

**PURPOSING:
HOW PURPOSE DEVELOPS SELF ORGANIZING CAPACITIES**

by

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Dedication

To My Parents ...

To the spirit of my father, Nagati, mother, Marie-Claire and grandmother, Julia, who not only gave me life, but also nurtured a meaning of the sense of life and a sense of humanity, that are based on faith, love, hope, peace and justice—despite all the difficult times when life was not showing its good side.

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To every human being who has a profound desire in his or her heart to contribute to fully human organization...

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“Every block of stone has a statue inside it, and it is the task of the sculptor to discover it. I saw the angel in the marble and carved until I set him free.”

— Michelangelo

I started the doctoral research journey with the practitioner intuition that organizations are opportunities to change the world for the better. I believe that science can enable the discovery of the beauty and goodness that lie in each human being as well as in institutions and can set them free ... Michelangelo sawed the angel in the marble and carved until he set him free. Likewise, I saw a possibility in the practice and, with the help of my advisors and many colleagues, I carved in the literature to bring it to life. Without the help of many wonderful human beings supporting my learning, my well-being, and curiosity, this research journey, that is a remarkable life-transforming experience in my life, would not have been possible.

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Purposing:
How Purpose Develops Self-Organizing Capacities

Abstract

by

HANI NAGATI BOULOS

This dissertation explores and describes the role of meaningful purpose, mission, and future aspiration in effective and sustainable organizing. It examines Purposing¹-as-a-process: A collective, creative, inclusive and dynamic process that continuously gives life to collective meaning and aspirations.

An initial study of twelve organizations led to the conceptualization of Purposing as encompassing five factors: competence development and recognition; autonomy support; relatedness and caring connections; meaning-making; and ability to tolerate uncertainty (CARMA² model). The second study examined these five factors of Purposing, showing direct positive effects from each of the factors on innovative behaviors, organizational commitment, and passion for learning in the workplace. The third single-case study put texture to Purposing. Using a prospective theory building and

¹ Purposing: An ongoing process to continuously define and refine the purpose of an organization and nurture its collective calling—whereby the collective, creative, inclusive and dynamic process that gives life to collective meaning and aspirations is as important as ‘a purpose’ itself (Boulos, 2015: 24).

² CARMA is the acronym of: **C**ompetence development and recognition, **A**utonomy support, **R**elatedness and caring connections, **M**eaning-making, and **A**bility to tolerate uncertainty.

future approach, phenomenological interviews resulted in six propositions and future aspirations that were consensually validated with participants.

This is the first study—with empirical data from the real world—that studies and advances the concept not of Purpose, but *Purposing*. Organizations as living systems always need to be anticipating the future and thinking beyond the possible. Findings move beyond reifying and objectifying purpose as a “thing,” a “tool,” or a static event, and construe that *Purposing* is a relational experience—one that nurtures collective calling. The central contribution of this dissertation is a series of propositions for *Purposing* as a vehicle to foster intrinsic motivation that enables self-organizing capacities. *Purposing*, as a generative factor, has the potential to foster innovative behavior, organizational commitment, and a passion for learning.

Keywords: purpose; appreciative inquiry; generativity; self-determination; intrinsic motivation; innovative behavior; organizational commitment; learning

Preface

If you want to build a ship, don't drum up people to gather wood, divide the work and give orders. Instead, teach them to yearn for the vast and endless immensity of the sea.

— *Antoine De Saint-Exupery*

Research Motivation

My motivation through this journey is to bring to life processes that develop capacities in organizations to create ongoing innovations in order to contribute to both sustainable human development and high business performance.

I have been trained as a mechanical engineer, and during the first years of my entrepreneurial journey, I experienced cultural transformations in two businesses in Egypt when I discovered my passion for human development. My appreciation and deep respect for human dignity made me question the way I manage and organize my businesses. Best practices recipes did not provide me with an answer as to why many organizational practices are not honoring human dignity and are disengaging and controlling more than liberating. I was genuinely interested in the way we organize day-to-day so that our purpose and core values get internalized and embodied for sustainable growth.

I continued to refine my aspirations: how to design around respect and responsible freedom; how to develop a workplace where people can self-develop instead of just being told what to do. I believed science would provide an answer. This led me to enroll in the International Program in Practicing Management (IMPM) at McGill University where I got attracted to the vision of developing organizations as communities of human beings— instead of a collection of human resources. This was in line with the flow I was in during

my entrepreneurial journey, and it has empowered me to dare, to trust my intuition, to co-design and co-develop with others, high performing self-managed teams in two Egyptian companies—which was the title of my Master’s thesis. Part of my Master of management studies were immersion experiences in India (IIMB), China (Renmin), France (Insead), England (Lancaster) and Canada (McGill). I learned and developed different mindsets for international business; however, the most important to me was my immersion experiences in different cultures. I learned that human beings share the same basic needs, feelings, and aspirations in every culture, country, and continent. They genuinely reciprocate... Generally, when you respect, you get respect. When you care, you get care. When you love, you get love. I kept asking myself, how this would fit into our mechanistic framework of organizing where the manager, under daily work pressures, has most of the times to put different hats or masks to get things done through others, practically through using others—with all the good intentions managers have—me being one of them. I discovered that this is a systemic issue and that it is very complex. I realized that the current systems are powerful and resilient so that no one person alone can handle the whole system; and I did not have any insight to practically guide my actions.

A little spark of appreciative inquiry and complexity science in one of my McGill courses has opened new horizons of endless possibilities such as self-organization as a viable organizing form to potentially develop fully human organizations, organizations that treat people as adults who are capable to self-manage and self-direct themselves. It worked fine with excellent ongoing business results for our organizations; however, as we grew and scaled up our activities, I got more curious to learn more—not only on how

to sustain such forms but also how to develop and expand to uncover all their potentials, mainly the potential to liberate the human spirit, and the full potential to innovate and contribute to the societal good.

While I believed science would provide an answer, I discovered that instead of providing me with an answer, it helped me to ask questions that gradually were refined to become better questions. My curiosity to learn more about the art of asking the better question led me to start my doctoral research journey at Case Western Reserve University with preliminary starting questions on what enables organizational flourishing such as how organizations can become liminal spaces for human development and become a force of good for their own ecosystems and how to tap into such potentials. My practitioner journey clearly taught me that motivating people does not work for sustainable results; my research led me to uncover a phenomenon that I later labeled: *Purposing*. Purposing-as-a process is a vehicle that can potentially flip the way organizations think of motivation in order to redesign practices and processes in ways that facilitate the finest and purest quality of human motivation—a high-quality motivation that contributes to sustainable and renewable human energy to care and prosper.

I believe that a primary goal of science is to advance human development and greater societal good. It needs to inspire and suggest novel pathways for prosperity more than just mirroring the status quo and pointing into gaps; it should provoke and talk to action. I embraced a prospective and future-forming research approach, envisioning and shedding light on future forms of organizing, ones that have the potential to elevate the

human spirit, dignify human beings, and provide cutting-edge innovations to society.

Gergen (2015) captures this aspiration quite eloquently:

Given the limits of the mirroring metaphor of research... when research commences with an “object of study” the result is an extension of existing traditions, and suppression of alternative realities... we may ask, what if we suspended the mirror metaphor, and its invitation to study that which captivates the gaze? Metaphorically speaking, what if we closed our eyes and began to imagine the worlds of our hopes? What if we replaced the persistent rush to establish “what is the case” and began to ask, “what kind of world could we build?” This would be to place the researcher’s values in the forefront of his/her activities. Rather than their latent presence in the choice of terminology and methodology, and in the vain hopes that an absent audience will somehow make use of one’s work, what if purposeful and passionate visions supplied the source of inquiry? Given a valued vision of the possible, the challenge for research would be to explore how such a possibility could be realized. The aim of research would not be to illuminate *what is*, but to create *what is to become*. Herein lies the essence of a future forming orientation to research. (p. 294)

Research Opportunity

“What if purposeful and passionate visions supplied the source of inquiry?”

(Gergen, 2015: 294). My hope is to learn in more depth rigorous organizing principles that go beyond the popular provocative words about self-management, holacracy, no bosses, etc., that are diffused in the media and practitioner books titles. During this journey, my first discoveries were focused on the common elements in the studied organizations, which led to the conceptualization of Purposing.

While voluminous studies cover and mirror the seventy percent of failures in disengagement (Crabtree, 2013), change initiatives (Beer & Nohria, 2000), strategy transformations (Miller, 2001), business process-reengineering projects (Browne & O'Sullivan, 2013; Hammer & Champy, 1993), mergers and acquisitions integrations (McLetchie & West, 2010), total quality management (Brown, 1993), I engaged in

observing the other thirty percent that were about success and well-being. I embraced an appreciative inquiry methodology to understand what factors are enabling and sustaining those successful efforts; that was my research opportunity.

I started with a research question that has iteratively evolved through my findings. I aimed to understand what factors enable organizational flourishing. My interviews in twelve organizations showed that in each studied organization, there are flourishing pockets and languishing pockets at the same time; additionally, organizations experience thriving sometimes, but also distress and deterioration in some other times. I noted a common element between six organizations; they declared different organizing principles and organic forms of self-organization with different organizing logic than mainstream bureaucracy; they had many common elements. I focused in more depth on those six organizations to understand the structural commonalities that enable their self-organizing capacities. I have invested more energy and time in the concept development since it may indirectly anticipate flourishing, thriving and well-being and predict improved organizational performance. **Therefore, the focus of this dissertation is on exploring and describing an observed phenomenon that I labeled ‘Purposing,’ its factors, mechanism and its operationalization, in the workplace.**

Now that I have finished three studies and triangulated my findings, I am able to look with a retrospective view on the whole dissertation to explain my findings: This dissertation proposes Purposing as a vehicle to foster an intrinsic motivation to develop self-organizing capacities, in the workplace. This generative mechanism contributes to innovative behavior, organizational commitment and a passion for learning in the

workplace and has the generative potential to emerge new collective forms of life, in organizations.

CHAPTER 1: INTRODUCTION

Overview of the Dissertation: Four Phases, Three Studies & Two Integration Points

In a world that is characterized by volatility, uncertainty, complexity and ambiguity (Bennett & Lemoine, 2014), organizations as living systems always need to be adaptive, anticipating the future and thinking beyond the possible to create a meaningful and purposeful future, benefiting from all the strengths-based approaches to engage employees, fostering ongoing innovations and realizing full potentials of human and social systems (Cameron, Dutton, & Quinn, 2003; Cooperrider & Godwin, 2015; Cooperrider, Whitney, & Stavros, 2008; Fredrickson & Dutton, 2008).

Purposefulness opens people's hearts and minds to find new ways of leading and organizing. There are many types of research on purpose in the literature (Baumeister & Leary, 1995; Frankl, 1985; Kim, Strecher, & Ryff, 2014). However, there is a dearth of research and little attention directed to the study of purpose formation, and to purpose-as-an-ongoing-process with the prospective potential to shape the most preferred future. Most studies focus on purpose as a static end, a given, a stable ideal, or an event, missing possible understanding of its factors, dynamic, creative and relational capacities.

This dissertation defines and studies purposing-as-a-process, adopting the concept of purpose that is leading to life-giving acts for the greater good of individuals, organizations, and societies, not a hateful or destructive purpose. The word 'Purposing' is not to be confused with 'positivity' or 'positive-ness;' the research is centered on the continuous spirit of inquiry into signs of life that emerged and can still possibly emerge from all the organizing efforts of the studied organizations with the aim of being fully human organizations—elevating well-being and human development next to economic

prosperity. This dissertation focuses on identifying organizing principles, concepts, and practices that make individuals in organizations most alive to create and recreate purpose, even when they experience distress, negativity or difficult times. The continuous focus is on identifying the best of ‘what is’ (Study 1) to elevate voices and aspirations to co-design the best of ‘what to become’ (Study 3)—with acknowledgment, recognition, and respect of all inherent strengths and struggles that are involved in the enactment of the Purposing phenomenon. The hope is to capture and understand the different contexts and realities, positive and negative, if they can be categorized this way.

This dissertation is not a simplistic or naive approach to show a positive, good, happy, or fair organizational life, but it is an intentionally focused study on life-giving factors that are needed in order to effectively and sustainably organize. It studies seven organizations (six organizations in Study 1 and one organization in Study 3) and highlights how they self-organize to design their processes; they continuously purpose, they care about living their core values and implement their core principles in a continuous manner through many of their processes. This enables them to promptly get to the positive after the negative, experience flourishing after languishing, and attain renewal life cycles after moments of profound stress and despair. This study recognizes that each of those life-giving moments consists of both strengths and struggles; this is specifically explained in Study 3.

This intentional choice on purposeful, life-giving factors and dynamics in organizing has inspired and propelled the sequence of this research through each and every conversation, discussion, interview, and study, leading to the six propositions for Purposing, in Study 3. I begin my dissertation, firstly, by laying down the discovery and

findings, then I will explain and present through the next chapters, in steps, how each study has contributed to the development of the findings.

To understand purposing-as-a-process, I first present some definitions of purpose in literature and practice. I use interchangeably purpose, mission statements, and mission, since in the literature, organizational mission and mission statements are defined as ways to convey purpose, and in this specific literature, they are used interchangeably.

Research Plan

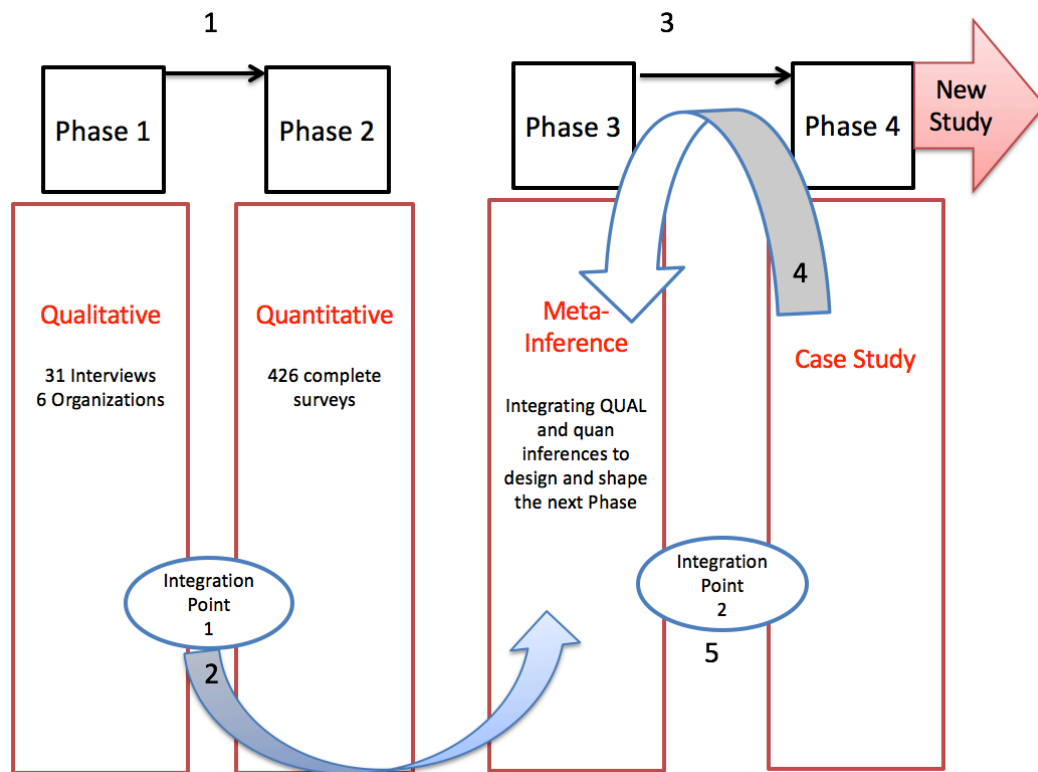
This research is a multi-level mixed-method study (Teddlie & Tashakkori, 2009), where Purposing interlinks both the individual and organizational levels. Figure 1 summarizes the different phases of the research. The first phase consisted of a qualitative study that sought an appreciative inquiry approach (Cooperrider & Srivastva, 1987) to discover the “best of what is” in twelve organizations with the aim of inductively building grounded theory (Corbin & Strauss, 2008). One of the goals of grounded theory is to develop concepts “for grounded theory, a concept is the naming of an emergent social pattern grounded in research data” (Glaser, 2002: 4). The first study ended up selecting six organizations with 31 interviews from the twelve studied organizations with 61 interviews. Those selected six organizations have declared self-organizing principles, and the study focused on their commonalities, then elevated their themes to higher level concepts resulting in the development of the concept of “Purposing.”

