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Content: Linda Roundtree, Roundtree Consulting, and
Kathleen M. Lingle, Alliance for Work-Life Progress at WorldatWork

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Preface

Fact: Fostering a flexible, egalitarian, supportive work environment that is based on trust, respect, and an honest and open two-way dialogue results in higher levels of personal engagement, improved business outcomes and superior organizational excellence.

Question: So, why aren't all employers actively creating these types of effective work environments for their organizations?

The most fundamental explanation is that most workplace cultures were not designed to be flexible. Once upon a time, when work was concentrated in the manufacturing sector, workers were homogeneous—mostly men with wives and/or other family members at home who managed life's other responsibilities. Labor was predominantly physical, and often mind-numbingly repetitive. Work hours and processes were rigid, supervisors were autocratic and workers rarely questioned authority.

Unfortunately, the way work is accomplished today in many organizations still carries some vestiges of this Industrial Age model. These leftovers are not adequately serving the global, highly technological and fast-changing conditions of the 21st century. It takes vision, courage, strong leadership and a sophisticated level of change management prowess to redesign work and retrofit most existing policies, systems, practices and attitudes.

Workplace flexibility is a large, complex notion. It is an ideal state, a destination that often gets confused with the tools that support it. It is simple to grasp in principle, but not always as easy to implement as it should be. The good news, as we fast-forward into the future, is that implementing workplace flexibility has few direct costs. It is the one work-life initiative that doesn't require a specific investment in dollars, yet its achievement may require an organization to completely reinvent its culture. It is a remarkably inexpensive power tool for creating higher levels of attraction, retention, engagement, productivity ... and even wellness. So if cost and efficacy across multiple fronts are immediate considerations, workplace flexibility is an excellent place to begin to frame the optimal work environment.

Hopefully, readers will obtain the knowledge necessary to pilot their organizations into the kind of flexible, productive, engaged and healthy work environment proven to benefit *all* stakeholders: workers, employers, shareholders, families and the communities that sustain them all.

To accomplish this, the intent was not to create new material nor ask practitioners to be pioneers and venture down a seldom traveled road. To the contrary, the road to a flexible workplace is well traveled. This resource is designed to take readers on a brief tour of the rich collection of existing resources throughout the work-life field that are no farther away than the click of a mouse or a phone call.

It is designed to offer answers to organizational questions, testimonies to alleviate organizational concerns, facts to counter common but erroneous myths, and options for introducing organizational skills that are needed to create a fluid, flexible work environment that delivers the agility required to survive in today's fast-changing economy.

Kathleen M. Lingle, Executive Director
Alliance for Work-Life Progress at WorldatWork

The Alfred P. Sloan/AWLP Workplace Flexibility Retreat

In fall 2007, the Alfred P. Sloan Foundation funded a working retreat on workplace flexibility that was proposed and organized by Alliance for Work-Life Progress at WorldatWork. This gathering of two dozen flexibility practitioners from both higher education and private industry represented a new “think tank” format for the work-life field. Key findings from the retreat revealed:

- Attendees from both sectors came to the retreat assuming that their opposite-sector counterparts had an easier time creating more flexible work environments. Both were surprised to learn otherwise.
- With few exceptions, private-industry participants focus on scheduling flexibility, while higher-education attendees are making deeper inroads in career flexibility.
- No one organization showed unambiguous evidence of grasping the notion of flexibility as an overarching human capital strategy designed to enhance agility throughout every aspect of the business.
- Higher education and professional services practitioners learned that both have career paths that are mercilessly rigid, and thus some shared approaches might apply equally well across sectors.

For the first time, practitioners from these two sectors met with the sole purpose of engaging in dialogue about defining workplace flexibility; sharing best practices, triumphs and challenges; and envisioning a workplace environment in which these conversations no longer are necessary. The ultimate goal of this meeting was to collaborate in new ways to maximize the chance of achieving faster progress toward more flexible work environments for all.

At the close of the retreat, the group engaged in a discussion of how best to define workplace flexibility in a way that would resonate across all sectors, including those not participating in this first retreat. Building on a definition first created by a core group of Sloan Foundation grantees and revised by retreat participants, a more universally relevant definition was drafted:

Workplace flexibility is a human capital strategy designed to maximize agility, an increasingly important organizational imperative. It frames an inclusive agenda for excellence in how work gets done and how careers are managed. It's the 21st century antidote to the remnants of the Industrial Age mindset that dictated a one-size-fits-all way of working. When properly executed, it enables organizations to be more nimble, healthy and productive; improves lives; and ultimately strengthens the economy.

The ultimate goal was to determine whether the silos that separate academia and business could be broken down so that these two groups can collaborate in new ways to maximize the chances of achieving faster progress toward flexible work environments for all.

Based on an online survey that retreat participants answered a few weeks after the event, it was regarded as a successful experiment. In fact, 95 percent of attendees indicated they would recommend this forum and format to their professional colleagues. (See “Retreat Outcomes.”)

Insightful comments from the retreat are interwoven throughout this publication to highlight some of participants’ key takeaways.

Retreat Outcomes

After the Workplace Flexibility Retreat, an online survey was sent to all participants to solicit feedback. Twenty-three of the 29 attendees responded for a 79-percent response rate. The results showed that the event was regarded as a success in terms of meeting its stated goals, as well as attendees’ personal objectives.

- 81 percent agreed that their objectives were met
- 90 percent agreed that the retreat provided at least one learning or takeaway relevant to their professional needs
- 95 percent would recommend this forum and format to their colleagues
- 85 percent agreed that they would attend another such retreat (although content, focus and participants might differ).

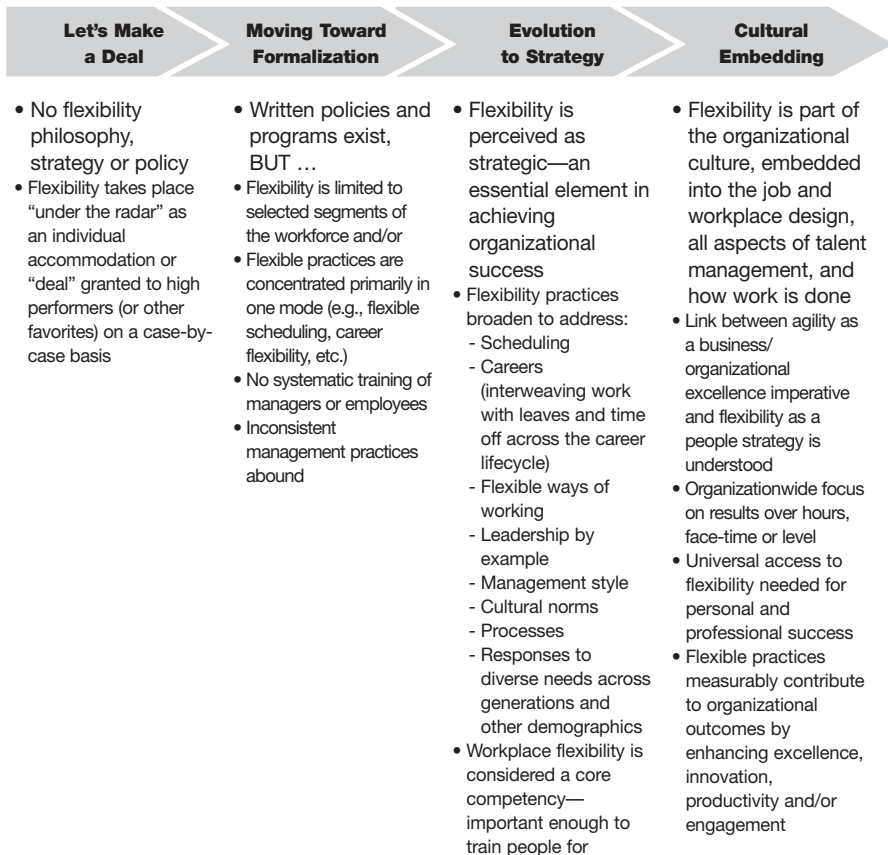
Survey participants also were given the opportunity to answer the open-ended question, “What did you find most useful?” Among the answers:

- “Everyone’s commitment to the process and willingness to dialogue respectfully, sincerely and openly. The retreat afforded me an amazing amount of information and inspiration for which I thank you.”
- “I didn’t understand before that academia is changing as much as corporations are: similar financial/economic pressures, work overload, aging of the workforce, etc.”
- “The retreat definitely built new bridges between sectors that never talked before and discovered common ground in flexibility as a workplace excellence imperative. There was an acknowledgement of the connection and interdependence upon each sector with the other.”
- “The compilation of the most important flexibility research and (position) papers for both sectors was worth its weight in gold.”
- “I was struck by the second day’s yearning to create the next stage of innovation in flexibility. I saw higher education and private industry become allies in this mission.”

The Flexibility Spectrum

Figure 1 shows an adaptation of WFD Consulting’s Flexibility Spectrum. The spectrum was used at the outset of the Workplace Flexibility Retreat to quickly identify the current state of workplace flexibility for each participating organization. The spectrum depicts four distinct phases of evolution. Organizations experience these phases they progress toward a truly agile, flexible work environment in which flexible thinking, management style, processes and practices pervade the organizational culture and all aspects of talent management. (See “Key Learnings from the Retreat: The Flexibility Spectrum.”)

Figure 1
The Flexibility Spectrum



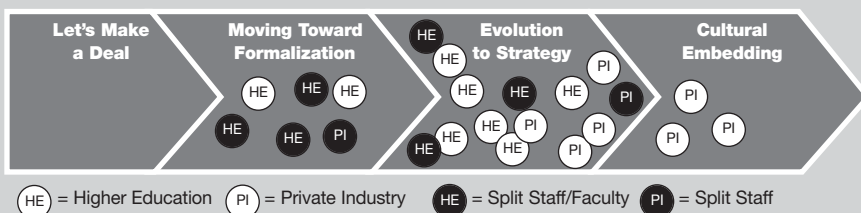
Key Learnings from the Retreat: The Flexibility Spectrum

The assembled participants learned upon arrival why this event was positioned as a “working” retreat. The opening reception began with a group activity designed to quickly and efficiently identify the current state of workplace flexibility among participants’ organizations. Each attendee was asked to place a sticker on a wall-sized poster of the Flexibility Spectrum that best illustrated where their organization currently resided on the journey to optimal workplace flexibility.

