manager skill training as well as a job shadowing program to learn about other parts of the organization beyond billing. For example, the billing managers can participate in a job shadowing program to learn about the operational aspects of scheduling a patient, so they gain the understanding on technologist resource leveling and imaging equipment availability. This would provide the billing managers opportunity to acquire social capital that they can re-invest back into the organization based on resource theory.

Some challenges and considerations in implementing a Manager Development program includes the creation of training material, formalization of the program, and the resources needed to staff and coordinate the activities. As stated previously, Magnolia runs lean, and does not have excess capacity to re-allocate money or resources to this initiative. In order to implement the program, other projects would need to be de-prioritized.

Output 5: Annual Design Workshops

The fifth Intervention is establishing an Annual Design Workshop that brings together the senior leaders of the organization, key operational leaders, and emerging leadership talent together for an all-day in person strategy session. The Design Workshop would review the next year's organizational goals and strategy to create roadmaps for achieving the goals. The participants would be placed into teams comprised of a senior leader, key operational leader, and a billing

manager who would discuss one of the organization's goals to brainstorm risks, opportunities, and mitigation plans in smaller break-out sessions. The team would then present their roadmap to the broader Design Workshop participants to finalize roadmaps. This output moves beyond the billing department and benefits all departments in the company. Since COVID-19, Magnolia downsized its corporate offices as billing went fully telecommuting and other departments are a hybrid telecommuting and in the office. Building and maintaining social connections is a company-wide concern and would also be addressed by this output.

Some challenges and considerations for implementing the Annual Design Workshop include the expense of putting on an in-person design shop for travel, lodging, conference space, and materials. A conference of that magnitude also requires a lot of planning and coordination, so Magnolia would need to identify an available resource to own the program.

Outcomes

The proposed permanent telecommuting framework is designed to produce multiple short-term, intermediate, and long-term outcomes. In the short-term, the interventions will equip the employees with opportunities to obtain the vocabulary and institutional knowledge needed to create a shared language with the senior leaders. An example of this would be obtaining the short-hand acronyms used by Senior Leaders to discuss organizational initiatives such as calling a Radiology Information System a “RIS”. Other short-term outcomes create social ties between the senior leaders and billing employees by providing frequent, and consistent, time each month for professional interpersonal interactions that will eventually lead to trust being built up between the senior leaders and billing managers as they develop personal rapport and knowledge of each other. Over time, as the conversations between the senior leaders and billing employees move from introductory niceties to business problem-solving, knowledge sharing and social capital will diffuse from the senior leaders to the employees as the conversations evolve and become more business related.

The proposed permanent telecommuting framework will also results in two intermediate outcomes. As a result of the frequent and consistent interaction with the senior leaders, the employees will be able to establish and extend their Professional Relationship Networks by being able to include the senior leaders as part of their network. The Connections meetings will enable the employees to obtain introductions to the senior leaders, and the Mentoring program will enable the billing managers to mature the professional relationship they have with the senior leader that they work with. These formal networking opportunities will provide the billing managers a platform to provide them visibility with the senior leaders that can lead to sponsorship opportunities on high-profile projects or larger initiatives. Additionally, the programs provide the employees repeated, consistent opportunities to develop high quality leader-member exchange relationships.

Finally, the long-term outcomes of the proposed permanent telecommuting framework will result in employee retention and leadership development which will provide the employees the social capital that they can re-invest back into the organization. As related previously, Allen et al. (2003) states that for an individual to experience autonomy he must be able to relate his work product to performance goals, be able to establish a plan to accomplish the performance goals, and be able to monitor his progress towards obtaining his objectives. The programs are designed so that that the employees obtain the knowledge needed to align their individual contributions and their team’s contribution to the overall strategic direction of Magnolia. Finally, the conservation of resources is a vital component of resource theory, and it describes a re-investment model where individuals who acquire resources tend to re-invest them back into their work relationships in order to acquire additional resources or social capital (Gajendran et al., 2015). Combining resource theory with the norms of reciprocity suggests that this re-investment manifests itself as high employee performance or increased citizenship behaviors (Gajendran et

al., 2015) where the five programs are designed so that the employees will be able to replicate the investment of the senior leaders into them on a smaller scale with their individual teams.