The second phase consisted of a quantitative study that statistically tested the Purposing elements through 426 online surveys using Qualtrics software and SPSS.

The third phase consisted of a meta-inference that followed a first integration point to converge the findings of the previous two studies to determine the best approach for the fourth phase and third study.

The fourth phase and third qualitative single-case study aimed to understand how Purposing, with its developed five factors (CARMA), is enacted in a practical context, then the findings were elevated to generative propositions for a consensual validation with interviewees. This last study refined the concept of Purposing and gave texture to the developed framework and proposed six emergent themes to advance the practice of management and organizing, leading to the second integration point to inform the previous two studies (as in Figure 1, point 5), and therefore refine the overall research and respond to all the research questions.

Figure 1. Mixed Methods Research Plan (QUAL → Quan → QUAL)



Research Design

Mixed Methods Design

This is a multi-level mixed method study; the unit of analysis is the individual, and the perceived personal experience of the individual in the selected organizations in the qualitative studies 1 and 3. Study 2 is a quantitative study aiming to measure the emerged constructs; I used Qualtrics panels and some of the researched organizations to generally assess the individual experience as experienced in the workplace in diverse organizations.

The unit of analysis remained at the individual level in all three studies. I controlled for the type of organizations in study 1 and study 3 and focused on those organizations that declared diverse organic forms of self-organization. Each study aimed to capture the lived experience of individuals in these specific organizational contexts, dynamics, and structures.

A historical argument that holds more than thirty years now is that the use of mixed methods research contributes to more strengths to account for limitations and weaknesses of using single-method research alone, such as qualitative or quantitative (Jick, 1979). Considering the inherent complexity of organizations, Teddlie and Tashakkori (2009) argue that quantitative research's weaknesses lie in its detachment from the studied context; while qualitative research weaknesses lie in the possible biases of interpretations of the researcher. Therefore, by combining the two approaches, one will account for the other and improve inferences, since the researcher will have access to a pool of research tools that one method alone cannot provide.

Seeing the breadth of the research plan as detailed in the next sections and summarized in Table 1, I use a mixed methods approach (Teddlie & Tashakkori, 2009) since it is necessary to (1) **triangulate** data from different sources to ensure the credibility of the inference (QUAL → Quan → QUAL); (2) **complement** data to capture the underlying themes through diverse methods in the three studies; (3) **develop new methods** of inquiry that are well informed through results from other methods used, as iterative processes and the future forming approach to explain and expand on the generative capacity of the Purposing concept; (4) **discover** new phenomena and observe paradoxes and tensions that are usual in organizational life; and (5) **expand** the breadth and range of inquiry by the use of different methods across the discussed four phases of my research (Creswell & Plano Clark, 2011; Greene, Caracelli, & Graham, 1989). These five elements are justifying the use of a mixed methods study to approach the four research questions of this dissertation. It is important to note that mixed methods is centrally guided by the ‘Research Question’ (Teddlie & Tashakkori, 2009), where each of the three studies will respond to the related research question(s).

Table 1. Research Questions, Theoretical Constructs & Key Concepts

Phase & Research Questions		Studied Strand	Theoretical Constructs	Key References of Used Theoretical Frames
Overarching Research Question		Purposing: How Purpose Develops Self-Organizing Capacities		
I	RQ1: What common factors enable developing self-organizing capacities, in the selected studied organizations?	QUAL	<ul style="list-style-type: none"> • Purposing encompassing five factors: competence, autonomy, relatedness, meaning making and ability to tolerate uncertainty (CARMA model) 	<ul style="list-style-type: none"> • Grounded Theory • Appreciative Inquiry • Alternative Organizational Forms • Intrinsic Motivation, in the workplace • Practice-based Theories
II	RQ2: Do Purposing factors have an effect on innovative behaviors, organizational commitment, and learning in the workplace?	Quan	<ul style="list-style-type: none"> • Basic Psychological Needs Satisfaction • Meaning-Making • Tolerance of Uncertainty • Innovative Behaviors • Org. Commitment • Learning 	<ul style="list-style-type: none"> • SEM, SPSS • AMOS • Intrinsic Motivation • Complex Responsive Processes of Relating
III	<p>RQ3A: How is Purposing enacted in the workplace?</p> <p>RQ3B: What are the emergent themes, propositions and future aspirations resulting from enactment of Purposing?</p>	QUAL		<ul style="list-style-type: none"> • Appreciative Inquiry • Generativity • Prospective Theory Building • Future Forming Approach • Resourcing Theory • Ampliative cycles

The purpose of this exploratory sequential design (Figure 2) is threefold. The first study aims to qualitatively explore, with a small sample size of 31 interviewees, factors that enable the development of self-organizing capacities in six organizations that are declaring the implementation of self-organizing principles, responding to RQ1. The second study followed the initial exploration study, tested in a quantitative study the effects of the factors of the developed conceptual model of Purposing, on the three independent variables, through a larger sample of 426 online surveys, responding to RQ2

and the related eleven hypotheses. The third study builds on the results of the first two studies to further refine the findings through an empirical qualitative case study, to respond to the last two research questions (RQ3A and RQ3B). It is an iterative process, as the discovery of new findings improves our understanding of earlier findings through two integration points (see Figure 1), to make sense of them. Figure 3 presents a summary of the overall research flow model, capturing research questions, methods used, data analysis and findings of each of the three studies.

Figure 2. Exploratory Sequential Design

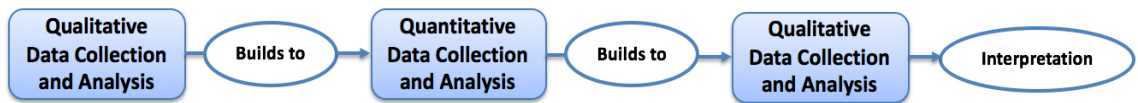
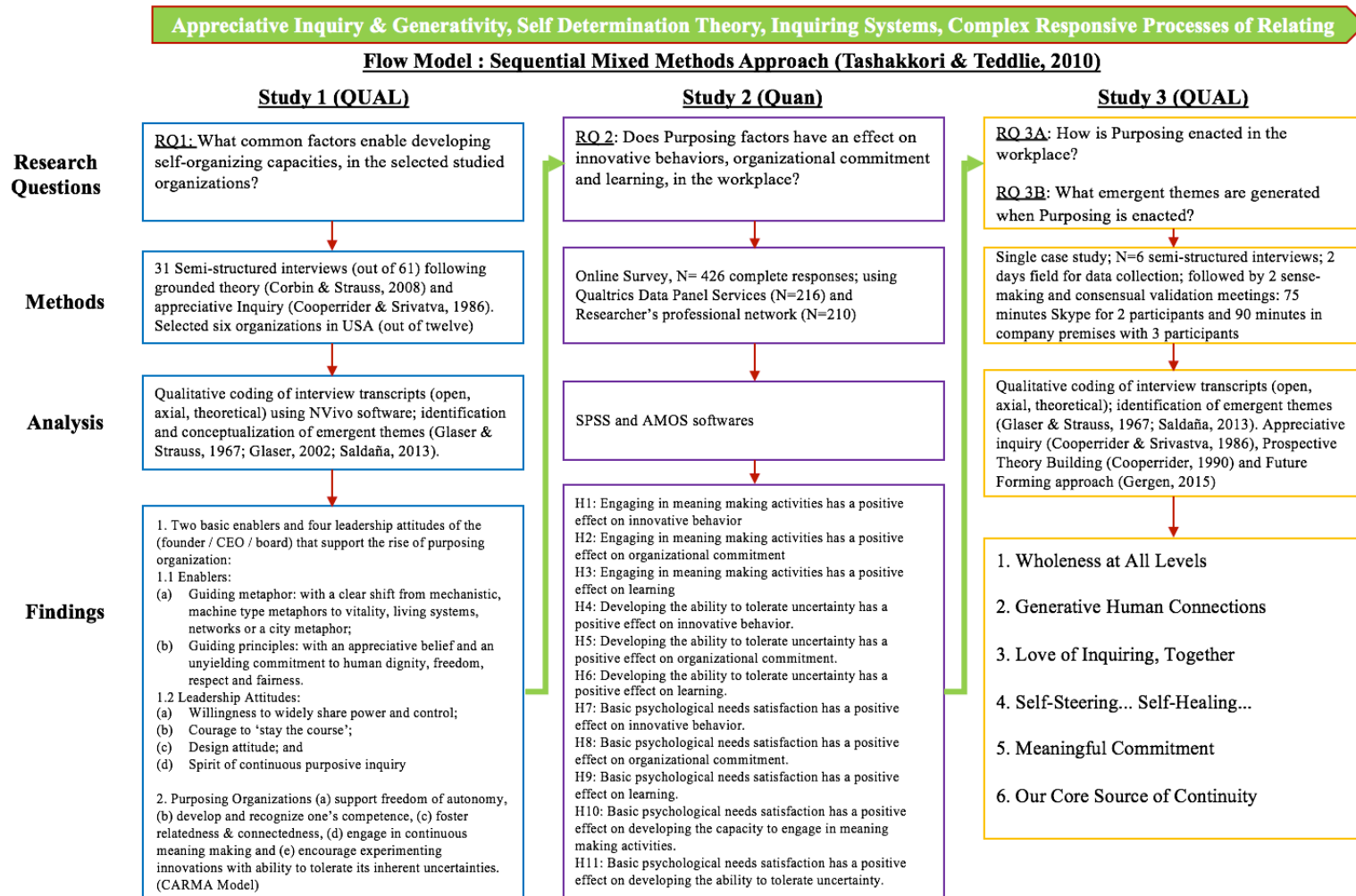


Figure 3. Overall Research Flow Model



First Phase: Study 1

The first phase is a qualitative study; it sought an appreciative inquiry approach (Cooperrider & Srivastva, 1987) to discover the “best of what is” in twelve organizations with the aim of inductively building grounded theory (Corbin & Strauss, 2008). Semi-structured interviews were conducted to learn about the lived experiences of employees in organizations that have declared implementing organic forms with different organizing principles than traditional bureaucracy. The study was conducted on the individual level; it reflects those individual experiences in the context of those very specific organizations.

The study conceptualizes Purposing, encompassing five factors: competence development and recognition, autonomy support, relatedness and caring connections, meaning making and ability to tolerate uncertainty; it highlights six leadership characteristics: two enablers and four leadership attitudes to nurture Purposing. The two enablers are the guiding metaphors that founders and CEOs adapt as well as their guiding principles. The four attitudes consist of leaders’/founders’/CEOs’ willingness to share control, persistence to care for employees’ well-being all along the way, and the ongoing design attitude with purposive inquiry.

Second Phase: Study 2

The second phase is a quantitative study that examined the five Purposing factors that have emerged in Study 1, and it shows their direct positive effects on innovative behaviors, organizational commitment, and learning. It tested the Purposing factors through 426 online surveys using Qualtrics software and SPSS.

The literature provided widely used and reliable scales for many constructs. However, I have not found a construct on ‘ability to tolerate uncertainty.’ I engaged in

searching and adapting one construct from psychology disorders literature and with the permission of the primary author who developed this scale, I adapted it to be ‘tolerance of uncertainty’ instead of ‘intolerance of uncertainty’ and have reversed the questions to measure a capacity rather than a deficit.

The study shows that the addition of meaning-making and tolerance of uncertainty as mediators has improved the statistical power of the model, which sheds light on the interplay of meaning-making and tolerance of uncertainty in management, recognizing that each extreme limits success. The absence of meaning-making in the model reduced the statistical significance of organizational commitment and learning while the absence of tolerance of uncertainty reduced the statistical significance of innovative behaviors. Therefore, too much of meaning-making does not likely enable innovation; too much of tolerance of uncertainty does not likely improve commitment, as shown in the results. In an additional post-hoc analysis, the absence of basic needs satisfaction with each of the three dimensions significantly reduced the statistical significance of all three dependent variables (innovative behaviors, organizational commitment, and learning). Hence, I argue that the presence of all three constructs is sufficient and necessary at this stage to predict the three dependent variables.

First Integration Point

The first integration point between the first two phases aims to converge the findings and design a pathway for the following phase. Study 2 has validated the findings of Study 1, statistically. Results show that all Purposing factors have positive effects on each of the dependent variables.

Third Phase: Meta-Inference

In the third phase, I decided to consider an in-depth single case study in one innovative organization that embraces Purposing dynamics and outcomes to understand both strengths and struggles faced during its enactment as well as all the possible emerging themes to build a prospective theory.

Fourth Phase: Study 3

The fourth phase consists of a single case study in one organization that has clearly declared full reliance on self-organizing teams instead of bureaucratic models to put texture to Purposing. The case study sought a prospective theory building approach to uncover the ‘best of what to become’ capturing the generative aspect of Purposing and its ampliative cycles³ (Feldman & Worline, 2011), resulting in six themes and future aspirations that were consensually validated with participants and that have the potential to develop more generative and collective forms of life in organizing.

It is worthwhile noting that this empirical case study is very important as it provided balance to the positive bias of Study 1. My interviews were designed to capture lived experiences about strengths as well as struggles—unlike Study 1, which was mainly focusing on the ‘best of what is.’ Having captured difficult moments and struggles in my data collection, appreciative inquiry methodology provided a lens to analyze data by listening to voices of possibilities and elevating them to future aspirations. The emerged six themes represent a core contribution of this dissertation to the field of positive organization development (POD) and positive organizational scholarship (POS)

³ Ampliative cycles: “Enlarging a conception by adding to that which is already known or received (Webster, 1998)

since they capture the intentional desire of all interviewees to live up to the emerged themes and propositions to develop an honorable ecosystem to prosper and thrive. The six themes are: wholeness at all levels, generative human connections, self-steering... self-healing..., love of inquiring together, meaningful commitment, and our core source of continuity. All of the themes were consensually validated with all the interviewees after two sense-making meetings to refine and propose them in the best way that captures participants' future aspirations.