To their surprise, this deceptively simple exercise had many participants struggling over correct placement in only one of the four phases. Some changed their minds and repeatedly moved their sticker before making a final decision. Others cut or tore their stickers in half and placed pieces in different phases, explaining that different segments of the workforce (e.g., staff versus faculty, managers versus front-line employees, partners versus nonpartners) experience flexibility quite differently.

Key Learnings from This Exercise:

- Higher education institutions concentrated their stickers mostly in the second phase of flexibility (formalization), where policies and programs are in place but there is inconsistency throughout the organization.
- Faculty at higher education institutions have greater workplace flexibility than staff; hence the need to split their stickers.
- The majority of private-industry participants plotted their organizations in the third phase of flexibility (strategic).
- Very few participants placed a sticker at the farthest, most progressive end of the spectrum. The ones who did tended to be global organizations.
- Workplace flexibility comes more naturally to those in corporations who manage global or remote teams every day because they must have the right systems in place and know how to communicate, manage and lead in a virtual environment. Global organizations are the ones that placed dots near the most advanced end of the spectrum.
- A few participants felt that there is an emerging fifth phase of progress toward workplace flexibility. They suggested that the spectrum be augmented to indicate the possibility of an organizational culture so advanced that the merits of flexibility are no longer debated; it just becomes the way work and business are done.



Workplace Flexibility at the Center of the Work-Life Portfolio

Workplace flexibility does not operate in a vacuum, but is emerging as a unifying element in the work-life body of knowledge, the scope of which is depicted in Figure 2. The categories shown are based on the major patterns of responses to a variety of work-life conflicts that employers have developed in the past 30 years. This work-life body of knowledge, comprised of these categories, has been developed into the first certification course for work-life professionals, and is offered

through the WorldatWork Society of Certified Professionals.

A decade of increasingly robust empirical evidence suggests that these elements are not completely independent, but interact with and support each other using workplace flexibility as an intermediary. The exact nature of these interactions is not yet totally understood, but their overall impact on business outcomes, such as retention, recruitment, productivity, engagement, and even health and wellness, is positive and can be measured using both quantitative and qualitative techniques, as described throughout this publication.

The interdependence between flexibility and organizational culture deserves special mention, and was a central theme of the Workplace Flexibility Retreat. This is due to the universal reality that created a “Phase 4” work environment—one that completely embeds flexibility into every fiber of the organizational culture and requires a clear business strategy, strong leadership and sophisticated competence in managing culture change. No existing employer has arrived at that destination by accident.

To summarize, workplace flexibility holds the promise of facilitating the way to an ideal work environment for all employees, characterized by:

- High levels of inclusion
- Quick and efficient decision making
- Short cycle times
- High levels of engagement and empowerment
- Flexible leadership and management practices
- High-performance teams and individual contributors who work well from anywhere in response to real-time and rapidly changing demands.

Given these beneficial characteristics, workplace flexibility has as much impact on organizational outcomes as it does on employees’ quality of life.

Applications of Workplace Flexibility

Workplace flexibility is a complex human capital strategy that is easiest to understand when it is applied. There are three national initiatives, all funded by the Alfred P. Sloan Foundation, to implement and expand flexibility within organizations of various industries and sizes. Although each addresses different target audiences, the definitions of workplace flexibility share some universal principles and provide examples to help illuminate the application of workplace flexibility.

When Work Works

This nationwide initiative is a project of the Families and Work Institute in partnership with the Institute for a Competitive Workforce (an affiliate of the U.S.

Figure 2

The Work-Life Portfolio



Chamber of Commerce) and the Twiga Foundation. It is designed to highlight the importance of workforce effectiveness and workplace flexibility as strategies to enhance small- and medium-sized businesses' competitive advantage.

In addition to this project, Families and Work Institute conducts nationally representative studies of employees and employers. The most notable of these is the *National Study of the Changing Workforce*, a longitudinal study of the U.S. workforce that has been comparing attitudes and experiences at work at home since 1977. These studies find that flexibility is a critical component of workplace effectiveness—just as important as better known components of workplace effectiveness, including:

- Challenging and meaningful work
- Learning opportunities
- Job autonomy
- Input into management decision making
- Supervisor and co-worker support for job success.

Research finds that employees in effective and flexible workplaces are more likely to be engaged in helping their organizations succeed, be satisfied with their jobs, stay with their employer, and have better mental health.

“Workplace flexibility is a way to define how, when and where work gets done,

and how careers are organized. Flexibility is a strategic business tool to respond to the changing economy and changing workforce ... Flexibility must work for both the employer and the employee. Flexibility calls for the same kind of shared responsibility and accountability as the other components of an effective workplace.” (Families and Work Institute, 2006)

Editor’s Note: On April 1, 2008, Families and Work Institute published the “2008 Guide to Bold New Ideas for Making Work Work.” For more information on obtaining this report, see the “Additional Reading” on page 53.

Workplace Flexibility 2010

Operating from a base at Georgetown University Law Center, Workplace Flexibility 2010 was designed to support the development of a comprehensive national policy on workplace flexibility. It has further defined the operational aspects of workplace flexibility as the ability to:

- Have flexibility in the scheduling of full-time hours
- Have flexibility in the number of hours worked
- Have career flexibility with multiple points for entry, exit and re-entry
- Address unexpected and ongoing personal and family needs.

The BOLD Initiative

This initiative’s mission is to transform Corporate America’s perspective and utilization of flexible work options from being perceived as a mere perk to an effective tool for enhancing performance. In the report, “Flexible Work Arrangements: A Productivity Triple Play,” workplace flexibility is defined as flexibility in:

- When and where employees work that makes it possible for them to meet their personal needs while enhancing their contribution to team effectiveness
- How work gets done and how team members prioritize their work
- The way that team members respond to a rapidly changing and increasingly competitive work environment
- The ways that managers provide direction, coaching and feedback to maximize the results achieved by the work team.

(See “Key Learnings from the Retreat: Optimal Flexibility.”)

The BOLD Initiative outlines optimal flexibility as a management strategy for creating more effective workplaces, enhancing organizational performance with:

- Measurable improvements in individual and team performance
- Reduced stress
- Enhanced engagement in accomplishing organizational goals

- Results-oriented, inclusive management culture.

From the academic perspective, there is a backbone of administrative activity in every academic setting that looks and feels like employment in nearly any other workplace setting in the United States. The corporate version of workplace flexibility applies well for this group. However, there is an additional component to academia that looks very different: the career of faculty members on the track to tenure. “Flexibility in Academia” provides a more extensive discussion of the issues faced by this group.

Corporate Voices for Working Families’ Flexibility Principles

When well implemented, flexibility is a strategic imperative that enhances organizational competitive advantage and employee effectiveness. (Corporate Voices for Working Families, 2006) It is a key element of a multifaceted “strategy to enhance organizational agility and performance in the global marketplace.” And it is “a tool to unleash employee innovation and creativity in how results are achieved.”

In its “Flexibility Principles,” Corporate Voices for Working Families describes optimal flexibility as a cultural norm where flexible work is:

- Invisible and fully integrated into all cultural, management and operational practices, and aligned to engender flexible approaches and mindsets.
- Universally embraced as the standard operating mode, not a distinct program that must be promoted, managed and enforced.
- Included in essential corporate culture communications, such as corporate objectives, and mission, vision and values statements.

Key Learnings from the Retreat: Optimal Flexibility

What does optimal flexibility look like? Retreat participants had a surprisingly aligned vision about what constitutes “optimal” flexibility:

- The word “flexibility” and phrase “flexible work arrangements” are no longer part of the lexicon; this simply is “the way business is done.”
- Flexibility becomes part of the performance management process.
- Flexibility is ingrained in an organization’s culture and systems.
- The organization has no normative schedule.
- Different job types, business units and offices have different solutions for flexibility.
- Individuals have different solutions for flexibility.
- There is reciprocal flexibility between employer and employee.
- Flexibility is second nature in all conversations related to projects, meetings, etc.
- Faculty is aware of, and encouraged and free to use flexibility policies.
- The tenure process is truly flexible without penalty for use.
- The whole life course of employees is considered—recruitment, retention, retirement and beyond.
- Flexibility is the norm, not the exception.

Flexibility in Academia

Following a career path to faculty tenure was first envisioned in medieval Europe. Therefore, it should be no surprise that the process is steeped in ancient traditions, as well as more recent ones assuming a homogeneous male population. With this as a background, the academic focus of workplace flexibility is one of the challenges faced by junior faculty whose pretenure years (when they are proving themselves worthy of a promotion to a standing faculty position) typically coincide with childbearing and/or childrearing years. An institution's policies need to be sufficiently flexible to permit faculty members to combine family and career responsibilities in the manner best suited to them as professionals and parents, according to the American Council on Education (ACE). As described, the optimal academic goal is for invisible, universally embraced flexibility that is integrated with all aspects of the career path for tenure.

Among colleges and universities, the focus is on policies that support the integration of work and family. Although these policies often are in place at large universities, other higher education institutions have a long way to go—like private industry. “Theoretical and descriptive studies link the limited availability of work-family policies to the slow pace at which women’s status within the professoriate has improved. Researchers concur that the model academic career path under the tenure system often conflicts with a faculty member’s family responsibilities.

“Women continue to perform most caregiving tasks in most U.S. families and are thus disproportionately affected by conflicts between the ideal academic career trajectory and family needs ... because the timing of the tenure process tends to overlap with the childbearing years. It is not surprising, then, that tenured and tenure-track women are less likely to have children than are tenured and tenure-track men. Although the number of women in academia continues to rise, much of the increase has occurred in nontenure-track positions and nondoctoral institutions, partly because of ‘mommy track.’ The limited availability of work-family policies not only contributes to the slow progress of women in the academy; it also restricts the ability of male faculty members to participate in family caregiving responsibilities.

“Those practices reported to have the greatest potential benefit to faculty included stopping of the tenure clock, modified duties, paid maternity leave, paid dependent-care leave, and the existence of units or personnel dedicated to work-family issues.” (American Association of University Professors, 2004)

Key Learnings from the Retreat: Tenure and Partnership

The journeys required to achieve tenure and partnership share striking similarities. Both are extreme career paths: highly competitive and requiring total commitment to the exclusion of nearly everything else. As such, both paths present major challenges to women and others who have other life priorities that occupy time and energy. Most importantly, they open the door to common solutions across the sectors.