Limitations

COVID-19 Social Distancing guidelines dramatically changed the business practices of the organization in a short amount of time. The quantitative and qualitative findings and observations were captured during the formative phase of the company re-organizing itself in a telecommuting environment, and the results capture a point in time assessment of practices that will naturally mature over time. Additionally, due to the private equity sales process, interviews with the billing managers and employees did not occur. First-hand interviews directly with the employees could provide additional insights into motivation, needs assessment, and prioritization of initiatives.

Conclusion

The prior literature emphasizes the importance of establishing and maintaining a high-quality relationship between the manager and the telecommuter. This is supported in the quantitative survey finding that organizational identity, including group membership through social identity and leader-member exchange, had the highest mean score on the survey. Key to overcoming the lack of physical proximity among co-workers is implementing social supports and new communication rituals to provide the intentional opportunities for relationship development and knowledge sharing such as the virtual team costume party that was observed in the qualitative data collection. To overcome the challenges related to telecommuting, organizations must provide deliberate opportunities to construct and reinforce the telecommuter's social identity within the organization.

The proposed permanent telecommuting framework for this Problem of Practice takes the following four principles into consideration: Socio-psychological ties create trust among team members; formal and informal networking opportunities create visibility and professional connections; interpersonal processes create opportunities for knowledge sharing; and intentional work design provides opportunity to obtain social capital.

The five output programs are intentionally designed to promote interpersonal interactions so that telecommuting employees can develop relationships to maximize professional benefits to them, to their team members, and to the organization. Additionally, the interventions extrapolate the existing literature so the employees can establish professional networking relationships and develop high quality leader-member exchanges.

Intentional opportunities for frequent interpersonal interactions with other groups of people and interdependent deliverables among cross-functional teams provide the platform for knowledge sharing (Cabrera & Cabrera, 2005) as was illustrated in the CFO's early career interactions with

the then CEO and CFO who provided him with extraordinary access and opportunity due to their close social ties. As knowledge is shared, the employees acquire social capital that enables them to trade knowledge with others, proliferating the norm of reciprocity and re-investment back into the organization, resulting in long-term employee retention and leadership development.

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Appendix 1. Survey Questions

Conceptual Framework Pillar	Theory	Attributed to	ID	Question
Organizational Identity	Social Identity	Susilo	1	I am satisfied in my job
Organizational Identity	Social Identity	Susilo	2	I believe that I am doing a good job
Organizational Identity	Social Identity	Sheldon	3	I am committed to the company
Organizational Identity	Social Identity	Hogg & Mullin	4	I understand where I fit in the company
Organizational Identity	Social Identity	Rousseau	5	I believe my job is important to the company
Organizational Identity	Social Identity	Rousseau	6	I feel a part of the company
Organizational Identity	Leader member Exchange	Rousseau	7	I believe that the company is committed to me
Organizational Identity	Leader member Exchange	Rousseau	8	I get feedback from my manager to do my job
Interpersonal Processes	Social Exchange	Rousseau	9	I spend the necessary amount of time with my teammates to do my job
Interpersonal Processes	Social Exchange	Wiesenfeld, Vega & Brennan	10	We are able to celebrate successes together as a team
Organizational Identity	Social Identity	Golden & Viega, Allen et al	11	I know the mission of the company
Organizational Identity	Social Identity	Golden & Viega, Allen et al	12	I know the mission of my department
Organizational Identity	Social Identity	Golden & Viega, Allen et al	13	I know my role in achieving the mission of the company
Organizational Identity	Social Identity		14	I know my role in achieving the mission of the department
Organizational Identity	Social Identity	Golden & Viega, Allen et al	15	I feel part of the company's success
Individual Role Design	Resource	Janssen & Yperen	16	I feel successful on my job when... I acquire new knowledge or learn a new skill by trying hard
Individual Role Design	Resource	Janssen & Yperen	17	I feel successful on my job when... I acquire new knowledge or master a new skill which was difficult for me in the past
Individual Role Design	Resource	Janssen & Yperen	18	I feel successful on my job when... I learn something that motivates me to continue