Second Integration Point

The second integration point wraps the meta-inference of first two studies together with the third study and prepares for an overall conclusion of the dissertation. Table 2 shows a summary of the five phases, the two integration points, and the three studies, including their objectives and research questions.

Table 2. Summary of Mixed Methods Three Studies

Phase & Points of Integration	Objective	Research Questions	Studied Strand
<u>Overarching RQ:</u>			
Purposing: How Purpose Develops Self-Organizing Capacities			
I	Identifying commonalities in organizations that have declared non-bureaucratic management approaches, using different names.	RQ1 - What common factors enable the development of self-organizing capacities in the selected organizations?	QUAL
II	Measuring the emerged constructs conceptualized as ‘Purposing’ to understand their effects on innovative behaviors, organizational commitment, and learning, through eleven hypotheses.	RQ2 - Do Purposing factors have an effect on innovative behaviors, organizational commitment, and learning, in the workplace?	Quan
1	Integrate inferences from Study 1 and Study 2	First Integration Point	
III	Analyze inferences from integration point 1, to design and shape Phase 4	Meta-Inferences	
IV	Through an empirical inquiry, observing how Purposing is enacted in a self-organized company and identify emergent themes future aspirations	RQ3A - How is Purposing enacted in the workplace? RQ3B - What emergent themes are generated when Purposing is enacted?	QUAL
2	Integrate inferences from Meta-Inferences phase, together with Study 3 (Phase 4)	Second Integration point	

Organization of the Dissertation

In Chapter 2, I define the main concepts of this dissertation to set the stage for presenting the developing definition of Purposing. First, I highlight how the concept of purpose is presented and described in the organization, management, and psychology literature, on the organizational as well as personal levels. Then, I present the definition of Purposing and how distinctive it is from other concepts and processes such as goal setting, strategy setting, and sense-making. I end this chapter with an explanation of the five factors of Purposing, summed in the acronym of CARMA.

In Chapter 3, I present the first phase of the first qualitative study. In Chapter 4, I present the second phase of quantitative study. To make sense of these two studies, I present a first integration point of both studies in Chapter 5, followed by a meta-inference phase to design Study 3. Chapter 6 presents the fourth phase and third study to put texture to the previous two studies seeking an understanding of how Purposing is enacted in organizations through a single-case study and a consensual validation with interviewees about the overall findings of the study, offering six themes, propositions and future aspirations that are emerging from enacting Purposing. In Chapter 7, I present a second integration point, followed by Chapter 8, presenting a conclusion for all three studies, followed by contribution to theory, implications of the findings for practice, limitations of overall studies, and finally future research. The dissertation ends with a section of all references followed by appendices including all supporting materials of the three studies.

CHAPTER 2: SETTING THE STAGE

“Every life needs a purpose to which it can give the energies of its mind and the enthusiasm of its heart.”

— St. Francis of Assisi

In this chapter, I will set the stage for the dissertation by presenting the findings that emerged from all three studies, describing and explaining the emerged conceptualization of Purposing. Then, in the following chapters, I will present how the discovery emerged through the research journey through three exploratory sequential design (Figure 2).

“What is your life purpose?” “What is the purpose of your organization?” “Does your institution have a sense of purpose?” These are questions that are supposed to be exciting and inspiring. However, most of the time, they turn to be confusing or embarrassing, since a prompt, straightforward answer to this complex concept is not always obvious—especially since many employees are aware that having a purpose does not necessarily make an organization purposeful. Perhaps it is also embarrassing or shameful to declare that one does not have a purpose or a well-defined purpose.

Most likely, there are many diverse purposes, and they all keep on continuously changing, developing and evolving. To address the need for identifying and articulating *Purpose*, organizations reduced this complexity to simplistic forms of fixed mission statements. For the purpose of this dissertation, it is important to note that mission statements are used to convey organizational purposes. Therefore, I will use both terms interchangeably. Baetz and Bart (1996) explain this in a comprehensive way:

Mission statements are being used for a wide variety of purposes, potentially leading to "some confusion" as to what is the statement's primary

purpose. Some of the various purposes identified previously include external public relations, to motivate staff within the company, ~ as a strategic tool to define the firm's commercial rationale and target market, to ensure unanimity of purpose within the organization, to provide a basis for allocating organizational resources, to establish a general tone or organizational climate, to facilitate the translation of objectives into a work structure involving the assignment of tasks to responsible elements within the organization, to specify organizational purposes and the translation of these purposes into objectives in such a way that cost, time and performance parameters can be assessed and controlled, to provide a consistent purpose between different interest groups connected to the organization, and to improve understanding and support from key groups outside the organization. To add to the possible confusion created by such diversity of purposes for a mission statement, is the fact that companies with mission statements have also been found to have a range of other statements. (p. 526)

Bartkus, Glassman, and McAfee (2000) define a narrower focus for a mission statement: “We view a mission statement solely as a communication tool” (p. 29). They add that “most firms would be better off if they narrowed the purpose of the mission statement to that of realistically communicating product and market objectives to stakeholders. The best mission statements simply define the company’s business and suggest a future goal” (p. 29). Falsey (1989) proposes that a mission statement “tells two things about a company: who it is and what it does” (p. 3). Many other scholars offer a similar definition (Abrahams, 1995; Bart, 2000; Bart, Bontis, & Taggar, 2001; Collins & Porras, 1991; David, 1989; Drucker, 1973; Ireland & Hitt, 1992; Pearce, 1982, as cited in Stallworth Williams, 2008), and it is the same whether a corporation calls this statement as a purpose statement, “mission statement,” a “mission,” a “credo,” “our philosophy,” “core values,” or other similar names (Abrahams, 1995; Collins & Porras, 1991; David, 2007; Ireland & Hitt, 1992; Pearce & David, 1987, as cited in Stallworth Williams, 2008: 96).

It has been widely accepted that “companies that enjoy enduring success have core values and a core purpose that remain fixed while their business strategies and practices endlessly adapt to a changing world” (Collins & Porras, 1996: 65).

Additionally, mainstream literature presents purpose as enduring and long lasting on both individual (Damon, Menon, & Cotton Bronk, 2003) and organizational levels (Collins & Porras, 1994; Hock, 1999), indicating that individuals or organizations either have a purpose or are searching for one.

From all above definitions, unfortunately, it is noted that the literature has widely treated purpose as a tool, or a ‘thing’ that is also like a static event, or a given ideal, which has led the practice to reify and objectify purpose in the workplace, depriving it from its inspirational power and generative potential. By objectifying a living dynamic such as purpose, organizations make it distant; they even make it much more distant when they reframe it beyond reach, as a higher purpose. In this case, people miss the opportunity to grasp purpose, internalize it and embody it in daily activities. A fixed purpose or high purpose connects with what Mary P. Follett (1924) stated:

“Community creates purpose, continuously creates purpose. No more fatally disastrous conception has ever dominated us than the conception of static ends” (p. 579)

Few scholars take a stand beyond this objectification. Mullane (2002) asserts, “the usefulness of visions and missions is found in the development and implementation processes, not the final product” (p. 454). In this same direction, Baetz and Bart (1996) add that the satisfaction with both the statement and the process lie in the involvement of all stakeholders. However, to my knowledge, there is a dearth of research treating purpose as an ongoing collective process that continuously makes meaning alive and that

describes the process development, its factors, generative dynamics and empirical implementation—with the understanding of its changing nature, its evolutionary and co-elevationary potential to emerge new collective forms of life in organizations.

This dissertation has surfaced the phenomenon of “Purposing”: A phenomenon that is capturing the ‘ongoingness’ of purpose. Put differently, guiding principles are enduring; purpose is not. Guiding principles do not change; purpose does. Put simply, the process that continuously defines and refines purpose needs to be enduring, not the purpose. Purposing was observed to be a process of continuous inquiry into a mission, a calling, and a greater good—not only a job or a career; it is different from a static process of just having ‘a purpose’ or even ‘a high purpose.’

What is Purpose? Organizational Purpose?

On an individual level, Kashdan and McKnight (2009) assert that “purpose can be characterized as a central, self-organizing life aim. Central to that when present, purpose is a predominant theme of a person’s identity. Self-organizing in that it provides a framework for systemic behavior patterns in everyday life. As a life aim, a purpose generates continual goals and targets for efforts to be devoted” (p. 303). They propose three processes for the development of purpose. The first process is proactive; it considers efforts exerted over time to progressively clarify and refine a purpose. The second one is reactive; it happens when a transformative event happens, sometimes like an epiphany to add clarity to one’s life. The third one is social learning; the purpose forms through observing others and imitating them, by learning from them.

Purpose is an integral part of most corporate mission statements to explain the organization’s *raison d’être*. It has been presented in literature as an enduring and stable

element (Collins & Porras, 1994; Damon et al., 2003) and one that holds the organization together, motivates employees, allocates resources, inspires organizational activities and serves as a corporate reporting tool (Baetz & Bart, 1996; Bartkus et al., 2000; Stallworth Williams, 2008).

Warriner (1965) defines organizational purpose as “the phenomenon that provides order, direction, and coherence...” He adds, “however, there is little agreement as to the nature of this phenomenon. Some would assert that it is found in or as a product of the motives and purposes of the members. Others would assert that it is much more clearly an organizational phenomenon, citing as supporting evidence the continuity through time of the same order and direction in activities despite changes in personnel” (p. 139). Other scholars highlighted the inconsistency that exists between organizational purpose and actual organizational goals. Warriner (1965) refers to Etzioni with respect to this same inconsistency, adding that statements of purpose are often quite irrelevant and “are not meant to be realized” (p. 140).

What is Purposing?

Moving beyond reifying and objectifying purpose, I need to admit the difficulty and the challenge I am facing to define the observed emergent phenomenon and concept of Purposing. My concern is how to bring life to Purposing and its inspiring potentials without losing its generative capacities by defining it as another concept. It would be against the essence itself that is bringing it to life; e.g., it will become another “purpose;” at best, it will be like a new tool or object that is also described from the outside, from a distance. I join Shotter’s logic (2012) by arguing that Purposing is an incomplete and unfinished concept.

As observed in my qualitative inquiries and experienced during the visits to the studied organizations, Purposing is a lived experience, lived from inside, from within, by being immersed and embedded in the process. It happens when people are invested in the flow of the ongoingness of bringing life, meaning, and purpose to nurture a collective calling, and to keep refining this collective calling while embracing all the inherent uncertainties.

John Shotter (2012) offers some relevant light for defining purposing-as-a-process and highlighting its future orientation as a prospective process:

What is special about our everyday activities is that they occur within the ceaseless flow of many unfolding strands of spontaneously responsive, living activity. This requires us to adopt a kind of fluid, process thinking, a shift from thinking of events as occurring between things existing as separate entities prior to their interaction, to events occurring within a continuously unfolding, holistic but stranded flow of events, with no clear, already existing boundaries to be found anywhere—a flow of events occurring within *intra*-actions in which we ourselves are also immersed. Bringing the nature of these flowing processes to light requires the use of concepts of a kind very different from the well-defined concepts expressive of theories or models. I have called them prospective, descriptive concepts. (p. 245)

Shotter (2012) asserts that in such case, “the concept need not be well-defined” (p. 256). He adds: “many of our crucial concepts, in fact, have this incomplete, still open character to them. Language, communication, organization, democracy, freedom, trust, beauty, education, philosophy, mental illness, leadership, and research, to mention just a few, have this kind of prospective aspect to them, in that we feel we know exactly what they each designate, but we cannot exactly say it out loud” (Shotter, 2012: 256). He calls them “incomplete or unfinished concepts designating emergent phenomena prospective, descriptive concepts... [with] frankly future oriented, descriptive nature—they cannot be

‘summed up’ as having an essence, they work helping us to pick out ... certain distinctive features ... relevant to our current ends-in-view” (Shotter, 2012: 256).

To understand Purposing, building on Shotter’s suggestion, we need to understand it from within, as a lived experience, as Bergson (1911) said with “attaching ourselves to the inner becoming of things” (p. 322), instead of placing ourselves outside. When we embrace this attitude, Shotter (2012) asserts it enables being embedded “in each changing moment” (p. 257), which relates to the ongoing aspect of Purposing.

He continues explaining the usual pattern that takes place when researchers or managers search for “nameable things” to manipulate them to their own desire which implicitly means that “we act as if all that we need ever know of is already out there in our surroundings. We not only seem to assume a sharp Cartesian split between subject and object, but also a world of already existing, separate entities that can be arranged according to pre-existing rules, laws, or principles, both of which we need to discover in our inquiries” (Shotter, 2012: 246). This is in line with Bergson (1911), and with Purposing as a lived process where participants are immersed and embedded in the experience, not just describing it from outside. Bergson illuminates the difference between processes that are experienced from within—joining Shotter (2005) on what he called ‘understanding-from-within,’ or ‘witness-thinking’ (p. 163)—and those that are described from outside:

Instead of attaching ourselves to the inner becoming of things, we place ourselves outside them in order to recompose their becoming artificially. We take snapshots, as it were, of the passing reality, and, as these are characteristic of the reality, we have only to string them on a becoming, abstract, uniform and invisible, situated at the back of the apparatus of knowledge, in order to imitate what there is that is characteristic in this becoming itself. (Bergson 1911, 322-323, as cited in Shotter, 2005: 158)

Bergson (1911) adds that “it is the flow of time, it is the very flux of the real that we should be trying to follow” (p. 343-344, as cited in Shotter, 2005: 158). Purposing is a relational experience that is oriented towards the future, future aspirations and possibilities. Shotter (2012) explains that “concepts of a different, more relational, more prospective—in the sense of pointing towards future possibilities ...—seem to be required. Like ‘living,’ rather than dead metaphors, we need concepts that bring previously unnoticed aspects of our activities imaginatively to light if we are to be truly innovative” (p. 254).

Purposing is a living expression of a phenomenon that propels participants to continuously refine their collective calling, through refining the quality of their choices, since the process fosters a volitional, intrinsic motivation that supports individual autonomy, and it is future-oriented towards intentionally co-elevating aspirations, by choice (Cooperrider & Godwin, 2015), and it cares for the refining of choices through its continuous practice. From this perspective, it is, as per Shotter’s (2005) terms, a ‘living whole,’ not ‘dead assemblages.’ It is continuously growing; there is a distinctive ‘inner dynamic’ to living wholes not manifested in dead, mechanical assemblages. [W]hen two or more such forms of life ‘rub together’ ... in their meetings, they always create a third collective form of life a) in which they all sense themselves participating, and b) which has a life of its own, with its own ‘voice’ and ‘callings’, and its own way of ‘pointing’ toward the future” (p. 171). This explains the six emergent themes of the third study, as a new collective form of life.

Purposing is Different from Goal Setting, Strategy Setting, and Sense-Making:

Purposing is different from goal setting. According to Latham and Yukl (1975), “a goal is defined simply as what the individual is consciously trying to do” (p. 824) and “goal setting was correlated with high performance only when it was accompanied by close supervision” (p. 828). Purposing as a collective process of inquiry into meaning and signs of life in activities could enable goal formulations and goal setting. However, it does not involve supervision in implementation, but rather fosters an internal personal commitment to execute goals that have been chosen, developed and crafted by stakeholders themselves. In this sense, it could be a process that energizes and refreshes a goal setting or strategy making activities, as well as other similar processes. A major distinction is the “within-ness” that characterizes Purposing process and its care to satisfy its five CARMA factors, that are not necessarily in play in other processes.