Tenure is a professor’s permanent job contract, granted after a probationary period of six or seven years and a rigorous review process. A faculty member’s eligibility for tenure is determined by a variety of factors, including teaching ability, publication record, departmental service (e.g., committees, student advising) and, at larger universities, research. An academician’s career often begins in an assistant professor role with a three- or four-year term. If a reappointment review is successful, the assistant professor is given an additional term of three or four years to complete the seven-year tenure track.

Flexibility in Academia (Continued)

Partnership is a form of governance that predominates in the professional services sector (accounting, consulting, law) and is similar in structure to tenure, with a prescribed progression of steps that culminate in election to partnership. A major difference between the two is that partners have the potential of becoming equity owners of the firm.

What Is Optimal Policy-Making for Faculty?

The “Faculty Work-Family Policy Study” identified five key strategies that colleges and universities use to develop and implement successful policies and programs for faculty:

- Formalize policies and make them entitlements.
- Continually educate faculty and administrators about the policies.
- Address issues that discourage faculty from using work-family benefits.
- Use data to promote programs that support balance between work and family.
- Foster collaboration between champions of individual policies and relevant institutional committees.

Organizational Drivers of Flexibility

To compete successfully and hire, motivate and retain top talent, organizations need to consider new ways of working. For those operating in a global marketplace, flexibility is imperative to enable effective partnering with remote teams and meet customer needs around the globe.

For higher education institutions, career flexibility is key to attracting talented faculty, especially women and minorities. Figure 3 outlines additional drivers and impacts raised during the Workplace Flexibility Retreat.

Figure 3
Drivers of Flexibility

| Private Industry | | Institutions of Higher Education | |
|--|---|--|---|
| Business Drivers | Flexibility Impacts | Organizational Drivers | Flexibility Impacts |
| Attracting the best talent | Flexibility as a recruitment incentive, especially for women, emerging workforce and mature workers | Attracting the best faculty | Flexibility as a recruitment incentive, especially for women, emerging workforce and mature faculty |
| Retention of key talent | Reduced turnover and associated costs | Retention of intellectual capital | Reduced turnover; greater intent to stay; greater research-team consistency |
| Development/ advancement of an increasingly diverse pipeline | Increased diversity in leadership pipeline, especially women and minorities | Development and advancement of an increasingly diverse pipeline of valued contributors | Increased diversity in leadership and the pipeline to leadership, especially women and minorities |
| Employee engagement (eliciting motivation) | Increased productivity, discretionary effort and intent to stay | Optimizing motivation (satisfaction, commitment, engagement) | Increased discretionary effort; increased creativity and solutions to/for world problems |
| Retention of valued customers | Customer retention and loyalty | Attraction and retention of valued funders and students who become employees to businesses and public/private institutions nationally and globally | Continued research and talent for institutional goals |

Figure 3

Drivers of Flexibility (Continued)

| Private Industry | | Institutions of Higher Education | |
|---|---|--|--|
| Business Drivers | Flexibility Impacts | Organizational Drivers | Flexibility Impacts |
| Maximization of profitability; cost reduction, productivity, quality, innovation, creativity, shareholder value | <p>Reduced health-care costs, disability claims, absences, turnover</p> <p>Reduced stress and burnout</p> <p>Higher productivity and customer service; better financial performance</p> | <p>Excellence in teaching, research and service to the community: innovation, creativity, faculty and staff productivity</p> | <p>Reduced stress and burnout; better mental and physical well-being; greater focus</p> <p>Higher productivity</p> |
| Sustainability | Triple bottom line (profit, environment, community and social impact) | Sustainability | Better fiscal performance; superior reputation; ensuring the next generation of excellent contributors; increased ability to secure research funding |
| Agility, nimbleness, responsiveness to change (global, demographic, economic, security issues) | <p>Faster decision-making</p> <p>Reduction in cycle times</p> | Agility, nimbleness, responsiveness to change (global, demographic, economic, security issues) | Organizationally embedded flexibility (processes, career progression, management style, etc.) enhances overall responsiveness to change |
| Competitive advantage: maintaining U.S. competitiveness in global marketplace | Recruitment pool expanded geographically | Competitive advantage: maintaining U.S. competitiveness in global marketplace | Ongoing supply of American scientists, engineers, researchers to secure national edge regarding innovation |

Many Roads to Flexibility

Workplace flexibility practices in both private industry and among staff in higher education institutions focus primarily on scheduling flexibility (e.g., flex time, compressed workweeks, job sharing and part-time work) or teleworking. By contrast, faculty in higher education institutions focus on on careers and the need to offer:

- Opportunities to stop the “tenure clock”
- Institutional assistance to manage work-family responsibilities
- Longer-term leaves of absence
- Temporary reductions in workload with no loss of professional status when child birth or family responsibilities arise
- Transitional part-time work *after* major life events
- Part-time assignments that allow for continued affiliation throughout child-bearing and child-rearing years.

See Figures 4, 5 and 6.

Figure 4

Flexible Work Options

| Scheduling of Hours | Examples |
|--|---|
| <p>Flex time: Workday start and end times differ from the workgroup’s standard, yet the same number of hours per day is maintained.</p> <p>Potential Benefits:</p> <ul style="list-style-type: none">• Improves efficiency if work schedules match employees’ most productive hours• Gives employees more control over scheduling personal responsibilities on either end of the workday• Allows commute outside of peak rush hour | <p>Daily flex: Regular daily schedule that varies from the standard, such as working from 9:30 a.m. to 6 p.m. instead of 8:30 a.m. to 5 p.m.</p> <p>Core hours: Established range of time when everyone in a particular workgroup is at work with flexibility on either end of the workday. For example, core hours are from 9:30 a.m. to 2 p.m., but employees may start as early as 7 a.m. or leave as late as 6 p.m.</p> <p>Variable flex: Ability to take a break during the workday to attend a school function, doctor’s appointment, etc. and make up the time on either end of the workday or later in the week or pay period.</p> <p>Summer time flex: Work hours differ during the summer months. For example, starting work at 7 a.m. instead of 8:30 a.m.</p> <p>Day-of-the-week flex: Work hours are flexed on a particular day of the week, such as Fridays.</p> |

Figure 4

Flexible Work Options (Continued)

Compressed Workweeks: Full-time options that enable employees to work longer days for part of a week or pay period in exchange for shorter days or a day off during that week or pay period.

Potential Benefits:

- Improves productivity if some work can best be accomplished during quieter times of the day
- Provides more days off
- Decreases number of days employees commute
- Allows commute outside of peak rush hour

4-day workweek (also called 4/10): 10-hour days.

3-day workweek (also called 3/12): 12-hour days.

4½-day workweek: Four 9-hour days and one 4-hour day per week.

9-day biweekly (also called 9/80): Working 80 hours in 9 days (typically 8 days at 9 hours and 1 day at 8 hours) and taking the 10th day off. Be sure to check federal/state overtime laws when implementing this option.

Shift flexibility: Allow employees to work with co-workers to adjust their schedules. This may be planned ahead or accomplished on the day of.

Shift trade: Two co-workers swap shifts

Shift drop/pick-up: An employee drops a shift from his/her schedule that is picked up and worked by a co-worker.

Amount of Hours

Examples

Part-time: Working fewer than 35 hours per week.

Potential Benefits:

- Offers faculty members a reduced-schedule tenure-track position with all of the status and privileges of university tenure
- Retains employees who need to scale back work hours to manage family situations or other personal needs
- Expands labor pool (e.g., retirees, students, persons with disabilities)
- Gives employees time off for educational purposes—to complete a degree or take continuing education courses
- Provides an option for a gradual return to work after maternity or other leaves
- Allows gradual entry into retirement

For faculty members:

- Permanent part-time tenure track
- Temporary part-time option that combines partial leave and tenure clock extension

For exempt employees:

- 80% of full-time
- 60% of full-time
- 50% of full-time

For nonexempt employees:

- 32 hours/week
- 24 hours/week
- 20 hours/week

Job Sharing: Full-time position shared by two people, each working part-time hours.

Potential Benefits:

In addition to the potential benefits of working part-time, job sharing:

- Brings broader range of knowledge, skills and experiences to a position
- Provides cross-training and skill enhancement opportunities for each partner
- Allows continuity of coverage when one partner is sick, on leave or on vacation
- Provides an option for employees who want to reduce their hours, but whose jobs cannot be accomplished on a part-time basis

Alternate weeks with each working one week on, one week off.

Share workdays with each working 4 hours.

Overlap schedules with each working 2½ days a week with a Wednesday overlap.

Figure 4

Flexible Work Options (Continued)

| Place of Work | Examples |
|--|--|
| <p>Telecommuting: Working from a remote location one or more days a week.</p> <p>Potential Benefits:</p> <ul style="list-style-type: none">• Offers alternative to relocation• Expands recruitment pool geographically• Reduces office space and associated costs• Can help accommodate employees with disabilities• Decreases wear and tear of transportation infrastructure• Reduces or eliminates commute• Provides a work environment with fewer distractions• Facilitates ability to work during “personal best time”• Decreases employee work-related spending (e.g., gasoline, meals, etc.) | <p>Home office: Designated office space at employee's home.</p> <p>Satellite or neighborhood office: Remote office is established, typically in a community with a large concentration of employees.</p> <p>Hoteling: Designated shared workspaces at an organization that are reserved by employees who work remotely, but occasionally come into the office.</p> <p>Traveling: Working primarily on the road or at client locations.</p> |
| <p>Seasonal Relocation: Enabling employees to work from different cities/states at various times throughout the year.</p> <p>Potential Benefits:</p> <ul style="list-style-type: none">• Expands the recruitment pool• Provides an attractive option for older workers• Keeps institutional knowledge and experience in place | <p>Snowbird programs: Implemented primarily in retail businesses, this option enables employees to work in one part of the country for the majority of the year and then transfer to another location as they relocate for the winter months.</p> |
| Management of Time | Examples |
| <p>Meeting-Free Flexibility: Establishing blocks of time by workgroup, division or organizationwide when no meetings are scheduled.</p> <p>Potential Benefits:</p> <ul style="list-style-type: none">• Creates regular, uninterrupted blocks of time for concentrated work• Enhances productivity by enabling time to focus on administrative tasks, projects, etc.• Enables employees to schedule vacation time when they know they won't miss important meetings | <p>No meetings days: Select one day a week or a timeframe when no meetings are scheduled (e.g., no meetings on Fridays or no meetings from noon on Friday to noon on Monday).</p> <p>No meeting weeks: Select one week per quarter when no meetings are scheduled.</p> |
| <p>Quiet Time: Establishing blocks of time to enable employees to focus on tasks.</p> <p>Potential Benefits:</p> <ul style="list-style-type: none">• Creates regular, uninterrupted blocks of time for concentrated work• Enhances productivity by enabling time to focus on administrative tasks, projects, etc. | <p>Quiet hours: Designate one hour each day as “quiet time” when no meetings are scheduled and employees are encouraged to work individually to enable everyone some daily uninterrupted work time.</p> |

Figure 4

Flexible Work Options (Continued)

Report Late: Ability to report late to work occasionally and make up time at the end of the day.