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Individual Role Design	Resource	Janssen & Yperen	19	I feel successful on my job when... I feel I am improving
Individual Role Design	Resource	Janssen & Yperen	20	I feel successful on my job when... I learn something that makes me want to practice more
Individual Role Design	Resource	Janssen & Yperen	21	I feel successful on my job when... I learn something new that is fun to do
Individual Role Design	Resource	Janssen & Yperen	22	I feel successful on my job when... I get the maximum out of myself
Individual Role Design	Resource	Janssen & Yperen	23	I feel successful on my job when... I improve on particular aspects
Individual Role Design	Resource	Janssen & Yperen	24	I feel successful on my job when... I master new knowledge or a new skill
Individual Role Design	Resource	Janssen & Yperen	25	I feel successful on my job when... I perform to my potential
Individual Role Design	Resource	Janssen & Yperen	26	I feel successful on my job when... I do my very best
Individual Role Design	Job Characteristics	Janssen & Yperen	27	I feel successful on my job when... I perform better than my colleagues
Individual Role Design	Job Characteristics	Janssen & Yperen	28	I feel successful on my job when... Others cannot do as well as me
Individual Role Design	Job Characteristics	Janssen & Yperen	29	I feel successful on my job when... Others mess up and I do not
Individual Role Design	Job Characteristics	Janssen & Yperen	30	I feel successful on my job when... I can clearly demonstrate that I am the best qualified person
Individual Role Design	Job Characteristics	Janssen & Yperen	31	I feel successful on my job when... I accomplish something where others failed
Individual Role Design	Job Characteristics	Janssen & Yperen	32	I feel successful on my job when... I am clearly the most productive employee
Individual Role Design	Job Characteristics	Janssen & Yperen	33	I feel successful on my job when... I am the only one who knows about particular things or who has a particular skill
Individual Role Design	Job Characteristics	Janssen & Yperen	34	I feel successful on my job when... I am the best

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Organizational Identity	Leader member Exchange	Fay & Kline	35	The company communicates to me effectively
Organizational Identity	Leader member Exchange	Fay & Kline	36	My manager communicates to me effectively
Interpersonal Processes	Social Exchange	Fay & Kline	37	My teammates communicate to me effectively
Organizational Identity	Leader member Exchange	Golden & Viega, Allen et al	38	My manager supports me
Organizational Identity	Social Identity	Allen et al 2015	39	I feel supported by my teammates
Organizational Identity	Leader member Exchange	Fonner & Roloff	40	I have a good virtual presence to my manager
Organizational Identity	Leader member Exchange	Fonner & Roloff	41	I have a good virtual presence to my department
Organizational Identity	Leader member Exchange	Fonner & Roloff	42	I have a good virtual presence to the company
Organizational Identity	Leader member Exchange	Feldman & Gainey	43	My manager sees the full effort of my work
Organizational Identity	Leader member Exchange	Feldman & Gainey	44	My manager sees the full representation of my work
Organizational Identity	Leader member Exchange	Feldman & Gainey	45	I receive enough work direction and communication from my manager
Organizational Identity	Leader member Exchange	Bono and Yoon	46	I am willing to take on special projects as needed
Organizational Identity	Leader member Exchange	Snell, Binaca et al	47	I understand how my performance is measured

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Organizational Identity	Leader member Exchange	Snell, Binaca et al	48	I believe that the performance metrics for my job are complete and accurate
Organizational Identity	Leader member Exchange	Krauss & Fussell	49	I know how to navigate the company to get my work done
Organizational Identity	Leader member Exchange	Golden & Viega, Allen et al	50	I have autonomy to do my work
Interpersonal Processes	Social Exchange	Krauss & Fussell	51	I have the work relationships within my department to do my job
Interpersonal Processes	Concerted Cultivation	Groen et al (2016)	52	I have the work relationships outside my department to do my job
Interpersonal Processes	Social Exchange	Groen et al (2016)	53	My work relationships within my department help me to do my job
Interpersonal Processes	Concerted Cultivation	Krauss & Fussell	54	My work relationships outside my department help me to do my job
Interpersonal Processes	Concerted Cultivation	Krauss & Fussell	55	I have someone who can help me navigate outside my department
Individual Role Design	Job Characteristics	Krauss & Fussell	56	I feel like I know what I need to know about my job
Interpersonal Processes	Cultural Capital	Krauss & Fussell	57	I learn something new related to my assigned tasks each week
Interpersonal Processes	Concerted Cultivation	Krauss & Fussell	58	I learned how to do my job from my formal role training
Interpersonal Processes	Cultural Capital	Krauss & Fussell	59	I learned how to do my job from my teammates
Organizational Identity	Leader member Exchange	Krauss & Fussell	60	I learned how to do my job from my manager
Interpersonal Processes	Concerted Cultivation	Krauss & Fussell	61	I learn something new related to my role from other departments
Interpersonal Processes	Structuration	Krauss & Fussell	62	I learn the most from formal team meetings
Organizational Identity	Leader member Exchange	Krauss & Fussell	63	I learn the most from formal 1:1s with my manager
Interpersonal Processes	Cultural Capital	Krauss & Fussell	64	I learn the most from informal conversations with my teammates
Organizational Identity	Leader member Exchange	Krauss & Fussell	65	I learn the most from informal conversations with my manager