Purposing is different from sensemaking. According to Weick, Sutcliffe, and Obstfeld (2005) sensemaking involves “ongoing retrospective development of plausible images that rationalize what people are doing” (p. 409). Purposing is about prospective development of meaningful purposes, and it cares for a process that recognizes individuals’ competence, supports freedom of choice and autonomy, nurtures caring relations, develops meaning of present and past activities while staying open to all inherent uncertainties.

Purposing, as a dynamic verb, is a collective, creative, inclusive and dynamic process that continuously makes meaning and purpose alive, to nurture the collective calling. A verb is a dynamic and ongoing action. From above, I can note main characteristics of Purposing that are different from other closely perceived concepts such

as goal setting, strategy setting or forming and sense-making. There is a (1) prospective future-oriented nature to Purposing that tolerates all inherent uncertainties about the future in that (2) it points to the future without precisely defining what everyone must see; (3) it is an unfinished and incomplete concept that invites ongoing inquiry, without describing a determinate solution or a precise strategy; it embraces vagueness and messy approaches that invite additional collaborations and future possibilities; (4) it is a living whole that continues to develop and grow, as long as participants are engaged in emerging generative possibilities and novel collective forms of life. It is a (5) lived experience that one can understand and describe from within since he or she is invested in the process with all stakeholders; it is about enabling (6) healthy relational experiences based on meaningfulness and basic psychological needs fulfillment, not sharply defined tasks, with well-predicted deadlines, and impersonal gatherings focused on advancing task executions through centralized upper management controls, or sometimes through uninvolved third parties who offer recipes and strategy directives, as in goal setting and strategy formation.

Purposing offers fresh perspectives to pursue an inquiry into the collective calling. A calling “involves role, identity & meaningfulness... [it] often translates into a purpose that serves a collective larger than just the organization, such as ‘society’” (Pratt & Ashforth, 2003: 320-321); “[t]hose with callings often feel that their work makes the world a better place” (Wrzesniewski, 2002: 232). Additionally, it brings meaning in personal life and work roles; “we are meaning-making creatures, compelled to make sense of what we and others are doing and what is going on around us” (Weick, 1995, as cited in Bushe & Marshak, 2016: 26). “Meaning is the subjective kind of sense that

people make of their work. It responds to the questions of role: What am I doing?

Membership: Where do I belong? Identity: Who am I? And meaningfulness: Why am I here?" (Pratt & Ashforth, 2003: 313).

Purposing offers a pathway to refine collective calling and invite organizational members to inquire into more meaning at their workplaces by offering an ecosystem where one perceives his or her commitment at the organization to be more than a job, or a necessary paycheck and more than a career that is just focusing on personal advancement (Wrzesniewski, McCauley, Rozin, & Schwartz, 1997), since it relies on fostering internal personal commitment to desired and chosen objectives, instead of exerting external controls to execute imposed objectives, goals or pre-formulated strategies. **In summary, the focus of Purposing is mainly on the process to set the conditions that will lead to the outcome, while goal setting, strategy formation, and many similar activities focus mainly on the outcome, with little attention to the process.**

Purposing-as-a-Process

Purposing as an ongoing process is as important as 'a purpose' itself. It is a process that brings life to human systems through the ongoing revivification of its meaning and purpose; it energizes mission statements and organizational purposes including goal settings and strategy formations. Purposing does not aim to replace or prove but to energize and improve existing purposes and missions. It invites organizational members to look and search into a certain direction without defining exactly what they must see or find. It invites new insights to nurture collective calling and invites new questions for the betterment of everyone and the whole system. It stays fluid and adaptive in a world that keeps changing every day, without running the risk of

trapping the organizational dynamics into the rigidity of objectifying purpose or getting it fixed, since the reification and objectification of purpose sap its adaptive power and generative capacity to inspire the workforce towards a rapidly evolving and changing future.

The labeling of Purposing as a dynamic verb is also inspired by the ongoing needs of today's organizations to develop dynamic, adaptive and generative organizational forms to innovate and develop competitive advantages. Boland and Collopy (2004) on the concept of 'managing as designing' and Edmondson (2012) on the concept on 'teaming', Feldman and Worline (2011) on the concept of 'resourcing'; they all expand our perceptions to make a qualitative jump in engaging ourselves, with other fellow human beings, in interactive processes of actions that are based on inquiry and 'withness'; to move from focusing only on the innate value of the static event to expand it to the value that we can use it continuously, in our quest for cutting edge innovations and human flourishing.

Searching the literature further to ground Purposing on previous academic work, Purposing is not a new concept. Peter Vaill (1989) has introduced the ongoing dynamics of a purpose:

The behavior we are talking about needs a name. I propose the word purposing to refer to that continuous stream of actions by an organization's formal leadership that has the effect of inducing clarity, consensus, and commitment regarding the organization's basic purposes. I decided on the term purposing as a result of investigating the etymology of the word purpose and discovering that it and the word *propose* derive from the same Latin root, *proponere*. In other words, through the filters of Old and Middle French and English our thinking has come to divide an idea that was originally more unified: that there is both an ongoing stream of proposings and the results of the process - purposes. We need the new word, *purposing*, to remind ourselves that there is a special class of proposings that needs to

occur in organizations—proposings that have to do with the establishment, clarification, and modification of purposes. This, I propose, we call purposing. (p. 29-30)

One of the relevant notions upon which Vaill built the Purposing definition is the notion of Philip Selznick (1957) about the ‘institutional embodiment of purpose’; it reflects what Vaill (1989) valued as a quality of “ongoingness” (p. 28). My definition and Vaill’s definition on Purposing share an ongoing spirit of inquiry; as Vaill noted, “... you are never done with purposing” (Vaill, 1989: xiv). **However, my definition extends Purposing more explicitly to being a collective (relational not only participatory), inclusive (not only limited to formal leaders), creative (not only limited to top-down approaches) and dynamic (ongoing, not one-off, static event) process that is centered on life-giving forces, life-affirmation and that is open to all future possibilities and aspirations, not limited to establishing clarity by formal leadership, as if we already have the answer or will get one. It focuses more on the process that fosters a volitional intrinsic motivation for all members through setting the conditions of satisfying basic psychological needs, meaning making and tolerance of uncertainty—rather than just focusing on the outcome, through extrinsic motivators initiated by senior leaders to motivate lower levels employees. This is a distinctive difference from all other described concepts.**

When Does Purposing Happen? The CARMA Framework

The phenomenology of Purposing as captured in the studied organizations describes the state of feeling in the flow when people are doing actions that express their volitional choice, feeling competent when they strive to build capacities to perform those actions, in an atmosphere where they feel cared for but also where they care for others,

they are both receivers and givers, valuing the meaningfulness of the daily events in life and work activities while humbly acknowledging that they don't have all the truth and don't know all the answers. Hence, each one needs the other to keep searching and inquiring into meaning and purpose in order to shed light on the journey of exploring the unknown for the betterment of everyone, the organization, and the wider society.

Purposing is potentially accessible to different forms of organizing when six leadership characteristics are embraced (guiding metaphor, guiding principles and four attitudes), namely (1) an organic metaphor about understanding organizations as living systems; (2) embodying guiding principles of respect for human dignity and fairness; (3) willingness to share power; (4) courage to stay the course; (5) design attitude; with (6) purposive inquiry into what gives life to the organization. These antecedents enable Purposing process when stakeholders do engage in the five elements of the CARMA framework: (1) Competence development and recognition, (2) Autonomy support, (3) Relatedness and caring connections, (4) Meaning making, and (5) Ability to tolerate uncertainty. As stated earlier, Purposing does not replace any of the previously described concepts but aims to potentially energize them through its five factors.

CHAPTER 3: FIRST PHASE - STUDY 1: PURPOSING: HOW PURPOSE DEVELOPS SELF-ORGANIZING CAPACITIES

Introduction

Disengagement is continuously growing in the workplace, not only leading to underperformance and failures but also causing human frustrations. The number 70 has common failure percentage rate in the literature of management and organizations: 70% of all change initiatives fail (Beer & Nohria, 2000); 70% of mergers and acquisitions' integrations fail (Christensen, Alton, Rising, & Waldeck, 2011); 70% of strategy transformations fail (Miller, 2001); and since the economic crisis of 2008, *Gallup Business Journal* reported that there had been a roughly 70% rate of disengagement. In 2013, considering a 142-country study of the State of Global Workplace, Gallup reported that 87% of employees worldwide are disengaged at work (Crabtree, 2013). This translates to about 900 million workers who are not engaged and 340 million who are actively disengaged. This same study estimated a yearly cost in lost productivity of US\$450 billion to US\$550 billion in the United States alone. The epidemic of disengagement is continuing, spreading and causing harm beyond the boundaries of the work; it extends to our homes, families, and personal lives. For instance, Goh, Pfeffer, and Zenios (2015) found that the way U.S. companies manage their workforce causes 120,000 annual deaths, and they identified ten workplace stressors—many of them due to “managerial practices” (p. 2).

What are organizations doing to address such continuous dysfunctions in operations and human frustrations? A Deloitte study estimated that approximately US\$720 million is invested annually to engage organization members through training in diverse forms (Bersin & Associates, 2012 report "Employee Engagement: Market

Review, Buyer's Guide and Provider Profiles," as cited in Hollon, 2012). Noticing that disengagement is still growing and reported every year, "to criticize organization members for exhibiting behaviors [such as disengagement] produced by organizational systems amounts to blaming the victim" (Jacques, 1995: 11). To put it simply, we need to address organizational forms, structures, and systems that create such disengagement; or, in other words, we need to address the root cause, not the symptom.

To address this epidemic of disengagement, many companies engaged in developing purpose statements to inspire employees and foster motivation. However, most of those efforts have relied on external motivators and have treated purpose as a tool to motivate. In addition, most literature and practice have presented purpose as enduring, long-lasting (Collins & Porras, 1994; Hock, 1999), and stable element that holds the organization together, motivates employees, allocates resources, inspires organizational activities, and serves as a corporate reporting tool (Baetz & Bart, 1996; Bartkus et al., 2000; Stallworth Williams, 2008), indicating that organizations either have a purpose or are searching for one. These static and utilitarian conceptualizations diminish the power of purpose to intrinsically motivate and engage employees as active and respectful agents in the continuous process of shaping and reshaping organizational purposes.

To move beyond these limitations, my research surfaced a different phenomenon capturing the "ongoingness" of the process of collectively forming and enacting purpose, a process that I labeled "Purposing." Findings of this study move beyond reifying and objectifying purpose as a "thing" or a "tool" and reveal it as a relational experience that fosters an autonomous motivation to develop self-organizing capacities and that has the potential to nurture organizational calling. Conceptualizing purpose as an ongoing

process of inquiry was suggested nearly three decades ago by Peter Vaill (1989). However, his definition of Purposing as the “continuous stream of actions by an organization’s formal leadership that has the effect of inducing clarity, consensus, and commitment regarding the organization’s basic purposes” (p. 29) misses the inclusivity of purpose formation as it only limits it to top-down formal leadership and is mainly focusing on inducing clarity to seek consensus and commitment. Additionally, it focuses on an organization’s basic purposes to be executed, not necessarily engaging reflection on daily meanings of activities through relational processes. Purposing-as-a-process, as a dynamic verb, as uncovered in this study, requires an ongoing process of social construction to inquire into what brings life, and induces meaning through relational processes and practices.

To illuminate the phenomenon of Purposing-as-a-process, this paper focuses on studying organizational forms that would allow understanding self-organizing (e.g. self-management and holacracy), since those are more suitable forms to enable the enactment of purpose as an ongoing accomplishment. These different organizational forms call for a logic of organizing that encompasses alternative practices and aspirations or, in other words, offer alternatives to today’s top-down predict-and-control paradigm.

Consequently, my research is designed to propose to academicians and practitioners a purposing process as an enabler of a variety of organizational forms and practices—such as self-management, holacracy, appreciative organizing, pairing, and peer-to-peer leadership (Hamel, 2009; Laloux, 2014; Robertson, 2015), which are linked to non-hierarchical processes of organizing (Weick, Sutcliffe, & Obstfeld, 2008) and might

enable to advance a theory of organizations that is better suited to navigate in dynamic and uncertain environments.

Organization forms, even when they look radical or new, are all “combinations and permutations of what was there before” (Padgett & Powell, 2012: 2). Therefore, I designed a qualitative inquiry that does not follow a “best practice” identification approach; rather, it aims to understand—through an appreciative lens the strengths of each of the studied organizations in bringing to life new possibilities. Appreciative inquiry is a methodology or form of action research that attempts to generate new theories and images of system change (Cooperrider & Srivastva, 1987). I developed the interview protocol using an appreciative inquiry approach to inductively develop grounded theory (Corbin & Strauss, 2008). An appreciative lens is used to capture the best of ‘what is’ in the studied organizations to build a grounded theory, with the hope to elevate them to a higher conceptualization of ‘what is to become’ and move beyond ingrained ways of thinking that are supporting traditional bureaucracy as a dominant form of organizing. This kind of methodology allowed me to discover the phenomenon of Purposing, its antecedents, and its generative mechanism and to respond to the research question of this study.

The next section presents the literature review, highlighting the paradigm shift in the ways of understanding organization, introducing theoretical underpinnings for Purposing such as alternative forms of organizing and intrinsic motivation. The research design section exposes the used methodology of appreciative inquiry to inductively develop a grounded theory; then the sample selection, data collection, and data analysis will be explained. After that, I will present the findings and give them life by embedding

quotes from our interviews. The following section will discuss the findings through theoretical lenses. Finally, I provide a brief discussion and the limitations of the study, its implications to enrich practice and call for future research.

Literature Review

Theories of organization and management are shaped according to different adopted metaphors (Morgan, 2006). Kuhn (1962) suggested that “changes of paradigms occur in discontinuous, revolutionary breaks that he called ‘paradigm shifts’” (Capra & Luisi, 2014: 3). Different to the Newtonian paradigm is Darwinian biological evolution which is a paradigm shift. When Lamarck (†1829), followed by Darwin (†1882), introduced a different framework and lens compared to the ‘clockwork’ based on engineering and physics (Newtonian paradigm), it invited to see the world through the metaphor of evolutionary concepts, which is essentially dominated by self-organizing processes (Hollingsworth & Müller, 2008) and “emphasizes the complexity and unpredictability of the world, [and that is] open to many more possibilities” (Crouch, 2005, cited in Hollingsworth & Müller, 2008: 397; Prigogine & Stengers, 1997) leading to new organizing principles, practices and processes.

More elaborate organizing processes and design principles have emerged to help large groups of people attend to more participation, relational and collective inquiries, such as “appreciative inquiry” (Cooperrider & Srivastva, 1987), “future search” (Weisbord, Weisbord, & Janoff, 2000), “open space technology” (Owen, 1997), “world café” (Brown, Isaacs, & The World Café Community, 2005), and “Theory U” (Scharmer, 2009), which have introduced a deliberate inquiry approach into organizational design.