Potential Benefits:

- Creates a flexible option for shift workers
- Reduces employees' stress

Shift report late: Allow employees whose shifts overlap (e.g., workers in call centers) to “run late” by up to 30 minutes and make up the time at the end of the shift.

| Organization of Career | Examples |
|--|---|
| <p>Work-Family Integration Policies for Faculty</p> <p>Potential Benefits:</p> <ul style="list-style-type: none">• Supports a diverse faculty in meeting personal needs throughout their careers• Enables faculty to avoid burnout• Enables faculty to remain productive and stay connected throughout their careers• Provides alternatives to resignation | <p>Stopping tenure clock: Allows a tenure-track faculty member to have a temporary pause in the tenure clock to accommodate special circumstances.</p> <p>Modified duties policy: Allows faculty members to reduce their teaching, research or service loads temporarily (usually for a term or two) without a commensurate reduction in pay.</p> |
| <p>Off and On Ramps</p> <p>Potential Benefits:</p> <ul style="list-style-type: none">• Supports a diverse workforce in meeting personal needs throughout their careers• Enables employees to avoid burnout• Enables employees to remain productive and stay connected throughout their careers• Provides alternatives to resignation | <p>Customized career paths: Enabling employees to redesign or scale back job responsibilities at different points in their career. For example, taking on a job without travel requirements or one without supervisory responsibilities.</p> |
| <p>Leaves of Absence</p> <p>Potential Benefits:</p> <ul style="list-style-type: none">• Supports a diverse workforce in meeting personal needs throughout their careers• Enables employees to pursue other outside activities that enhance their personal and professional lives• Enables employees to avoid burnout• Enables employees to remain productive and stay connected throughout their careers• Provides alternatives to resignation | <p>Maternity, paternity and adoption leaves: Paid or unpaid; may be in addition to time required by FMLA.</p> <p>Education, personal and volunteer leaves: Paid or unpaid.</p> <p>Phase-back to work: Ability to return from a leave of absence gradually, working a reduced schedule and easing back into full-time hours.</p> <p>Sabbaticals: Paid or unpaid time off for personal renewal or volunteer work. Typically one to six months time off offered to solid performers after seven to 10 years with the organization.</p> <p>Flex year: Working full-time for part of a year and then going on a reduced schedule or leave of absence for the balance. For example, working a “teacher’s schedule”—full-time during the school year, September through June, and then taking a leave in July and August.</p> |

Figure 4

Flexible Work Options (Continued)

| Other Time Off Flexibility | Examples |
|--|---|
| <p>Other Time-Off Flexibility: A wide range of flexible time away from work.</p> <p>Potential Benefits:</p> <ul style="list-style-type: none">• Supports a diverse workforce in meeting personal needs throughout their careers• Enables employees to pursue other outside activities that enhance their personal and professional lives• Enables employees to avoid burnout• Enables employees to have time off on holidays they chose to celebrate• Encourages camaraderie and goodwill in the workplace with vacation sharing | <p>Emergency flexibility: Fixed number of days off with pay for emergencies (allow time to be taken in hourly increments).</p> <p>Vacation buying: Allow employees to pay for a specified number of additional vacation days each year.</p> <p>Vacation borrowing: Allow employees to borrow one or more weeks of vacation from the following year.</p> <p>Vacation sharing: Allow employees to give their vacation days to another employee who needs additional paid time off due to an illness or other personal situation.</p> <p>Day-at-a-time vacation: Allow employees to take mini-vacations instead of using one full week or more.</p> <p>Floating holidays: For businesses that are open on organization-designated holidays, allow employees to work on the holiday at regular pay and take another day off of their choosing.</p> <p>Personal days: Fixed number of days off with pay for personal reasons. (Organizations may designate a specific number of days/hours for volunteer work or attendance at school activities.)</p> <p>Paid time off banks: One bank of time off for sick leave, vacations, emergencies and other personal reasons.</p> |
| Other Flexible Options | Examples |
| <p>Work Redesign: Engaging individuals and teams in determining when, where and how work is best accomplished.</p> <p>Potential Benefits:</p> <ul style="list-style-type: none">• Reduces employee stress and burnout• Reduces overwork• Eliminates low-value and duplicative work• Increases productivity and job satisfaction• Improves team collaboration | <p>Teams work together to integrate workplace flexibility into the culture, address issues of overwork, inefficiencies and work-life conflict, and design solutions</p> <ul style="list-style-type: none">• WFD's Teamwork Innovations• The BOLD Initiative |

Adapted from work by Roundtree Consulting.

Figure 5

Flexible Work Options of Value to Faculty

| | Faculty Total | Asst Men | Asst Women | Assoc Men | Assoc Women | Full Men | Full Women |
|---|------------------|-------------|---------------|--------------|----------------|-------------|---------------|
| Opportunity for teaching load to allow one quarter with research focus and no teaching | 55% | 53% | 59% | 56% | 65% | 47% | 73% |
| Flex time or flexible hours | 45% | 57% | 59% | 33% | 71% | 22% | 50% |
| Part-time back-to-work as a transition after major illness, surgery or other major life event | 18% | 21% | 43% | 15% | 32% | 6% | 22% |
| Part-time tenure appointments | 17% | 12% | 23% | 10% | 9% | 10% | 13% |
| Part-time post-tenure appointments—period of time | 15% | 12% | 20% | 13% | 25% | 14% | 13% |
| Part-time back-to-work as a transition back to work after child's birth or adoption | 9% | 9% | 28% | 5% | 15% | 2% | 7% |

Note: Bolded type indicates findings that are greater than the findings overall.

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Figure 6

Flexible Work Options of Value to Higher Education Staff and Corporate Employees

| | Higher Ed Staff | | | Corporate Employees | | |
|---|-----------------|-----|------------|---------------------|-----|------------|
| | Total | Men | Women | Total | Men | Women |
| Flexibility in my schedule to take courses | 59% | 53% | 62% | | | |
| Flex time or flexible hours | 56% | 47% | 63% | 64% | 55% | 76% |
| Flexibility in my work day to exercise or play sports | 45% | 48% | 43% | | | |
| Compressed workweek | 46% | 37% | 50% | 50% | 40% | 62% |
| Telecommuting | 36% | 28% | 40% | 65% | 56% | 75% |
| Part-time back-to-work as a transition after major illness, surgery or other major life event | 29% | 22% | 33% | | | |
| Part-time work or reduced hours | 27% | 16% | 32% | 37% | 22% | 54% |
| Part-time back-to-work as a transition after a child's birth or adoption | 14% | 8% | 17% | 61% | 45% | 77% |
| Job sharing | 10% | 4% | 18% | 30% | 16% | 46% |

Note: Bolded type indicates findings that are greater than the findings overall.

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How to Build a Culture of Flexibility

In her article, “Building a Culture of Flexibility: Strategies for Success,” published in the May 2007 issue of *workspan* magazine, Karen Noble, a senior consultant at WFD Consulting, wrote, “It is critical to develop a framework that can be understood and followed by all. Any organizational change strategy should be embedded into a multiyear approach to promote, expand and sustain change in ways of working, management practices and norms to achieve business objectives. Building a culture of flexibility requires a strategic change approach. (See Figure 7.)

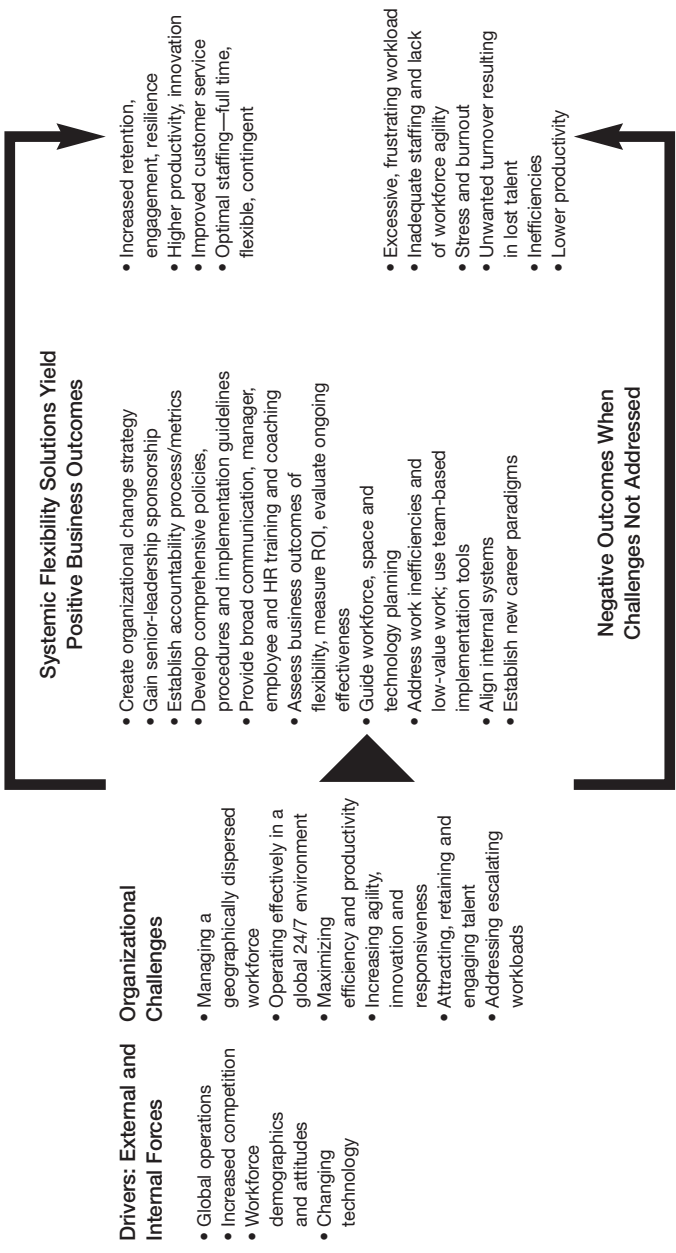
“Development of a flexibility strategy should be informed by a clear understanding of external and internal drivers, and of organizational challenges to creating a flexible work culture, such as face time, impediments to career advancement, workload issues, equity, etc.”