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Interpersonal Processes	Structuration	Allen et al (2003)	66	I have a Proactive Personality
Interpersonal Processes	Structuration	Allen et al (2003)	67	The company provides me the Social Support I need to do my job
Individual Role Design	Job Characteristics	Allen et al (2003)	68	The company provides me the job resources and tools that I need to do my job
Organizational Identity	Leader member Exchange	Allen et al (2003)	69	My manager provides me the Social Support I need to do my job
Organizational Identity	Leader member Exchange	Allen et al (2003)	70	My manager provides me the job resources and tools that I need to do my job
Individual Role Design	Job Characteristics	Allen et al (2003)	71	I understand the role and responsibility of my job
Individual Role Design	Job Characteristics	Snell, Binaca et al	72	I understand how my performance is monitored
Organizational Identity	Leader member Exchange	Susilo	73	I believe my manager has the ability to evaluate my performance as a telecommuter
Organizational Identity	Leader member Exchange	Susilo	74	How my manager evaluates my performance has not changed since I became a telecommuter
Organizational Identity	Leader member Exchange	Susilo	75	I can read my manager's social cues in the telecommuting environment as well as I did in the office
Organizational Identity	Leader member Exchange	Janssen & Yperen/Golden & Viega/Allen et al	76	My manager would help me solve problems in my work
Organizational Identity	Leader member Exchange	Janssen & Yperen/Golden & Viega/Allen et al	77	My working relationship with my manager is effective
Organizational Identity	Leader member Exchange	Janssen & Yperen/Golden & Viega/Allen et al	78	I have enough confidence in my manager that I would defend and justify his/her decisions if he or she were not present to do so
Organizational Identity	Leader member Exchange	Janssen & Yperen/Golden & Viega/Allen et al	79	My manager considers my suggestions for change

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Organizational Identity	Leader member Exchange	Janssen & Yperen/Golden & Viega/Allen et al	80	My manager and I are suited to each other
Organizational Identity	Leader member Exchange	Janssen & Yperen/Golden & Viega/Allen et al	81	My manager understands my problems and needs
Organizational Identity	Leader member Exchange	Janssen & Yperen/Golden & Viega/Allen et al	82	My manager recognizes my potential
Individual Role Design	Job Characteristics	Allen et al (2003)	83	There are formalized Policies and Procedures in place to do my job
Individual Role Design	Job Characteristics	Allen et al, Rossett & Schafer	84	We have all of the policies and procedures that are needed to do my job
Individual Role Design	Job Characteristics	Allen et al, Rossett & Schafer	85	I know where to find policies and procedures to do my job
Individual Role Design	Job Characteristics	Snell, Binaca et al	86	There is training for me to do my job
Individual Role Design	Job Characteristics	Allen et al, Rossett & Schafer	87	I know who to go to for help to do my job
Individual Role Design	Job Characteristics	Allen et al, Rossett & Schafer	88	I know which systems to use to do my job
Individual Role Design	Job Characteristics	Snell, Binaca et al	89	I feel like I know how to succeed as a telecommuter
Interpersonal Processes	Social Exchange	Wang et al	90	I work with my department weekly
Interpersonal Processes	Concerted Cultivation	Golden & Viega, Allen et al	91	I work with others outside of my department weekly
Interpersonal Processes	Norm of Reciprocity	Wang et al	92	My work depends on other members of my department to have their work completed
Interpersonal Processes	Norm of Reciprocity	Wang et al	93	My work depends on other departments to have their work completed
Interpersonal Processes	Norm of Reciprocity	Wang et al	94	People within my department depend on my work to be completed
Interpersonal Processes	Norm of Reciprocity	Wang et al	95	People outside my department depend on my work to be completed
Organizational Identity	Social Identity	Wang et al	96	My team is committed to the company
Organizational Identity	Social Identity	Wang et al	97	My team understands the company's mission

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Individual Role Design	Job Characteristics	Wang et al	98	My team understands their role in achieving the company's mission
Interpersonal Processes	Norm of Reciprocity	Wang et al	99	My team would take on special project work
Interpersonal Processes	Concerted Cultivation	Wang et al	100	My team has opportunities to work with other teams