In line with the above movements of continuous inquiry, many concepts related to organization design were redefined, and a shift from the notion of single events occurred with the consideration of organization design as a continual process (Galbraith, 1977) involving “inquiry into systems that do not exist—either complete new systems or new states of existing systems” (Romme, 2003: 558). This shift invited different organizing principles to introduce new organizational forms and designs, as in the diverse studied organizations. “Design thinking suggests that co-creation replaces hierarchy affording all stakeholders the possibility to influence and bring forth meaningful and relevant solutions in a collaborative environment” (Kirah, 2009: 3). It helps “preserve the capacities for self-organization that bureaucratic principles and mindsets usually erode, and it helps also to create a situation where systems can be self-designing as opposed to being designed in a traditional sense” (Morgan, 2006: 111), and by its own users (Weick, 1977). The paradigm shift in organizing can be better understood at the intersection of two research streams: (1) alternative organizational forms, and (2) intrinsic motivation at work.

Alternative Forms of Organizing

This line of research has contributed to new alternative forms, practices, and models of organizing. According to Puranam, Alexy, and Reitzig (2014), “a new form of organizing is a novel and unique set of solutions to the universal problems of [1] division of labor and [2] integration of effort” (p. 177). For example, there are the ‘lattice organization’ (Pacanowsky, 1988; Shipper & Manz, 1992), exposing W. L. Gore’s self-management path to excellence; the ‘self-managed organization’ case study, exposing the company Valve’s fluid structure with no managers (Bernstein, Francesca, & Staats, 2014); the ‘meta-organization’ (Gulati, Puranam, & Tushman, 2012); the ‘network form’

(Powell, 2003); the ‘social practices’ driving motivation (Von Krogh, Haefliger, Spaeth, & Wallin, 2012); ‘the collectivist organization’ (Rothschild-Whitt, 1979); the Mondragon study of worker cooperation (Cheney, 2002); different forms of bureaucracy (Gouldner, 1954); ‘alternative organizations’ (Parker, Cheney, Fournier, & Land, 2014); the ‘networked organization’ (Everett, 2011); ‘workers cooperatives as an organizational alternative’ (Cheney, Santa Cruz, Peredo, & Nazareno, 2014); and the various examples of emerging organizational models that are self-organizing (Laloux, 2014). This study aims to understand the commonalities between various self-organizing forms and the factors driving them.

I define *self-organizing* as the capacity to take volitional initiatives for purposeful action without requiring permission or sanction prior to taking action. This is a common denominator between all the innovative organizational forms context of this study. It is not a new concept or practice; it emerged in the 1980s and 1990s mostly at the team level (Manz & Sims, 1993). The idea of circularity in organizations was developed by Russel Ackoff (1989), extended in sociocracy (Romme & Van Witteloostuijn, 1999), followed by the development of holacracy (Robertson, 2014; Robertson, 2006), all extending a circular design concept in organizing in circles, mainly around functions, not hierarchical positions. Hamel (2009), together with 35 management scholars and practitioners—over a two-day conference on the “future of management”—argued, among many other points, that “emerging business models increasingly rely on value-creating networks and forms of social production that transcend organizational boundaries” (p. 7). Networks appear to be the most suitable vehicles for distributing power and authority (Capra & Luisi, 2014); circles, too (Romme & Van Witteloostuijn, 1999).

Self-organization theory (Anderson, 1999; Ashby & Goldstein, 2004), cybernetics (Wiener, 1948), and autonomy (Varela, Maturana, & Uribe, 1974) support organic-like and self-organized forms; they capture the paradigm shift that complexity offers with respect to the emergence of new forms and leadership styles (Plowman & Duchon, 2008). Dooley, Johnson, and Bush (1995) asserted that self-organization cannot be controlled but can only be influenced by shared value and purpose. Additionally, Dooley (1997) proposed some general guidelines for self-organization, such as a shared purpose, inquiry, experimentation, interconnections, diversity, shared values, and principles of action. These theoretical frameworks about self-organization suggest an ongoing inquiry for purpose and meaning; such teleological concepts can be supported in organic-like forms more than bureaucratic hierarchies or mechanistic framework of scientific management (Miller, Galanter, & Pribram, 1960, as cited in Ackoff & Emery, 2005).

Intrinsic Motivation at Work

Motivation is important to internalizing meaning and purpose. Command and control as a bureaucratic operating system relies mainly on external motivation that potentially leads to amotivation, disengagement, and ill-being (Ryan & Deci, 2000). On the other hand, organizing forms that relies on purpose internalization relies more on intrinsic motivation, which is tightly related to attitudes and behaviors that promote an engaging workplace; Gagné & Deci (2005) presented a continuum of the different types of motivation as well as their regulatory styles, loci of causality, and processes; they applied this continuum to the workplace.

From their research, it is noted that the locus of causality determines the regulatory style and the type of motivation. When one is performing an act because of

personal interest, the locus of causality is internal and leads to a higher intrinsic motivation, which leads to satisfaction and enjoyment. On the other side, when one is acting out of compliance or under pressure or for external rewards, the locus of causality shifts to an external orientation, which increases the extrinsic motivation and could lead to amotivation, leading to frustration and disengagement. Vansteenkiste, Simons, Lens, Sheldon, and Deci (2004) showed that intrinsic goals and an autonomy-supportive climate improve learning; intrinsic goals such as personal growth, health, and meaningful relations are in line with Purposing and meaning-making and lead to well-being, in contrast to extrinsic goals such as money, fame, power that potentially lead to anxiety and ill-being.

Research Design

Research Question

RQ1: What factors enable developing self-organizing capacities? What are the underlying commonalities between all the researched self-organized companies?

Methodology

I used the appreciative inquiry approach (Srivastva & Cooperrider, 1986) to build grounded theory (Corbin & Strauss, 2008) by collecting data from semi-structured interviews through visits to develop theory inductively. Grounded theory enables the systematic use of collected qualitative data to seek a rigorous understanding of the observed social phenomena; it involves understanding observed patterns and developing themes and common categories (Glaser & Strauss, 2009). Another role of grounded theory is to develop concepts; “for grounded theory, a concept is the naming of an emergent social pattern grounded in research data” (Glaser, 2002: 24). Glaser (2002)

asserts that the process of conceptualization leads the researcher to trust the emergence of a theory. He adds:

Concepts have instant “grab.” They can instantly sensitize people rightly or wrongly, to seeing a pattern in an event or happening that makes them feel they understand with “know how.” In a word, the person feels like he or she can explain what they see . . . Grounded theory emphasizes the productive use of conceptual grab by generating relevant concepts that work and are integrated into a theory. (p. 30)

Additionally, by embracing an appreciative mode, “the researcher examines the best of ‘*what is*’ to ignite the imagination of the possible and then seeks to unite practice and possibility into a theoretical articulation of a positively envisioned future” (Srivastva & Cooperrider, 1986: 693).

I collected data for this study through immersion visits and interviews to reach theoretical saturation (Corbin & Strauss, 2008), in the spirit of seeking the best of “*what is*.” Of particular importance to this study, the qualitative method allows tapping into participants’ experiences to understand the formation of meanings in light of their culture (Corbin & Strauss, 2008). In addition, the qualitative approach allows exploring and discovering of unexpected phenomena (Conger, 1998) as well as emergent phenomena. I have extensive practitioner experience as an entrepreneur who was deeply involved in change and cultural transformation to non-traditional ways of organizing; my background was valuable in the research design in selecting organizations and in providing insights, context, and validity checks of the observed phenomena (Maxwell, 2013).

Sample

Thirty-one individuals were interviewed from a cross-section of six organizations in the United States including founders/CEOs, senior leaders, leaders and colleagues/team members (see Table 3). They all have declared non-traditional

management approaches and organizational practices. The main criterion for selection was their self-reporting of embracing an organizing principle and management style that is alternative to traditional bureaucracy. The selection decision was based on the self-reporting of those organizations on their own websites; in magazines, practitioners' articles, press and media; through awards, events, and conferences that I attended on the companies' premises; and from reading self-published books on four of the companies. In all those mentioned activities, the companies have declared their specific management style, organizing principles, dedicated corporate social responsibility, and sustainability efforts or products to promote well-being.

Table 3. Researched Companies

Sector	Gender		Total	Memos	Type		Number of Visit Days Spent	Selection Source & Triangulation	Location
	F.	M.			Face to Face	Skype			Region
Software Development	8	2	10	2	10	0	5	Website, blogs, book, company sessions, awards, case study	USA
Manufacturing	3	6	9	1	5	4	2	Website, blogs, book, company institute, article, case study	USA
Distribution & Retail	2	1	3	-	0	3	0	Website, blogs, book, Institute, Awards	USA
Manufacturing	1	2	3	1	3	0	2	Website, company institute, book	USA
Mining	1	2	3	1	3	0	1	Website, press, media, website	USA
Software Development	3	0	3	1	1	2	2	Website, press, media, articles, conference, awards, case study	USA
Total	18	13	31	6	22	9	12		

Employing the appreciative approach, I focused on discovering the best of *what is* in all types of organizations and understanding the structural commonalities between all the variations of the organizational forms and the contribution of each. I purposefully chose diverse types and sizes of organizations and different sectors to avoid specific industry bias. The sample covers the following sectors: software development (two companies of different sizes and market segments), manufacturing (two companies of different sizes and segments: engineering and food), mining, and distribution and retail.

Using my professional network and via the “snowball effect” (Noy, 2008), I scheduled all interviews, respecting the readiness of each organization and its policies.

As Rothschild-Whitt (1979) posited, “no number of illustrations can ever constitute a proof” (p. 511). Therefore, I hope that this study is “judged in terms of its appreciative, applicable, and provocative qualities” (Srivastva & Cooperrider, 1986: 693) and its capacity to build on previous research to propose a relevant concept, such as the emergent concept of Purposing, to serve as a practical framework for organizing and a vehicle that fosters a relevant type of motivation to build and develop self-organizing capacities and inspire future research. I have included some quotes from the interviews to capture the developed themes and bring the findings to life.

Data Collection

Data were collected between June and December 2014. Semi-structured interviews of approximately 30–90 minutes were conducted in all six organizations, guided by an interview protocol (see Appendix B). The interview length depended on the interest and the insights provided by the inquiry; therefore, it reflected whether theoretical saturation (Corbin & Strauss, 2008) was reached or not and whether the responses reflected new or different organizational logic and principles than mainstream bureaucracy. More time was given to learning about alternative and different practices, and less time was considered when there were no new insights.

I aimed to conduct all interviews face-to-face and onsite, preferably with an immersion experience for a few days. This was not possible for all selected organizations; I visited four organizations at their sites and conducted 22 face-to-face and nine Skype semi-structured interviews, and for practical reasons, I was able to record only 25

interviews during my visits; those six that were not recorded have been written in my daily memos. I sensed the importance to keep the spontaneous flow of natural conversations during the visits (I felt that it will not be helpful to interrupt the flow of emerging spontaneous conversations by requesting formal recording, so I relied on capturing notes in my memos right after those meetings). Twenty-five semi-structured interviews were transcribed, and six memos were developed covering the one-, two-, and five-day visits as well as the six semi-structured interviews that were not recorded. In total, 18 females and 13 males were interviewed.

I sought all possibilities, in priority, to schedule visits, attend in-house seminars or workshops, register for relevant practitioners' conferences, and to experience in-company immersion. I visited four organizations; at two organizations I conducted semi-structured interviews for two full days, with in-depth learning about culture and practices; at a third company I spent two full days attending professional practitioner conferences, and I spent five days at a fourth organization. I participated for one full day in the fifth organization during their appreciative inquiry summit in a location outside their premises; and for the sixth organization, I conducted Skype interviews only. In total, I conducted nine Skype interviews with persons from three companies. The 25 recorded interviews were transcribed by a reputable professional transcription service provider for analysis. I took notes during interviews to capture early ideas (Maxwell, 2013; Spradley, 1979). For those interviews that were not recorded, I relied on notes and research memorandums that were written each day night after the visits and right after the various semi-structured interviews to capture main ideas and insights. I supported my learning and data collection by triangulating my findings of the selected organizations by reading published articles,

professional blogs, academic case studies, practitioner articles about their culture, and press updates, and by watching YouTube videos whenever available.

After a brief introduction, participants were asked to share the high points in their experience in the organization, the best organizational decision, how the organization is designed, dreams for the organization in the next 10 years, and the best piece of advice they would give for designing a new organization that would prosper and flourish. My goal was to enable participants to share vivid experiences about the best elements of *what is* that make a thriving organization and to identify the points of strength in their own specific design, structure, form, and practices that are different from mainstream bureaucracy. I focused the interviews on the most memorable experiences and stories to elicit emotions and details of events in depth. This is not a best-practice approach but an appreciative observation and inquiry into a variety of organizational forms and practices, seeking to understand their relevance, practicality, and the commonalities that unite all their aspirations in the way they organize human efforts. Once again, these organizations are not considered to be perfect exemplars but serious attempts to achieve wholly different values from traditional bureaucracies.

Data Analysis

Data analysis began with data collection. Emerging themes and ideas influenced ongoing sample selection and the interview protocol. I reviewed audio recordings of interviews, reviewed research memorandums, and read interview transcripts a few times before formal analysis. Data analysis followed recommendations of Corbin and Strauss (2008). I conducted open coding to identify “codable moments” (Boyatzis, 1998)—fragments of text with potential meaning. These codable moments were identified, sorted,

and then categorized with other similar coded moments from other interview transcripts or memorandums, to form descriptive categories.