Noble went on to identify nine critical steps for building a culture of flexibility:

1. Establish a platform for change to a flexible work culture:
 - Assess the state of flexibility in your organization using the flexibility spectrum (Figure 1 on page 7) as a guide:
 - Supportive culture and management practices
 - Utilization and need/desire for flexibility
 - Organizational barriers
 - Business outcomes — current and potential
2. Build a long-term change strategy that is structured to promote business goals and outcomes:
 - Identify and build champions at the senior-management levels
 - Use relevant quantitative and qualitative data (statistics, ROI data, stories, quotes, exit-interview results, etc.), both internal and external
3. Establish a robust, business-driven policy and implementation backbone. Use a cross-functional team to:
 - Guide development of clear and equitable policies, practices, tools and guidelines

Figure 7

Building a Culture of Flexibility



- Act as change agents who will seed the environment and build momentum and buy-in
 - Establish a formalized process to request, track and measure the effectiveness of formal flexible work options.
4. Create organizational buy-in and competence:
 - Position flexibility as a business strategy, not personal accommodation or entitlement
 - Develop an effective, multiyear communication strategy:
 - Include a flexibility brand
 - Target key messages
 - Use multiple channels and platforms
 - Reinforce and evolve.
 - Provide manager and employee training, tools and online skills reinforcement
 - Coach senior managers to elicit active support and to ensure effective messaging and aligned behaviors:
 - Invest in human resources by creating subject-matter experts among key HR leaders; include line managers as much as possible
 - Hold all levels accountable for using best practices and promoting change.
 5. Align management systems with flexible work options:
 - Performance management
 - Headcount
 - Benefits and compensation
 - Career advancement
 6. Work to ensure that technology strategy addresses distributed work and a dispersed workforce as the norm:
 - Lead collaboration between HR, IT and real estate to create an effective platform for work in the 21st century, anytime and anywhere.
 7. Monitor implementation patterns:
 - Implement systems to monitor and track flexible-work use, satisfaction and effectiveness, patterns of management decisions and employee requests.
 8. Identify and measure desired outcomes and business results:
 - Measure work environment supportiveness, not numbers using flexible work
 - Assess management practices and overall supportiveness of the work environment.
 9. Design ongoing evaluation and measurement systems and use them consistently and recalibrate often:

- Determine opportunities for continuous improvement
- Adjust your strategy accordingly
- Identify methods to continuously reinforce and improve processes and procedures
- Hold managers accountable in meaningful ways; reward and recognize.

Designing Workplace Flexibility

For those just embarking on the journey to workplace flexibility, the Resources section of this book provides several tools. Also, following are tips for employees and employers to design a successful workplace flexibility culture, compliments of Cali Williams Yost, founder of Work + Life Fit and author of *Work + Life: Finding the Fit That's Right for You*.

10 Tips for Making Employees Strategic Partners in Flexibility

- Acknowledge that in a 24/7, high-tech, global work reality employees need to partner with the organization to set boundaries around their work and the rest of their lives. The organization can no longer set the parameters alone.
- Make sure to include employees as an important voice in the development and improvement of the organization's flexibility strategy. Sometimes they are forgotten in the process.
- Define flexibility as a mutually beneficial business strategy, not a perk or benefit you "get," but a process in which an employee needs to actively participate.
- Reinforce that the employee's role is to create, negotiate and implement a flexibility plan that meets his/her needs and the needs of the organization.
- Clarify a manager's role as creating an environment that supports the conversation, not provides the solution.
- Ensure managers and employees see flexibility as a key competency for employee success, both personally and professionally, not just as a nice thing to do.
- Develop tools and a process to show employees "how to" meet the organization halfway, because most don't know.
- Make sure flexibility competency training is part of core employee skill building that is reviewed and reinforced.
- Challenge the common fears that keep employees stuck, such as, "They will say no," and "It will hurt my career."
- Share success stories that illustrate the importance of taking the initiative to present a well-thought plan and how flexibility can work.

10 Tips for Employees to Play Their Roles in Successful Flexibility

- Recognize that in a 24/7, high-tech global work reality, we all need to meet our employers halfway to determine the boundaries between work and the rest of our lives.
- Understand that flexibility isn't something you are "given," it is something you must "get": You need to take the initiative.
- Know that flexibility is not just for women and mothers. It is a core competency for personal and professional success for everyone.
- Realize that there is no one "right" way to combine your work and life, and the type of flexibility you need will change countless times throughout your life and career.
- Understand that flexibility is not just a formal change in how, when or where you work, but also day-to-day informal flexibility.
- Don't wait until you are overwhelmed to seek flexibility. Use it as a strategy to manage personal or professional transitions that change your circumstances.
- Make sure have the right mindset that helps you see the countless possibilities of flexibility.
- Realize that if you are a motivated, self-starting employee, most likely the answer will be, "Yes," to a well-thought flexibility plan for at least a trial period.
- Know that it hurts your career more to not seek flexibility and risk becoming burned out, unproductive, sick or ready to leave.
- Recognize that there are as many ways to define "success" as there are types of flexibility, and redefine success to match the type of flexibility you have.

Stumbling Blocks

If the business and operational excellence cases for workplace flexibility are well established, why aren't all employers actively creating fluid, flexible, highly engaging work environments that incorporate work-life effectiveness as a core element of HR strategy? (See "Key Learnings from the Retreat: Stumbling Blocks to Flexibility.")

The ultimate answer to this conundrum lies deeply embedded in our national and organizational culture, which is anchored in a particular set of beliefs about the nature of people and the nature of work. According to two work-life luminaries, Sandy Burud and Bob Drago, whose writings and research findings shed some light on this subject, one stumbling block to work-life progress takes the shape of three inter-related cultural norms that exert strong control over expectations of the behavior of others:

- *The motherhood norm*, a widely held belief that women should be mothers, and mothers should primarily engage in unpaid care for children and others who don't work or are otherwise in need
- *The ideal worker norm*, which rewards total commitment by employees who sacrifice anything and everything for their job and employer
- *The individualism norm*, a societywide belief that the government shouldn't help those in need of care.

These deeply held norms combine with lingering attitudes from the Industrial

Key Learnings from the Retreat: Stumbling Blocks to Flexibility

Retreat participants had numerous answers to the question of why all employers aren't engaged in creating flexible work environments. All of the answers were rooted in key aspects of organizational culture:

- Widespread manager resistance
- Inability to quantify job expectations and results
- Harboring old assumptions about how work must be done.

Age about people as mechanisms (e.g., capable of working 24/7—like machines) to produce expectations and work environments that impede successful transition to the agility required in the current digital age. This often requires changing elements of the organizational culture, which leads to the seventh category of the work-life portfolio and a core competency of the work-life professional: managing culture change.

Successful Workplace Flexibility Implementation in Business and Academia

This section is a compilation of business and academic ROI data, which collectively demonstrate the benefit of creating a more flexible workplace culture in a variety of organizations and higher education institutions.

Recruitment

(See Figure 8.)

- In its 2003 global employee survey, Discovery Communications learned that 95 percent of employees in the United States say that availability of flexible work arrangements is a critical factor in taking a job. (Corporate Voices for Working Families, 2005)
- Bristol-Myers Squibb found that flexible work options are a very effective recruitment tool. Of the employees hired over a recent three-year period, one in five strongly agree or agree that the company’s flexible work options influenced their decision. (Corporate Voices for Working Families, 2005)

Figure 8

Top Factors in the Decision to Join an Organization

| Faculty | Higher Education Staff | Corporate Employees |
|---|--|---|
| 1. Faculty/colleagues | 1. Opportunity to learn and grow | 1. Advancement opportunity |
| 2. Academic reputation of program/academic unit | 2. Benefits | 2. Benefits |
| 3. Opportunities for career development | 3. Challenge of the job | 3. Job security |
| 4. Location | 4. Advancement opportunity | 4. Salary/pay |
| 5. Family considerations | 5. Ability to integrate work with my personal and/or family life | 5. Ability to balance work with my personal/family life |
| 6. University’s academic reputation | | 6. Challenge of the job |

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Retention

(See Figure 9.)

- Diversity of the next generation of faculty is at risk: fewer associate women and minorities expect to retire from their current university. Compensation and family/personal life increase in importance as factors influencing faculty decisions to stay and are stronger considerations than at the time of hiring. (Richman, 2007)
- Seventy-two percent of employees plan to remain with their employers for the next year in organizations with high levels of workplace flexibility, versus 49 percent in organizations with low levels of flexibility. (Families and Work Institute, 2004)
- A seven-month compressed workweek pilot program at PNC Bank resulted in a dramatic reduction in cycle time on core operations and services. In addition, there was a dramatic decrease in absenteeism from 60 days to nine days compared to a prior, similar work period. The pilot also was credited with a \$112,750 cost savings in turnover among 19 participants who indicated that without the schedule they would have considered leaving the bank. As a result, compressed workweeks have become a permanent option and the pilot has moved on to other work groups. (Corporate Voices for Working Families, 2005; PNC Bank, 2008)
- IBM's 2007 global work-life survey demonstrated that flexibility is an important aspect of employees' decisions to stay at the company. Based on the responses of employees in 75 countries, those who successfully manage work-life demands report greater job satisfaction, are more likely to rate IBM favorably, are much more likely to view IBM as a healthy workplace, and are

Figure 9

Top Factors in the Decision to Stay With an Organization

| Faculty | Higher Education Staff | Corporate Employees |
|--|--|---|
| 1. Faculty/colleagues | 1. Benefits | 1. Salary/pay |
| 2. Ability to balance work with my personal life | 2. Salary/wages | 2. Job security |
| 3. Salary/compensation | 3. Ability to integrate work with my personal and/or family life | 3. Benefits |
| 4. Family considerations | 4. Opportunity to learn and grow | 4. Ability to balance work with personal life |
| 5. Location | 5. Challenge of the job | 5. Advancement opportunity |

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more likely to agree they would not leave IBM. Work-life integration is strongly linked to the retention of key talent. (IBM, 2008)

- Of those who worked flexibly at Accenture, 70 percent indicated it was likely or highly probable that they would leave the company if they didn't have workplace flexibility. In the U.S. 2006 Work/Life Survey, this represented 5,401 individuals, or a savings of \$648 million in potential replacement costs. (Accenture, 2006)

Job Satisfaction

- Sixty-six percent of employees report high levels of job satisfaction in organizations with high levels of workplace flexibility, versus 23 percent in organizations with low levels of flexibility. (Families and Work Institute, 2004)
- Internal organizational studies have established that employees who have even a small measure of flexibility have significantly greater job satisfaction, stronger commitment to the job and higher levels of engagement with the company, as well as lower stress levels. (Corporate Voices for Working Families, 2005)

Employee Engagement

- University staff and corporate employees both score higher than faculty on engagement measures. (Richman, 2007)
- Research conducted by Watson Wyatt of 7,500 workers in all job levels and all major industries showed that firms with highly committed employees had a 112-percent return to shareholders over three years, compared to a 76-percent return for firms with low employee commitment and a 90-percent return for firms with average commitment. (Watson Wyatt Worldwide, 1999)

Quality of Life

- Faculty feel more stressed than university staff or corporate employees overall (half of faculty show signs of stress). Faculty stress and burnout index scores are higher among associate-rank professors and women. (Richman, 2007)
- To address concerns about turnover and long workweeks among hotel managers, Marriott International conducted a pilot in which managers were encouraged to “do whatever it takes to get your job done, but be flexible in how you do it.” As a result, the focus shifted away from work schedules and “face time” to efficiency and effectiveness. After six months, managers reported working, on average, five fewer hours each week and the number of

hours spent on low-value work also dropped. There was no negative financial impact on operations or quality of customer service, and the pilot achieved Marriott's goal of reducing stress and turnover among hotel managers. (Corporate Voices for Working Families, 2005)

Meeting Employees' Needs

- University staff and corporate employees feel more supported than faculty when it comes to work-life issues. Only half of faculty feels their department is a place where one is comfortable raising personal or family issues when scheduling academic responsibilities. (Richman, 2007)
- Fifty-seven percent of older workers 50 years or older would like to remain in the workforce if they could reduce their working hours. This preference is expected to become increasingly important as the workforce ages. (Families and Work Institute, 2004)

Business Continuity

As a result of Hurricane Katrina, Procter & Gamble's Folgers coffee plant in New Orleans was completely shutdown. As the company discussed plans to restart the 24/7 operation, it discovered that the key to getting the plant running again was workplace flexibility. To accomplish this, the company created schedules with seven days on and seven days off, enabling employees to have the blocks of time they needed to take care of personal issues. In just three months, the coffee plant returned to full operation. (Corporate Voices for Working Families, 2005)

Intel

January 2004 brought a huge snowstorm to the Portland area, a very unusual occurrence for that part of Oregon, home to Intel's largest site worldwide. "Ninety percent of our 15,000 employees could not get to work. We simply told them to stay home and work remotely," said Marty Menard, product capability group director for Intel IT. "All 15,000 of them had laptop computers and worked from home until it was safe to get on the highway again." Intel tracks metrics and has learned that wireless laptop usage has freed up an average of two hours and eight minutes of time per employee, per week. (ITAC, 2005)

Health Care Cost Savings

- Stress is costing U.S. employers about \$300 billion per year in lost productivity, health-care and replacement costs. (American Institute of Stress, 2008)

- Fifty-seven percent of employees exhibit high levels of mental health in organizations with medium or high levels of workplace flexibility, versus 17 percent in organizations with low levels of flexibility. (Families and Work Institute, 2004)
- Bristol-Myers Squibb employees who use flexible work arrangements score 30 percent lower in stress and burnout than those employees who do not. (Corporate Voices for Working Families, 2005)
- IBM employees who have flexibility report less work-life stress than employees without it. (Corporate Voices for Working Families, 2005)

Advancement of Women

Work-life support provided by employers began in the late 1960s as a response to the large influx of women into the paid labor force. The first work-life issue that employers confronted was child care. Who would take care of the children of working mothers? Although the work-life portfolio has evolved into many other domains to support the dual agenda of literally everyone who works (including a growing number of men and single people of both genders), work-life often is still perceived as a “women’s initiative.” Indeed, the responsiveness of work environments to the needs of women continues to be an important driver of recruitment, motivation and retention.

Conversely, lack of attention to work-life effectiveness is at least partly responsible for causing a significant number of women to exit the labor force or to form their own enterprises where they can establish the culture and rules. Not surprisingly, many corporate and academic work-life initiatives were launched as part of a wider strategy to attract, retain and advance women into leadership. After three decades of work-life investment, it is becoming increasingly evident that ensuring the development and promotion of women into leadership has multiple benefits, not only for the women involved, but also for their employers.

Catalyst, a research and advisory organization, has conducted two research studies that provide evidence of a profitable connection between corporate performance and gender diversity. In 2004, Catalyst published a report that showed that companies among the Fortune 500 with the most women in leadership financially outperform those with the fewest. This finding held for both financial measures used: return on equity and total return to shareholders, which were 35 percent and 34 percent higher, respectively. In 2007, Catalyst published a second study and reported that corporate performance improves among Fortune 500 companies as the number of female board directors reaches three or more.

Ernst & Young launched in 1996 a focused effort to grow female leaders both personally and professionally. Since then, the promotion rate of women at the partner level has more than doubled:

- In 1996, 5 percent of Ernst & Young partners were women; today, women make up 13 percent of the partner level—a 160-percent increase.
- In 1996, 30 percent of Ernst & Young managers and senior managers were women; today, women make up 39 percent of those management levels.

From its efforts to retain female client-service employees, Ernst & Young found the efforts translated to savings of about \$10 million a year—money that otherwise would have been spent recruiting, training and developing new talent. (Ernst & Young, 2008)

Market Value

- Watson Wyatt’s Human Capital Index showed a direct, positive correlation between employment practices and shareholder value. The survey found that firms with high employee satisfaction have decidedly higher market value—and creating a collegial and flexible workplace was associated with a 9-percent change in market value. (Watson Wyatt, 2001)
- A longitudinal analysis of the financial performance of the publicly held companies on *Fortune*’s list of the 100 Best Companies to Work For reveals that these companies yield two to three times the stock values when compared to companies not on the list. This relationship holds across two stock market indices: S&P 500 and Russell 2000. (Great Place to Work Institute, 2007)

Innovative and Model Practices

The words “best practices” are not used in this section purposefully, as workplace flexibility is always evolving and must be defined and molded based on the organization. What may be considered a “best” practice in one company or work group may not in another. Following are examples of flexibility practices that are drawing results in small to large corporations and higher education institutions.

Flexible Scheduling

JPMorgan Chase

The financial services company implemented unique scheduling at a call center. Employees are given 20 core hours per week when the center must be fully staffed. Each hour has a designated number of people required to be on the phones or in

the office. Employees receive an additional 20 hours to be scheduled to meet their needs. They may schedule early or late arrivals and departures, or even split shifts. Employees with the highest seniority select first. (JPMorgan Chase, 2008)

D.W. Mail LLC

This 20-employee mailing services company asked staff which work hours were most desirable. Based on this survey, the company implemented summer hours enabling employees to choose to start work at 6 a.m. or 7 a.m. The company also implemented an additional paid break during the summer for a total of three breaks (two 15-minute and one 10-minute). This allows employees to have additional down time away from the heat in the warehouse. (Women Entrepreneurs Inc., 2007)

Intel

This company's success hinges on big factors running 24 hours a day, with highly sophisticated and expensive equipment operating at full capacity. The organization gives its people on the shop floor the ability to work four 10-hour days, and then have three days off. Unexpected needs for time off can be harder to manage in a manufacturing/production environment, but employees in a pinch can usually find colleagues able to substitute for them. (Families and Work Institute, 2006)

Employers in Georgia

Currently, the state of Georgia has a law on the books favoring telecommuting. The law—one of the first in the nation—gives employers a state income tax credit of up to \$20,000 if they conduct a study on how to implement a telework program for their business. The measure also rewards employers who implement telework programs by giving a tax credit of up to \$1,200 per employee for a percentage of telework expenses in 2008 and 2009. (Georgia State Code, 2007)

Dow Corning Corp.

After learning that many employees desire a compressed schedule only during the summer to allow for more days off when their children are out of school, Dow Corning implemented an innovative compressed workweek program. The rest of the year, employees prefer the shorter eight-hour workday to better align with their children's school schedules. As such, managers and employees designed a system to give everyone the option of selecting a particular compressed schedule and working it only during the summer months. (Women Entrepreneurs Inc., 2007)

ARUP Laboratories

This national medical and testing reference laboratory has 2,150 employees. To tackle the demand for health-care workers, the company gives staff the option of seven days off at a time, alternating with seven days on. Workdays are 10 hours each, so employees log 70 hours in all during any given two-week period. They are paid, however, for two 40-hour workweeks. Each worker is paired with a counterpart handling the opposite schedule, and the two cover for each other if they have any scheduling conflicts. Staff also has the option of four-day, 10-hour schedules, as well as the conventional five-day workweek option. (Families and Work Institute, 2006; ARUP Laboratories, 2008)

Marriott International

Due in part to the nature of jobs, call center associates at this hotelier had limited workplace flexibility. Marriott partnered with The BOLD Initiative to launch a flexibility pilot. The associate teams met and determined that success would be measured by calls handled. The team worked to identify and pilot the following options:

- In the “occurrence avoidance” program, if the team meets the set amount of calls for a given day, the certain occurrences would not count (e.g., no more than 30 minutes late in the morning; no more than 10 minutes late from lunch or break; leaving early by no more than 30 minutes).
- Associates wanting to make up lost time for late arrival (up to 30 minutes) can stay late or shorten their lunch period.
- A formal buddy system to ensure timely resolution of customer issues.
- Quarterly associate and team recognition for having no occurrences and meeting calls-handled volume 90 percent of the days.