As recommended by Saldaña (2013), I used multiple phased coding: open, axial, and theoretical. I performed four rounds of open coding, starting with 940 open codes, refined to 545, then to 426, then to 190 codes (see Figure 4). This initial exercise allowed understanding of all that the data can offer for further analysis. Then I moved into axial coding to re-categorize the data as themes and concepts emerged, which yielded 159 codes. At this stage, I moved iteratively between the emerging data and the literature and consulted the literature again with the aim and focus of finding relevant categories and subcategories for the examined data (Saldaña, 2011). This yielded 19 axial codes. To advance in reaching theoretical codes and emergent themes, I further refined the axial codes, integrating them in higher-level concepts to develop 10 core categories of emergent themes: guiding metaphor and principles; willingness to share power and staying the course; design attitude of purposeful inquiry; basic psychological needs; meaning-making; ability to tolerate uncertainty; continuous collective inquiry into purpose; innovative behavior; commitment; and passion for learning. I further refined the 10 emergent themes and developed one concept (*Purposing*) to encompass four of the emerged themes (see Figure 4), which left five core themes that represent the foundation of the key findings of this study: **(1) antecedents and leadership attitudes to self-organize; (2) Purposing; (3) innovative behaviors; (4) organizational commitment; and (5) learning.** These five emergent themes fall into three categories: (1) antecedents, (2) Purposing, and (3) outcomes of the purposing process to self-organize (see Figure 5). In this study, I will only focus on the main discovery of the phenomenon of Purposing

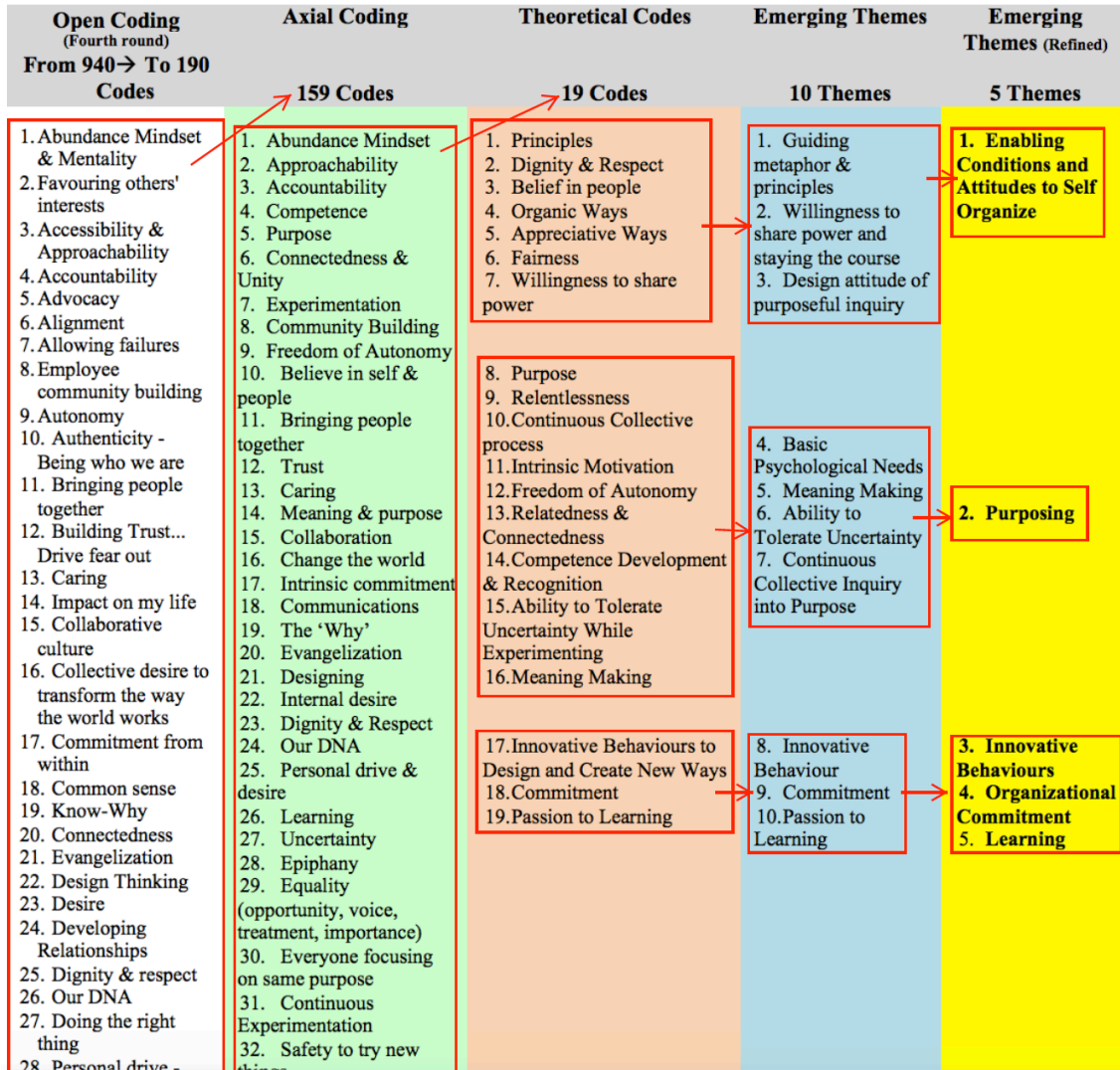
and its antecedents, and will not expose further or discuss its outcomes, to remain focused on the conceptualization of Purposing.

According to Srivastva and Cooperrider (1986: 693):

The coding process was a highly selective one, attending more to the centrality and importance of innovative features of organizing rather than a summative quantitative assessment. This point of selective focus differentiates the appreciative methodology from other more ethnographic or cultural mappings. In the appreciative mode, the researcher examines the best of “what is” to ignite the imagination of the possible and then seeks to unite practice and possibility into theoretical articulation of a positively envisioned future. The aim is to construct “generative theory,” a theory which helps foster dialogue about that which is taken for granted and has the capacity for generating fresh alternatives for social action. (Gergen, 1978)

Quotes are presented to bring the emerging themes to life. At the beginning of each finding, the themes are presented with a higher level of a general concept offering propositions that are built on key theoretical underpinnings and proposed as a finding. Each finding is followed by relevant quotes.

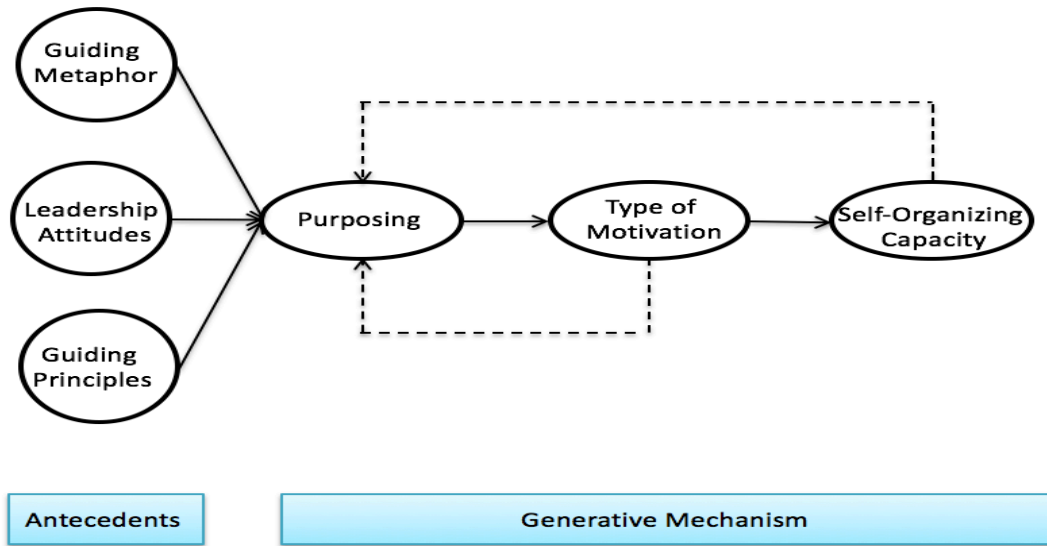
Figure 4. Coding Summary (Snapshot) – Study 1



Findings

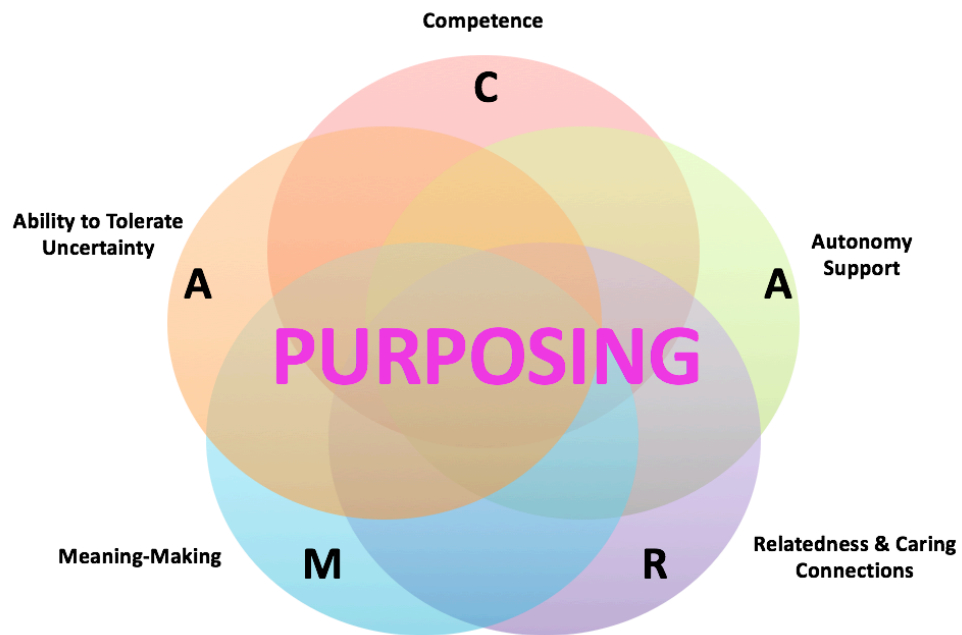
Figure 5 provides a comprehensive framework for presenting the findings, consisting of antecedents and a purposing dynamic that develops self-organizing capacities. This study identifies the ongoing process to search for purpose as an enabler to foster an autonomous intrinsic motivation to develop self-organizing capacity.

Figure 5. Conceptual Model



Purposing encompasses competence development and recognition, autonomy, relatedness and caring connectedness, meaning-making, and ability to tolerate uncertainty, presented as the CARMA framework in Figure 6.

Figure 6. Purposing Concept—CARMA Framework



The findings (Table 4) support already published and understood concepts regarding the role of basic psychological needs of autonomy, competence, and relatedness in fostering intrinsic motivation processes to support self-organization. They show reliance on self-determination in developing self-organization management systems that are purposeful and meaningful. The findings also show antecedents to self-organizing, namely guiding principles and guiding metaphors. These are common to the underlying structures of all six organizations despite their having different operating systems, such as self-management, holacracy, pairing, appreciative organizing, and peer-to-peer leadership (two organizations). They are characterized by autonomous structures—with different intensities—that encourage freedom of autonomy, support individual competence development and recognition, foster connectedness and relatedness, engage in reflections and meaning-making activities, and encourage experimentation with new ideas and practices and ability to tolerate uncertainty. I noted that autonomous structures, such as networks or circles, distribute power and authority differently than the ideal type of bureaucracy that relies on command-and-control authority, and that they enable the capacity to develop meaning and purpose in the workplace.

During the last phase of identifying the emergent themes, I found the opportunity and relevance to conceptualize and articulate a process that encompasses the continuous inquiry into meaning and purpose, while staying open to experimenting and tolerating uncertain events; it is a collective, inclusive, and creative process based on supporting and satisfying the basic psychological needs of the person, namely autonomy, competence, and relatedness, as theorized by Ryan and Deci (2000). I label this process

Purposing. Building on Vaill’s (1989) definition, I define Purposing as an ongoing collective process of inquiry to continuously define and refine the purpose of an organization and nurture its collective calling—whereby the collective, creative, inclusive and dynamic process that brings life, and makes meaning and purpose alive is as important as “a purpose” itself. It engenders an intrinsic motivation to self-organize (Boulos, 2015).

This purposing process is rooted in founders’/CEOs’ principles and the embraced guiding metaphor about organizations and organizational life. Moving forward, I articulate the *purposing organization* to encompass all the qualities, strengths, and the best of *what is* of all the studied organizations.

Table 4. Summary of the Findings

1.	Two basic enablers and four leadership attitudes of the (founder / CEO / board) that support the rise of purposing organization:
1.1	Enablers: (a) Guiding metaphor: with a clear shift from mechanistic, machine-type metaphors to vitality, living systems, networks or a city metaphor; (b) Guiding principles: with an appreciative belief and an unyielding commitment to human dignity, freedom, respect, and fairness.
1.2	Leadership Attitudes: (a) Willingness to widely share power and control ; (b) Courage to ‘ stay the course ’; (c) Design attitude; (d) Spirit of continuous purposive inquiry
2.	Purposing Organizations (a) support freedom of autonomy , (b) develop and recognize one’s competence , (c) foster relatedness & connectedness, (d) engage in continuous meaning-making and (e) encourage experimenting innovations with ability to tolerate its inherent uncertainties . (CARMA Model)

Finding 1.1: Two basic enablers support Purposing, as observed from Founder/CEO

- (a) guiding metaphor: with a clear shift from mechanistic machine-type metaphors to vitality, meaning-making systems, network, or a city;
- (b) guiding principles: with an unyielding belief in human dignity, freedom, respect, and fairness.

With respect to the **guiding metaphor**, founders/CEOs who supported a purposive process perceived their organizations as vital organisms that self-organize. For one founder of a manufacturing organization, organizational activities are like clouds in the natural world: they form for a purpose, and then they dissipate, because of atmospheric conditions, temperatures, and humidity. For a leader in the retail and distribution industry, organizational life is like the autonomous, free, and disciplined life in a city: company members are autonomous and free to choose their own actions as long as they fall within the boundary of the law. For a leader in the software industry, organizations are like a scout campsite:

Leave the campsite better than you found it... I like to think of Planet Earth as our campsite. My hardened hope for me personally and for the team is that we've left, when we leave this planet one day, it's a little bit better than what we found it. I think by and large we're all wired to it to do that. I think that's almost in a human sense.

For a founder of a manufacturing organization, it is like family: "caring for people like your family and...sending people back home every day fulfilled."

Leaders are committed to **guiding principles** that honor the person, human dignity, freedom, respect, and fairness and "stay the course" in difficult times. They do not call their employees "employees" or "workers" but "colleagues," "partners," "associates," "company members," or "company name + -ian" to express inclusion of everyone, at the same level of company membership. Table 5 presents some quotes from different leaders highlighting those enablers. A senior leader in software development, when asked how the guiding principles shaped their culture, said:

Start with the belief that the people you've hired are smart, intelligent people who want to do well for your company as well as for themselves. Start from there, and that drives everything from trusting them with information to trusting them with tools, to talk freely to one another.

Table 5. Enablers (Guiding Principles & Metaphor)

<p>“... let’s do it with dignity and respect, let’s honor the person.” (CEO)</p>
<p>“... There is nothing more valuable, more powerful than the people under your span of care. You can’t talk about how great your mission is; you can’t talk about how great your product is if you’re not saying the same thing about the people that are right there for you.” (Senior leader)</p>
<p>“If you don’t have an agreement on ... freedom and autonomy at the leadership level, it may not be impossible, but it’s going to be a lot harder to make the change.” (Senior leader)</p>
<p>“... we treat people with dignity and respect.” (CEO)</p>
<p>“I think the Human Condition piece, I think being very purposeful (Senior leader)</p>
<p>“... the perspective that morally he really believes in the spirit of taking care of other human being. That’s for me; it’s to this whole organization, he doesn’t have to say it, people know it and feel it. This loyalty he is talking about is to someone who genuinely believes in the other commitment. What can he do to improve their life? Doesn’t really have to put that in words because the people know it.” (Leader)</p>
<p>“I like that analogy, that organizationally we don’t go as fast as I want us to go, we call it driving with the brakes on. We do not manage growth ... we just grow responsibly; we aim a healthy growth, we grow for vitality.” (CEO)</p>

Finding 1.2: Leadership Attitudes of Founders’/CEOs’

- (a) willingness to widely share power and control,
- (b) courage to stay the course,
- (c) design attitude, and
- (d) Spirit of purposive inquiry.

I observed the willingness of founders/CEOs and leaders to widely **share power** and control within the whole system and not just with few persons; it is not just delegation, but a sharing of authority, a way to have control “with” their employees “over” the system, and to have power “with” them, not “over” them (Follett, 1924).