After piloting these programs, the company experienced measurable improvements in productivity, service levels, absenteeism and other key performance measures. (Marriott International, 2008)

Leaves and Time Off

Ohio State University

In fall 2007, Ohio State began providing 100 percent compensation for up to two quarters of faculty professional leave. To encourage faculty to take advantage of leave opportunities, the Academic Affairs department eliminated the prohibition on contiguous Faculty Professional Leaves (FPLs) and Special Research Assignments. Also, the school approved two faculty rule changes that provide for the automatic extension of the “tenure clock” after the birth or adoption of a child,

and an expanded two-year cap on the probationary period to three years. (The Ohio State University, 2008)

IBM

Since 1956, IBM has offered a personal leave of absence. Employees can take up to a three-year personal leave and up to five-year educational leave. During the leave, employee benefits continue and, to enable some salary continuance, IBM added the option to work part-time while on leave status. (IBM, 2008)

University of Washington

Based on a benchmarking analysis, the university found it was not competitive in its policies for adoptive parents or biological fathers. In an effort to support the work-life needs of faculty, the University of Washington piloted a program, “Parental Teaching Release for Parent/Child Bonding” to faculty members. The program permits a temporary reduction in duties (formal classroom instruction) with no loss in pay to permit faculty to spend more time with newly adopted or newborn children. Preliminary data indicate that faculty members using the pilot appreciate the flexibility, and that the costs range from \$4,500 to \$14,500 for replacement instruction. As of January 2008, 15 faculty members have used the policy, and 12 classes have been covered for 11 faculty members. About \$87,000 has been spent in replacement instruction, with the average cost per class being \$5,811. (University of Washington, 2008)

Career Flexibility

Lehigh University

The Sloan Program for Faculty Career Flexibility assists pretenure faculty in shifts to and from full-time status by providing funds to maintain research productivity, attend conferences and participate in collaborative efforts. The program is directed by the deputy provost for faculty affairs, as well as a faculty committee that promotes career flexibility in each college. The committee also develops new universitywide policies to enhance tenure clock flexibility. Guidelines and programs have been developed to increase success in identifying career-track positions for partners/spouses of tenure-track faculty. (Lehigh University, 2008)

Accenture

This global management consulting, technology services and outsourcing firm is piloting a U.S. program called “Future Leave.” This resembles a self-funded

sabbatical and enables employees to step off and back onto their career path—at their discretion, for any reason—periodically throughout their career. For example, an employee works full time for an agreed upon number of months—say, 10 months—and chooses to receive a percentage of his/her full-time pay each month, perhaps 80 percent to 95 percent, while directing the remaining 5 percent to 20 percent into a bank account under his/her name. After working the predetermined number of months, the employee can take up to three months off and receive the banked pay during that time. Accenture continues to pay medical coverage during the time away. (Accenture, 2008)

University of Illinois at Chicago

With research-science faculty members having multiple responsibilities to teach, research, write grants, publish, serve on committees and oversee labs, many scientists were in need of career flexibility to provide a way to keep research on track or temporarily reduce teaching responsibilities during life changing events. The university developed the WISER Fund to support faculty to integrate their personal and scientific career demands. Faculty can use funds to hire a post-doctorate or lab technician to continue time sensitive experiments or research while the scientist is on leave or spending time caring for a new family member. The fund has been extremely timely because, for new professors, the first year is a critical time to establish a lab, develop collaborations and develop graduate students. (University of Illinois at Chicago, 2008)

Culture of Flexibility

RSM McGladrey

Having committed leadership was not enough for RSM McGladrey to change the culture of the workplace and integrate work-life effectiveness into the daily lives of employees. The company decided to make work-life goal setting a formal part of its annual performance management process. Each employee is asked to establish a work-life goal, discuss it with his/her performance adviser and identify the action steps he/she will take to enhance work-life effectiveness. Throughout the year, managers are encouraged to meet with employees to discuss progress, barriers and ideas on how they can assist employees in reaching established goals. Metrics reflect that more than 75 percent of employees have formalized written work-life goals. (RSM McGladrey, 2008)

University of California, Campuses at Berkeley and Davis

Working together, these universities initiated a systemwide comprehensive educational campaign to promote equitable use of existing flexible career policies

throughout the entire 10-campus UC system. As part of an effort to share best practices across the campuses, UC-Berkeley created and disseminated a comprehensive Family Friendly Toolkit for department chairs/managers and deans. The toolkit details family accommodation policies and laws, benefits and resources. UC-Davis has created a Family Friendly Adviser Program for faculty considering having a family. These advisers help to publicize and share information about the program and are available and accessible to their faculty colleagues, as they represent almost all of the campus' colleges and schools. (University of California-Davis, 2008)

First Tennessee Bank

After conducting a study of the most profitable retail branches, this bank found that these branches had the highest customer and employee retention rates. The company saw a rapid payoff in dollars and cents after shifting to a culture of employee retention. Earnings per share rose from 70 cents to \$1.10 in just three years, and customer retention increased 95 percent versus an industry norm of 88 percent. The emphasis on workplace flexibility evolved after the bank asked employees what they needed to be happy at work. A big part of the answer: flexibility. First Tennessee's "Firstpower" culture requires managers throughout the bank to take employees' needs for flexibility seriously. The same message is interwoven into training for incoming managers. One four-hour class gives supervisors ways to help staff manage work and personal life. The company's "Leadership Success Guide" and intranet also include flexibility guidelines. (Families and Work Institute, 2006; First Horizon National Corp., 2008)

Systems to Support Flexibility

Iowa State University

This university is developing a Flexible Faculty Career Database, designed with recognition that a variety of campus policies and practices may be factors in the implementation of new models for faculty careers, and that arguments for the viability of such policies need to be based on comparative intra- and inter-institutional data. This database will enable ISU (and other universities in the future) to make critical cost-benefit analyses, and quantify the benefits and costs of proposed or implemented programs. In particular, the data will allow for information accumulation about the perceived work loss or gain of flexible work arrangements in higher education institutions. In early 2008, the prototype was operational and still being vetted among ISU administrators. The database can be manipulated in multiple ways to allow for estimates of costs and benefits to encourage more flexibility in

faculty career choices, though the range of manipulation is still in the experimentation phase. The process of developing the database has revealed gaps in current data collection. In response, there has been a concerted effort to initiate more complete core-data collection of faculty members. (Iowa State University, 2008)

Flexible Ways of Working

Best Buy

The concept behind this retailer's Results-Only Work Environment (ROWE) program is to cause a cultural transformation that gives employees complete autonomy ... as long as the work gets done. With ROWE:

- There is no need for schedules
- Nobody feels overworked, stressed out or guilty
- People are where they need to be, when they need to be there
- People at all levels stop wasting the company's time and money
- Teamwork, morale and engagement soar
- There is no judgment on how people spend their time.

In the Best Buy units that have implemented ROWE, productivity has increased an average of 35 percent, and voluntary turnover has dropped between 52 percent and 90 percent in three Best Buy divisions. The program works for both exempt and nonexempt employees, with nonexempt employees having the flexibility to make their own choices about how they spend their time. They do have to track their hours in accordance with Department of Labor guidelines. (Culture Rx, 2008; Jossi, 2007)

Deloitte

Mass Career Customization (MCC) is a framework that provides a structured approach for companies and their employees to identify options, make choices and agree on tradeoffs to ensure that value is created for both the business and individual. The program articulates a definite set of options along four core career dimensions (pace, workload, location/schedule and role), as well as the tradeoffs associated with each at any point in time and over time. The four dimensions are interdependent; a change in one typically affects and requires adjustment in one or more of the others. In short, MCC's core principles are:

- Increasing choices that help employees shape career paths that fit the various stages of their personal lives
- Making career building a more explicitly shaped responsibility between the company and the employee, while improving the quality of career conversations and development

- Making adaptability over time a core competency
- Creating transparency regarding tradeoffs and choices that lead to better planning and decision-making, and greater satisfaction
- Making choices that are good for both the employee and the company
- Retaining talent by building a new sense of loyalty and connection. (Deloitte, 2008)

The Business Talent Group

This 500-employee firm delivers consulting, project and interim executive talent. It has built its business model around two growing employment trends: the desire of employers for highly skilled workers to deliver excellent results on temporary projects, and the demand for more job flexibility among those highly skilled workers. Depending on the project, staff may work several full-time weeks, and then take the next few weeks off. Or someone might choose to share a project with a partner and work half time. This flexibility has resulted in highly loyal and productive professionals. (Women Entrepreneurs Inc., 2007)

KPMG LLP

The resource/scheduling management teams work directly with client engagement managers to staff jobs. With offices and clients nationwide and globally, staffing typically is done in advance, although changes and fine-tuning occur daily. When the firm considers how to match staff with engagement, many criteria are considered, such as matching employees skills with client needs. To support better work-life effectiveness, the company also considers the employee's daily commute from his/her home to the client, as well as travel preferences. (KPMG LLP, 2008)

McKesson Health Solutions

This clinical services group of nearly 800 employees primarily employs registered nurses who provide inbound telephone triage and outbound disease management services. Recognizing that recruitment and retention of high caliber nurses is difficult in the current labor market, in 2003 the company implemented a work-at-home model in an effort to capture and hold the best talent. By 2007, 85 percent of employees were working from home during all work hours. Since implementation, the company has realized a significant number of benefits, saving the company \$4 million a year:

- Improved productivity through work and scheduling efficiencies: savings of \$1 million

- 20 percent of work-at-home staff voluntarily work split shifts
- 1,500 hours per month moved from over-staffed to under-staffed times of day (the equivalent of eight full-time employees)
- Reduction of leased space: savings of \$2 million
 - Three facilities closed
 - Consolidated space in two facilities
- Recruitment and retention improvements: savings of \$1 million
 - Increased labor pool from which to draw
 - Market-bearing work-at-home labor rate
 - Pre work-at-home attrition was 37 percent; current work-at-home attrition is 20 percent. (Women Entrepreneurs Inc., 2007; Financial Week, 2007)