They were very intentional about the culture they are building and its impact on all stakeholders. For example, in the time of economic recession, they “**stayed the course**”; they persisted in caring for their employees and did not fire anyone (Table 6). One organization experienced a shared sacrifice when its employees decided collectively

to take some days off to share with others; their pay was a little lower, but they saved their colleagues' jobs, and no one was laid off. A senior leader described this experience:

It was fascinating; people volunteered. [CEO] and the leadership, all of us we said, "No one should suffer this amount of pain while the rest of us are doing great. We're going to say, being very transparent, here's the conditions, here's what we're going to need you to do." People volunteered to take time off. They said, "I'll take the furlough day. Sure, I will," and you found all these people volunteering to take the furlough day. Then it became, "Let me tell you what I'm doing on my furlough day," and then it became positive stories about what I did on my day that I wasn't working. You caught a day off, but unpaid day off.

Another CEO received an offer to go public as a way to grow the company; he resisted, as it violated his principles, and he realized that it might hurt the same people he cared about; he *stayed the course*. A senior leader shared her best organizational decision:

"I think one of the best decisions I feel like [the CEO] has ever made is not to take us public, to keep us as a private company. . . . He says, "Because if I sell this company, like most companies that get bought, they wind up eliminating those employees," and he says, "If they eliminate employees, that's just going to hurt families, and why would I want that to happen to my employees?"

Table 6. Leadership Attitudes-Sharing Power (SP) & Staying the Course (SC)

<p>"What do you need my permission for? You guys have built a sustainable piece in this, what are you asking me for?" (CEO) SP</p> <p>By removing command authority and giving everyone an equal voice, anyone in the enterprise can step up and propose new businesses or new strategies or new ways of operating any kind of strategic decision can be proposed and accepted if it's a good proposal. (Senior leader) SP</p> <p>I think in the long term, absolutely. I think there are short-term pain without a doubt, but already we're starting to see benefits from it, even without having the entire organization in it (Leader) SC</p> <p>I think with any change in a company, whether you are talking self-management or any other cultural change you want, whether it's a culture of safety, . . . or whatever it might be, there better be agreement in the senior management or leadership positions that this is the direction that you want to go, and there's unity in that; honest unity in it. If there's not . . . If it's just, "I'm just saying this, so that way I don't lose my job, or to please the CEO," but when it really goes into practice and I hit the front lines, I treat people the opposite of what needs to be changed . . . If you don't have that consistency at a leadership level, it doesn't matter what you're going to try and do. It's just going to fight it. They're going to come into disagreement at every level of leadership . . . (Senior leader) SC</p>
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Purposing organizations are not all the same; each is unique, although all share common characteristics. This uniqueness stems from **the design attitude of their founders/CEOs**. Different forms of designs were observed; they neither follow the “one best way” paradigm nor buy ready-made operating systems that they “bolt in” to their organizations. A design attitude is the “thorough, ongoing expectation that each project is a new opportunity to create something remarkable, and to do it in a way that has never been done before” (Boland Jr, Collopy, Lyytinen, & Yoo, 2008: 13). Their design attitude shows in the various organizational forms observed.

Another distinguishing element is **the continuous inquiry for Purpose** that is associated with bringing new organizational models to life (Table 7). This observation led to my distinguishing those emerging forms, so diverse, yet united in their aspirations, by calling them *purposing organizations*. A senior leader, summing up the purpose and meaningfulness of the self-management design they have created and continue to refine and redesign, when asked about his dream for the next 10 years, said:

Infuse our culture in there, free people from the concept of a hierarchy and that they have to be in there. Also, at the same time, grow this company and prove to some skeptics that it's very scalable.

Another leader declared that organizational design is just a means to an end:

Our goal right now is to get everybody in and to have everybody really understand it. And then, as that happens, let it evolve organically. Our end product may not be holacracy and that's just fine.

Another leader highlighted that business activities should be in the service of the higher purpose of honoring and valuing people, not the other way around:

[CEO] will even go to the point, which is a little interesting. He'll even go to the point that says, “We just build machines to pay the tuition bills to teach [communication and leadership]”; that's fascinating. I would say, you have to have a business model, you asked [about] building an organization,

don't forget that people aren't just an important asset, they're everything, and they are your organization.

Table 7. Leadership Attitudes—Design Attitude & Purposive Inquiry

“We’re really trying to find the best way to structure our business so that we can meet the goal of making our customers happy and make our employees happy and our shareholders and our community itself.”

“. . . we believe business has the opportunity to change societies.” (CEO)

“. . . I think again the Human Condition that culture piece is unbelievable . . . all other pieces are very purposeful with what we do.” (Senior leader)

“We don’t need to own everything we do.” (CEO)

“I think . . . we humans are wired to work on something that’s bigger than ourselves, something that perhaps will outlive us to create a meaningful impact” (CEO)

Finding 2.0: Purposing

Purposing organizations (a) support freedom of autonomy (Table 8), (b) develop and recognize one’s competence (Table 9), (c) foster connectedness (Table 10), (d) engage in continuous meaning-making (Table 11), and (e) encourage experimentation while tolerating its inherent uncertainties (Table 12).

Despite the variety of the alternative structures, all of the organizations promote autonomy, competence, and relatedness; additionally, they foster reflection, meaning-making processes, and continuous experimentation with a tolerance for uncertainty. I will expose the different structures where each one highlights at least one of those five elements of Purposing, that I presented in the CARMA model:

(1) **Self-management** means that colleagues are managing themselves; more precisely, they are planning, organizing, controlling, and executing, in an autonomy-supportive structure, what they have committed to do and expressed in their letter of commitment, instead of a given job description. A senior leader said:

Self-management provides you an escape hatch to address any pockets of dysfunctions in the organization; everyone has a mechanism to address it upon becoming aware of it. That’s not always the case in a hierarchy . . .

whether they use the opportunity and the mechanism or not is up to them . . . it is their choice.

(2) **Holacracy** means that the whole organization is designed and organized around roles and functions called circles, rather than around individuals or positions. Although this model is more hierarchical than the first, it is a hierarchy of roles and teams, not one of command authority, which fosters more autonomy and relatedness with caring connections between employees. A leader explained:

Instead of having one manager, who is everything, you actually have more of a community of support, and you've got someone there. Your mentor is there to be an advocate for you. The lead link is there to be the advocate for the work, and then our contribution appraiser is there to be an advocate for the organization.

(3) **Pairing** means that every two persons (a pair) are assigned to work together for five days and then continuously rotate with different colleagues each week to help each other's learning; no one owns—or is assigned—a desk, chair, or space. This is ongoing training in the practice of embracing and adapting to change which develops the ability to tolerate uncertainty. A newly hired person shared her experience:

I really like this pairing thing. This is awesome because I can get thrown into a role that I have no background in, and I can actually add value to a project for a client because it helps that I don't necessarily know what their product is about because I'm thinking of things in a different way.

(4) **Appreciative organizing** means that the “appreciative inquiry” philosophy is internalized; the whole-system-in-the-room approach is central to all strategic meetings to shape the future vision and emerging strategies for the organization with a continuous reflection in meaning-making processes focusing on what gives life to the community of human beings representing the organization. Through continuous practice of the appreciative approach, a liminal space is created over the years, the hierarchy becomes

flatter, and all stakeholders feel invested in the betterment of the organization. A leader shared, “We grow with the continuity of the good things we are doing, not by changing things.”

(5) **Peer-to-peer leadership** means that all associates are leading each other and sharing ownership in leading activities and operations with transparency and collaboration; this collaboration rather than confrontation helps developing individual competencies as well as recognizing and cherishing them. It is closer to a matrix organization, promoting the idea of “responsible freedom”:

One thing I would throw in there is this idea of responsible freedom . . . There’s an undertone of there is freedom, which means you have a bias for action, but you’re also accountable for the outcome. . . . So, there’s always this kind of emphasis on personal responsibility and not waiting for somebody to come along and invite you. Just do the change. Make it better. Continuously improve. . . . Responsible freedom. Do it. You’re accountable. . . . Responsible freedom. Do the best thing based on what you know to be true and right.

Those autonomous structures enable the design of an empowering system, whereby the system itself is empowering individuals to empower themselves, whenever they decide to do so—not the leader or the manager. Colleagues manage themselves; a person is seen not as a “title” or a “position” but as a capable adult who can engage in many different roles or teams or circles. The focus is that each individual “energizes” a role.

A senior leader, when asked about the sort of practices that support autonomous structures as self-management, said:

Instead of them seeing it as someone in management trying to tell them what to do and lord over them with information, we’ve showed how the information was directly related to them, that they could, in turn, utilize it to increase their own pay. Without that information, they had a difficult time justifying what they were doing. All they could do was say, “I’m the best,”

or “I’m better, and I do a great job,” and all these colorful things, or “I do a lot.” Where’s the numbers? Where’s the information that kind of backs that? Where’s that objective measurement? They really didn’t have any way of doing that.

Another leader shared how the management philosophy is influencing the development of his competence outside the work context:

Even when I interact outside of work, I don’t tell them that it’s self-management but I give them the same tools as if the self-management guidelines were . . . I tell them if you have an issue with anybody it’s better served that you go have conversation in a one-on-one with them, try to gain agreement. You will be really surprised how much cooperation, or how much more results you will achieve now, and in the future.

Table 8. Autonomy Support

“They took that on as their own personal mission, so they did not have to ask permission to do that.” (Leader)
“I don’t think it’s the question of chaos versus structure because we have structure. I think it’s much more the question of culture” (CEO)
“There’s not managers, so to speak, but we do things a little bit differently, we had something for a little bit called “hashtag mentors” or “contribution appraisers” and everything like that. So, you’re really organizing yourself not around your job title, but around your actual work itself.” (Leader)
“Sometimes in corporate settings, what happens is, you manage to the 3 percent, is what they call it. In other words, you have somebody that’s stealing paperclips or something. One person out of 10 people is stealing paperclips. What happens? You suddenly say, “Because there’s one of you that’s stealing paperclips, we are now going to make a rule that everybody has to follow, and you have to go to Sally or Jim & requisition and request paperclips, so that way we stop stealing. Because of that one person, we suddenly treat everybody like they’re dishonest.” (Senior Leader)

Table 9. Competence Development & Recognition

“You are never going to gain respect from that person unless you handle the issue on a one to one basis, gain agreement, directly communicate with that individual, and at the end of the day it will be good that make any kind of commitment . . .” (Leader)
“I think that for whatever reason people are here, like are always ready to solve problems and work together to do what’s best, do what’s right.” (Leader)
“So that is a really big deal for us that we like celebrate and we got to do a surprise dinner for him. He is told that he is going to meet a friend for dinner. His wife was in on it. They showed up and they open the door to this room in a restaurant. I knew he knew as soon as he saw the team. So, we’re all standing there and he’s looking at me like, “What did you do?” To see him get that milestone, it’s a highlight to see him go through that journey and make that really big thing on our team that’s so meaningful, and get to do it with his family there, and to be on a team where that promotion for him is celebrated by everybody. There’s no resentment. There’s no . . . In fact, that he started on the same day as another individual who was not going to get promoted. He’s a great person, he just is not there yet, and that’s the person who helped me plan it. Then traditional team who wouldn’t necessarily have that. They’re good friends, because they started together. It wasn’t

that we only had one promotion, and one got it and one didn't. It's just circumstances and he threw his heart into planning that celebration for his friend." (Senior Leader)

"... your success is also based on the business unit's success. You work for your fellow colleague. If he's not successful, you are not successful, and your business unit is not successful, which means that [company] is not successful. We have to make sure that we hold our colleagues accountable. We hope everybody gets to be successful, that's why so much time and effort is spent on a mentoring program, a training program for everybody." (Leader)

"Yes, equal opportunities for everybody. There is a girl that works in marketing and she does all of our pricing now. All of our pricings and packaging of our solutions, everything. She used to run the lawn mower and be in our landscaping department." (Leader)

Table 10. Relatedness & Connectedness

"There's nothing like face-to-face conversation like you and I are having." (Leader)

"... It is a way to eliminate a lot of the politics, a lot of the office politics that you normally see in other organizations. There is a real focus on the open and honest communications. Don't take anything personally ... It allows us to take a lot more risks than we normally would ... and there is more freedom for individuals." (Leader)

"... it was one of those days when you just didn't want to roll out of bed, you know? Where you're just lying there going, "I just don't want to go to work, I don't want to do anything today." And so, I got ready, came in to work and I was just like, "Uhhh," like coffee wouldn't even solve this problem, this day, and then I drive into our parking garage and I notice myself start to smile. And I'm like, "Wait, why am I just smiling?" Because I was thinking of all of the people I was going to interact with that day. You could start off the day having a horrible day and someone, through some interaction, whether it's on your team or just people you work with, will make you smile or make you laugh and it'll make your day all better. A lot of people, when they're having bad days or something traumatic happens in their life, a lot of people will take time off of work, here it's completely opposite. If you're having a bad day or something bad happened outside of work, you want to come into work because you do have that support system here, which I think is absolutely amazing." (Leader)

"What I see, this excellent role of communication and social media here, it actually dilutes the hierarchy." (Leader)

"This has become a crossroads community in the sense of, this set of tables over here that's not [our company], that's a company whose founder came here, he knew me personally, he came to speak with me one day and he just came in and he goes [name] this is such an amazingly energized environment I want this for my company and I said, okay, why don't you just set up shop here. They rented those tables from us and so their company actually operates out of our space." (CEO)

"We continue, even as we grow, to try to build our employee community so that we know one another, we are invested in one another's success ... " (Senior Leader)

Table 11. Meaning-Making

"I want to go work for [company name], not just because it pays, but also because I believe in what it does and how it treats one another." (Leader)

"We are very open with the rest of the community ... we volunteer our time, our team love going out and doing that, and encouraging kids and adults in our community ... " (Leader)

"... I didn't get the actual numbers, but four or five years, they've exceeded their vision plan. So, they have been on this lightning path and it really emanated from really sitting down and being reflective on what's the thing that holds us back, and then pouring a lot of attention into how do we get these great people, but then how do we retain them from a professional development standpoint?" (Senior Leader)

"A couple months later, [CEO] was in Italy and one of our largest customers actually pulled an order off the backlog, which is unheard of. It's a massive down payment, multi-million-dollar

machine and it just never happens. So, the fact that a major customer would be pulling equipment off the backlog that they had already somewhat paid for was pretty shocking. So, he sent an e-mail that basically said if we measure success by the way we touch the lives of people, how does a caring family respond? It was almost a stream of consciousness, which all of [CEO's] e-mails are stream of consciousness, but it would be shared sacrifice.” (Senior Leader)

Table 12. Ability to Tolerate Uncertainty While Experimenting

“It’s always encouraged to be a better person, a better developer, whatever you want to be better at, it’s always encouraged. I think I really love that. It’s very safe space.” (Leader)

“... and so, the fact that you come here, and you can make a mistake ... and never have the risk of being fired is incredible.” (Leader)

From the above findings, data, and insights, it is enlightening to observe the possibilities of alternative working templates to organize a purposive organization, highlighting the five dimensions of Purposing: (1) Competence development and recognition, (2) Autonomy support, (3) Relatedness and caring connections, (4) Meaning-making, and (5) Ability to tolerate uncertainty. A model that I abbreviated in the acronym of CARMA, and that is based on satisfying the basic psychological needs of autonomy, competence, and relatedness as well as meaning-making and ongoing experimentation, it is premised on the spirit of continuous inquiry and the logic of a flexible adaptive rather than rigid deterministic structure, organic emergence rather than mechanistic engineered approaches, and the intentional co-elevation and transformation rather than neither random evolution nor revolutionary change.