Texas Instruments

The general manager of a manufacturing arm of the company was concerned about retaining skilled employees in the 24/7 work environment that was taking its toll on people. Through a team-based process, several problems and solutions were identified. Employees reported frequent and ineffective meetings, poor prioritization, rigid work requirements, constant interruptions and crisis management were all contributing to long, unpredictable work hours and work-life conflicts. Solutions included:

- Reducing meetings by 20 percent
 - Cutting daily operations reviews from five to three
 - Restructuring of teams for greater flexibility and coverage.
- (WFD Consulting, 2008)

Multigenerational Diversity

CVS

The retail pharmacy offers a unique snowbird program, which lets employees transfer to a different location on a seasonal basis. The program helps CVS manage the swell of business in warm-climate stores during winter months. (CVS, 2007)

Duke University

The university was recognized for plans to establish a flexible work arrangements policy, a pre-retirement planning/post-retirement work program, and a dual-career recruitment/retention program that will use a variety of resources at Duke and neighboring institutions. (Duke University, 2008)

Marriott International

The company's Flex Staffing department provides temporary services for administrative and professional staff who are interested in career breaks, but want to stay current with some type of short- or long-term project work. Flex Staffing associates have ultimate control over their schedules, the types of projects they work on and the length of those projects. They also are able to maintain their benefits, depending on the number of hours they work. (Marriott International, 2008)

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Resources

Web Sites

AARP

www.aarp.org

Alliance for Work-Life Progress

www.awlp.org

American Association of University Professors (AAUP)

www.aaup.org

Select “Issues,” then “Work and Family”

American Business Collaboration

www.abcdpendentcare.com

The Annals of the American Academy of Political and Social Science

www.aapss.org/section.cfm/4/25

Catalyst

www.catalyst.org

Corporate Voices for Working Families

www.cvworkingfamilies.org

Families and Work Institute

www.familiesandwork.org

Flex-Options

www.we-inc.org

FlexPaths

www.flexpaths.com

Mass Career Customization by Deloitte

www.masscareercustomization.com

National Clearinghouse on Academic Worklife

www.academicworklife.org

Sloan Work & Family Research Network

<http://wfnetwork.bc.edu>

Faculty Family Friendly Edge, University of California, Berkeley

<http://ucfamilyedge.berkeley.edu/recruiting.html>

<http://ucfamilyedge.berkeley.edu/ucfamilyfriendlyedge.html>

Flexible Work Option Guidelines, University of Pennsylvania

www.hr.upenn.edu/quality/worklife/flexoptions/default.asp

Transitional Support Program, University of Washington

www.washington.edu/admin/acadpers/admin/tsp.html

http://faculty.washington.edu/kquinn/kate/worklife_brochure_2007.pdf

WFC Resources

www.workfamily.com

WFD Consulting

www.wfd.com

WorldatWork

www.worldatwork.org

Work + Life Fit

www.worklifefit.com

The Workplace Flexibility 2010 News Roundup

www.law.georgetown.edu/workplaceflexibility2010

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Glossary

community involvement: Corporate citizenship, not only external community outreach, such as volunteerism and company philanthropy (foundations or direct), but also encompasses a renewed focus on building a strong internal sense of community through programs such as leave banks and disaster relief funds.

carbon footprint: A measure of the impact human activities have on the environment in terms of the amount of greenhouse gases produced, measured in units of carbon dioxide. This includes direct emissions of carbon dioxide from the burning of fossil fuels such as domestic energy consumption and transportation. Telecommuting is one practice that organizations can use to help reduce their carbon footprint.

compressed workweek: A full-time scheduling option that enables employees to divide their standard hours into longer days for part of a week or pay period in exchange for shorter days or a day off during that same week or pay period.

core hours: An important aspect of flextime scheduling, this refers to an established range of time when everyone in a particular workgroup is at work with flexibility on either end of the workday. Meetings are held during core hours, for example, because everyone can attend.

organizational culture: The norms, beliefs and assumptions adopted by an organization to enable it to adapt to its external environment and integrate people and units internally. It is strongly influenced by the values and behavior of an organization's leadership. In turn, culture influences both the behavior of the members of the organization and the nature of the work environment.

customized career paths: Enabling employees to redesign or scale job responsibilities up or down at different points during a typical career lifecycle in response to life events. For example, taking on a job without travel requirements after childbirth or ramping up one's supervisory responsibilities when the kids are grown.

flexible work arrangements: Any one of a variety of options that enable employees to meet work requirements through the implementation of non-traditional scheduling or an alternative place of work (e.g., flextime, compressed workweeks, part-time work, job sharing, telecommuting, phased retirement)

flexible work redesign: A disciplined process to engage individuals and teams in determining where, when and how work can be done most effectively while simultaneously integrating flexible work practices into the culture at the team level. It is often used to identify and ameliorate unintended sources of overwork, to eliminate process inefficiencies and to resolve predictable work-life conflicts.

flextime: A flexible work arrangement where individual start and end times may differ from the workgroup's standard, yet the same number of hours per day is maintained for everyone. See "core hours."

job sharing: A flexible work arrangement where one full-time position is shared by two people, each working part-time. Paid benefits are usually shared between the two incumbents.

modified duties (higher education): A policy that gives time off, on a part-time basis, by relieving teaching duties during recovery from childbirth, without a commensurate reduction in pay. This is considered to be roughly equivalent to the six to eight weeks of paid full-time sick or disability leave for childbirth that most universities offer to women in staff positions.

paid parental leave: Job-protected leaves from employment for new fathers and mothers that usually follow childbirth, adoption or the assumption of foster care. Typical policies are designed to enhance the bonding of both parents with a new child, as well as to allow a birth mother to recover from childbirth.

paid and unpaid time off: Policies that enable employees to take time off from work for a variety of life events. Common examples are maternity, adoption, and paternity leaves; release time for community service; military leave; time off for jury duty; sabbaticals; paid holidays; personal days; and vacation time.

paid time off (PTO) bank: A design option for paid leave that combines sick, holiday, vacation and personal leave time into one pool of available time off that the employee manages within certain employer guidelines.

part-time work: Working a reduced schedule, typically fewer than 35 hours per week. This may be an employee's permanent work schedule, or it may be negotiated by a normally full-time employee as a temporary flexible work arrangement while resolving a specific life event.

phased retirement (higher education): Allows faculty to continue to teach and be active participants in their department or institution part-time for a fixed number of years.

phased retirement (private industry): A planned approach to retirement where an employee gradually reduces the hours worked over a period of time, leading up to full retirement.

phased return from leave: Especially useful for new mothers returning to the workplace following childbirth, or anyone else returning from medical or other extensive leave, this involves the resumption of a full-time schedule over a phased period of time, mutually agreed to by the employee/faculty member and supervisor.

on and off ramping: Redesigning workload and career path to meet lifecycle needs. It refers to a more fluid, flexible approach to career management, one that would allow an employee to join and leave the same employer multiple times over the span of a career without having to change jobs in the traditional sense.

sabbatical (higher education): Allows tenured university faculty to take leave from their teaching and administration duties to conduct research or accomplish other professional goals. Can be requested every seventh year, on average.

sabbatical (private industry): Paid or unpaid time off for personal renewal used as an incentive for continued service, usually for high potential employees who have been with an employer five to seven years. The duration varies from several weeks to six months, after which the employee is expected to return to full-time employment.

shared leave program: A policy that facilitates the donation of personal/vacation time to colleagues at work who are facing emergency situations that would otherwise exhaust their allocation of paid time off, and thus cause them financial hardship. See “community involvement.”

shift flexibility: Options for employees to trade, pick-up or drop work shifts with other employees.

snowbird program: Implemented primarily in retail businesses with numerous locations across the country, this option enables employees to work at a store in one part of the country for the majority of the year and then transfer to a store at another location as they relocate for the winter months.

telecommute or telework: Working from a remote location one or more days a week—usually the employee’s home or a satellite office. Also known as “flexplace.”

tenure (higher education): A professor’s permanent job contract, granted after a probationary period of six or seven years and a rigorous review process. A faculty member’s eligibility for tenure is determined by a variety of factors, including teaching ability, publication record, departmental service (e.g., committees, student advising) and, at larger universities, research. An academician’s career often begins in an assistant professor role with a three- or four-year term. If a reappointment review is successful, the assistant professor is given an additional term of three or four years to complete the seven-year tenure track.

tenure stop clock (higher education): Allows a tenure-track faculty member to request a temporary pause in the standard progression to tenure in order to take time off to handle special life circumstances, such as childbirth. Also known as tenure-clock extension, this practice does not pose additional cost to the institution and is increasingly perceived as operating without permanently derailing careers.

work-life effectiveness: A specific set of organizational practices, policies and programs, as well as a philosophy that actively supports efforts to help everyone who works to achieve success within and outside of the workplace.

workplace flexibility: A human capital strategy designed to maximize agility, an increasingly important organizational imperative. It frames an inclusive agenda for excellence in how work gets done and how careers are managed. It's the 21st century antidote to the remnants of the Industrial Age mindset that dictated a one-size-fits-all way of working. When properly executed, it enables organizations to be more nimble, healthy and productive; improves lives; and ultimately strengthens the economy.

workplace flexibility

Innovation in Action

In 2007, the Alfred P. Sloan Foundation funded a working retreat on workplace flexibility, which was proposed and organized by Alliance for Work-Life Progress at WorldatWork. The event brought together two dozen flexibility practitioners from both higher education and private industry to represent a new “think tank” format for the work-life field.

Practitioners from these two sectors met with the sole purpose of engaging in dialogue about defining workplace flexibility; sharing best practices, triumphs and challenges; and envisioning a workplace environment in which these conversations no longer are necessary. The ultimate goal of this meeting was to collaborate in new ways to maximize the chance of achieving faster progress toward more flexible work environments for all.

This publication is a tangible result of this “meeting of the minds.” It is designed to provide readers with a rich collection of the resources contributed by retreat participants. It offers testimonies to alleviate organizational concerns, gives facts to counter common but erroneous myths, and presents options for introducing organizational skills that are needed to create a fluid, flexible work environment that delivers the agility required to survive in today’s fast-changing economy.

As it stands, this resource is a work in progress that will culminate in a Web-based diagnostic tool that will drive users to appropriate resources and contacts. As such, readers are called to action: provide additional testimonials, stories and tools, and become part of a discussion that ultimately will build a work environment that supports higher levels of personal engagement and delivers improved business outcomes.

Business/Human Resources

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