Discussion

The emerging different organizational forms and structures in the context of this grounded study can be seen as part of a broader paradigm shift from a mechanistic to a humanistic worldview, and a shift that is seeking a continuous sense of purpose (Miller et al., 1960, as cited in Ackoff & Emery, 2005). They are embracing different organizing

logic than the traditional bureaucratic forms of command and control. To the extent that they reject traditional forms of organization and seek a meaning-making logic in an honorable way, they represent a purposing logic to self-organize through a volitional high-quality motivation and intrinsic motivation.

Few theoretical underpinnings and perspectives support our understanding of the enactment of purposing-as-a-process. One perspective that illuminates our understanding of the studied organizations in their approach to live purpose as a generative process is to consider first purpose-as-a-practice, tapping on those organization's ability to move from static concepts to dynamic actions; from a noun to a verb, from perceiving purpose as a static outcome to becoming an ongoing accomplishment, and from purpose as a fixed concept, to a purposing dynamic and relational flow of activities. It is 'purpose in the making,' and it is in line with the call of Weick (1969) to invite organizational scholars to begin to think of *organizing* rather than *organization*. Practice-based theories embrace a performative perspective, where performative theory (Callon, 1998; Lyotard, 1984; MacKenzie, 2006) explains how Purposing can be performative through the development and usage of tools to put it into practice.

Practice-based theories offer important principles to understand many organizational dynamics (Schatzki, 2002), such as the phenomenon of Purposing, as a process of giving life to meaning and purpose in organizations. They shed light on the consequentiality of every day's actions in the development of the activity (Feldman & Orlikowski, 2011) and its association with human agency (Schatzki, 2002). MacIntyre (2007) explains the role of practitioners in embedding standards of excellence through the practicing itself of the phenomenon; which illuminates the important role of

organization's members in their ongoing collective, creative, inclusive and dynamic process to create and recreate purpose. Feldman and Orlikowski (2011) posit that a second principle of practice-based theories is the 'relationality of mutual constitution.' Bourdieu explains that relationality implies that practice and field each 'produce and reproduce one another' (Gherardi, 2006). "They are ongoing accomplishments (re)produced and possibly transformed in every instance of action (Gherardi 2006; Reckwitz 2002, as cited in Feldman and Orlikowski 2011: 1242)

Guiding Principles, Metaphors & Leadership Attitudes: The Antecedents of Purposing

Organizational metaphors (Morgan, 2006) and paradigm shift (Kuhn, 1962) facilitated the understanding of the underlying images of organizations because they represent a way of seeing and mapping the social reality that influences and get influenced by adopted guiding principles. I define guiding principles as the enduring core values and principles that shape and guide one's beliefs, attitudes, behaviors, and actions. The studied organizations are centered on the principles of respecting human dignity, freedom, and fairness, and founders/CEOs were committed to putting those principles into action through continuous processes of bringing meaning and purpose alive, which I called *Purposing*.

To put the guiding principles into action, this research suggests the need for ongoing design attitude, willingness to share power, courage to stay the course and persist, purposive inquiry to design and redesign organic structures, and evolving systems to enable the purposing process to occur sustainably and creatively. Boland and Collopy's (2004) concept of "design attitude" offers a horizon for new possibilities to continuously design and redesign organizations as adaptive systems with the capacity to

challenge existing fundamental assumptions (e.g., current dominating metaphors, mainstream organizational designs); design attitude is the “expectations and orientations one brings to a design project” (Boland & Collopy, 2004: 9). They defined design attitude as creating both “profitable and humanly satisfying” (p. 3) in organizations; it is the continuous expectation of bringing to life something new (Yoo, Boland Jr, & Lyytinen, 2006). It reframes the power dynamic through alternative designs by organizing around roles instead of titles or positions, and continuously prioritizing ways to inquire for purpose, by facilitating an intrinsic motivation through work design and practices that respect competence recognition and development, supporting individual’s autonomy, relatedness and caring connections, seeking of meaning in daily activities while staying tolerant with uncertainty—as noted in this study and conceptualized in the CARMA model.

While purpose has always been presented in literature and practice as enduring and long-lasting (Collins & Porras, 1994), indicating that organizations either have a purpose or are searching for one, my research surfaced a different phenomenon capturing the “ongoingness” of Purposing. Whereas guiding principles are enduring, purpose is not; whereas guiding principles do not change, purpose does. It is a process of continuous inquiry into a mission, a calling, and a greater good—not only a job; it is different from a static process of just having “a purpose” or even “a high purpose.” Purposing connects with what Mary P. Follett (1919) stated: “Community creates purpose, continuously creates purpose. No more fatally disastrous conception has ever dominated us than the conception of static ends” (p. 579).

“We are meaning-making creatures, compelled to make sense of what we and others are doing and what is going on around us” (Weick, 1995, as cited in Bushe & Marshak, 2015: 6). Purposing offers fresh perspectives to enable meaning-making and pursues organizational evolution toward its calling. A calling “involves role, identity & meaningfulness . . . [it] often translates into a purpose that serves a collective larger than just the organization, such as ‘society’” (Pratt & Ashforth, 2003: 320-321); “[t]hose with callings often feel that their work makes the world a better place” (Wrzesniewski, 2002: 232). Meaning is defined as the subjective kind of sense that people make of their work (Pratt & Ashforth, 2003). “It responds to the questions of role: What am I doing? Membership: Where do I belong? Identity: Who am I? And meaningfulness: Why am I here?” (Pratt & Ashforth, 2003: 313). I define purpose as that which inspires us to realize the best version of ourselves and become who we deeply are. It is the aim that we want to achieve in our life that is beyond our systems and ourselves; it represents what we most deeply value and contributes to the greater good. Per this study, Purposing is an ongoing process of inquiry into what gives life and meaning to human systems; it is built on principles and relies on the volitional participation of employees to continuously define and refine the organizational purpose.

CARMA, Intrinsic Motivation & Self-Organization: The Generative Mechanism of Purposing

Moving forward, I will focus on a motivational perspective to explain the findings, I find that self-determination theory provides a relevant explanation to the research findings from this motivational perspective. It highlights the fulfillment of basic psychological needs in the workplace leading to intrinsic motivation; those psychological needs include three of the five elements of the proposed concept of Purposing (see Figure

6) displayed under the CARMA model and acronym; it presents three basic universal and innate—not acquired—psychological needs, with the assumption that every human being needs them to develop and grow; they are like nutrients for optimum human functioning (Deci & Ryan, 2002). The facilitation of intrinsic motivation to support those needs is an important predictor of engagement, empowerment, innovation, commitment, and well-being. “Perhaps no single phenomenon reflects the positive potential of human nature as much as intrinsic motivation, the inherent tendency to seek out novelty and challenges, to extend and exercise one’s capacities, to explore, and to learn” (Ryan & Deci, 2000: 70).

According to the self-determination theory, the three basic psychological needs are (1) competence development and recognition, (2) autonomy support, and (3) relatedness and caring connections (Ryan & Deci, 2000). Competence is the feeling of being effective in one’s own environment, which leads to seeking challenges with a sense of confidence—it is a sense of confidence and not necessarily already having an attained skill or capability—to improve one’s skills and capacities through the chosen activities (Deci & Ryan, 2002; Harter, 1985; White, 1959). Autonomy is the state where one acts with interest, with a close connection to one’s own values as an expression of one’s authentic self (Deci & Ryan, 1995, 2002). Relatedness is the feeling of connectedness and of belonging to others; it is about caring and being cared for (Baumeister & Leary, 1995; Deci & Ryan, 2002; Harlow, 1958). Self-determination theory explains the quality of sustained motivation—what researchers call autonomous or intrinsic motivation.

Intrinsic motivation is associated with the satisfaction of basic psychological needs. An example of facilitating intrinsic motivation is the letter of commitment that

replace job descriptions in one of the studied organizations, similar to Wrzesniewski and Dutton's (2001) research on job crafting, which is also supporting positive organization scholarship. Self-determination theory explains the paradigm shift in organizing from external control of human behavior to self-control and self-direction. This enables the purposing process, which fosters intrinsic motivation to develop self-organizing capacities (see Figure 5).

The fourth element of Purposing and the CARMA model is (4) meaning-making. Having a purpose and engaging in meaning-making processes facilitate change since employees understand the *why*, the meaning behind each suggested change (van den Heuvel, Demerouti, Schreurs, Bakker, & Schaufeli, 2009) where meaning is assumed to be fluid and constructed by employees on an ongoing basis (Wrzesniewski et al., 2003). Meaning-making is one of the five elements of the proposed purposing concept (see Figure 6). Per this study, Purposing is an ongoing process of inquiry into what gives life and meaning to human systems; it is built on principles and relies on the volitional participation of employees to continuously define and refine the organizational purpose.

According to Hollingsworth and Müller (2008), in self-organization, we think of probabilities since uncertainty is a fundamental assumption. They wrote, "Physical and social phenomena are always evolving, but no one can predict the future" (p. 398). This represents the fifth element of Purposing in the CARMA model: (5) Ability to tolerate uncertainty. I define the ability to tolerate uncertainty as the capacity of an individual to tolerate the probable outcomes of any given situation, with calmness and openness to the new and unknown, irrespective of the probability of occurrence. It represents the fifth and last element of the proposed purposing concept (see Figure 6). Dugas, Freeston, and

Ladouceur (1997) posited that the lack of ability to tolerate uncertainty may inhibit action and has a negative impact on problem-solving skills; additionally, it may initiate a vicious cycle, as people will tend more to avoid uncertainty.

Mainstream management approaches train leaders and managers to attain control, be in control, and stay in control, to eliminate uncertainties. “A very large variety of unfavorable and changing environmental conditions is encountered . . . many of which are impossible to predict. Others, though predictable, are impossible to alter” (Trist & Bamforth, 1951: 20-21). Seeking control leads to an increased likelihood to reduce the perceptions of all the organizational complexities into simplistic linear activities, to avoid the stress, worry, and anxiety of “not knowing” or at least to appear to be in control. Senge (2008) hinted at the mutual illusions that occur when followers tend to show that they are controlled, and leaders tend to show that they are in control. These provide support to the finding of the ability to tolerate uncertain events.

Self-organization theory (Anderson, 1999; Ashby & Goldstein, 2004) explains the observed organic-like and self-organized forms. They are all autonomous and self-organized systems, which by their very nature cannot be exact copies of each other since they follow a paradigm different from the linear Newtonian paradigm that supports bureaucracy. Bureaucracies can be similar copies of each other. At this stage, I conclude that self-organization is a process of freeing from the traditional rigidity of hierarchies of command and control. These theoretical frameworks support findings that self-organization is energized by an ongoing purposive dynamic, since purpose enactment fits better within organic forms, not rigid mechanistic or bureaucratic hierarchies of command and control (Ackoff & Emery, 2005). This also supports the finding that

leaders in purposing organizations cannot control them; rather, they enable and hold a space where the most likely desirable outcomes may emerge.

A senior leader, capturing the above self-organizing dynamics, stated:

I have found that if I try forcing myself into an area, it's much like, what we say, pushing rope. You can't really push a rope, but you can pull it. Pushing rope is very difficult. I mostly focus my time in areas where I'm desired.

Limitations, Implications for Practice and Future Research

Rothschild-Whitt (1979) pointed out that “no numbers of examples ever constitute a proof” (p. 511); this would be a limitation. The sample size of six organizations is too few to enable drawing a generalizable observation, and it was concentrated in North American culture. All collected data are self-reported and biased by the halo effects of self-reporting (Rosenzweig, 2007), especially because many of the interviewees we had access to were from the upper level of their organizations. Last, qualitative data analysis depends heavily on the researcher's interpretation. Therefore, researcher bias is a potential limitation of any qualitative study.

This research adds to existing work on alternative forms and models to the traditional hierarchies, in a way that benefits the practice of organizing, mostly for those practitioners and scholars who are interested in alternative forms that facilitate meaningful intrinsic motivation rather than external controls. Appreciative inquiry can be used as a process of Purposing when it designs the inquiry around purpose since it taps into organizations' reservoirs of life and can enable an organizing logic that is creative and evolving, through its continuous 4D cycles (discovery, dream, design, and destiny). Another implication for practice is to emphasize that purpose is not static and need not stay static, as it potentially invites bureaucratic static settings; guiding principles are

enduring; purpose is not. Being attentive to transforming our vocabulary means opening up new metaphors about organizing and keeps leaders from becoming entrapped in old metaphors of static bureaucracy.

Future research could assess (1) the size, cultural, and societal factors that affect the development of self-determination and meaning-making capacities; and (2) the “sweet spot” and interplay needed to balance self-determination and meaning-making, freedom, and purpose so that they reinforce each other and do not undermine the process by creating chaos, tyranny, or abuse to employees’ desire to live meaningfulness at work. Further research (3) could explore the emerging type of leadership that may be best suited to those forms of organizing in the way they enable a purposing process of organizing and facilitate intrinsic motivation, instead of relying on forms and concepts of leadership that were mostly developed and suited to bureaucratic settings; and (4) study practices and tools to develop meaning-making capacity building in organizations. (5) Since founders/CEO role are pivotal to the emergence of purposing organizations, studies on succession plans would shed light on how such models could be woven into the social fabric of organizations and continue beyond one person’s sponsorship. This implies a paradigm shift in the leadership literature that will be suited to organizational forms that elevate the ongoing purposing process while achieving their economic objectives.

Conclusion

Purpose is integral to most corporate mission statements to explain the organization’s *raison d’être*; it has been presented in literature as an enduring and stable element that holds the organization together, motivates employees, allocates resources, inspires organizational activities, and serves as a corporate reporting tool (Baetz & Bart,

1996; Bartkus et al., 2000; Stallworth Williams, 2008). Findings of this study move beyond reifying and objectifying purpose as a “thing” or a “tool” and reveal it as a relational experience that develops self-organizing capacity and that has the potential to nurture organizational calling.

Fundamentally, bureaucracy and Purposing are oriented to qualitatively different principles. Where bureaucracy is organized around command authority and control, Purposing turns on the logic of freedom and purpose. This paper exposed the structural commonalities linking various organizations that have explicitly moved beyond the norms of rational bureaucracy. Findings link self-determination to a purposeful process of meaning-making to organize healthy and progressive organizations in the 21st century. The hope is to stimulate further research and practices to build capacities of Purposing in the workplace.

CHAPTER 4: SECOND PHASE
STUDY 2: DOES PURPOSING AFFECT INNOVATIVE BEHAVIORS,
ORGANIZATIONAL COMMITMENT, AND LEARNING, IN THE
WORKPLACE?

Introduction

Leaders and managers invest energy and resources in various approaches and practices to motivate and empower employees. Similarly, organizations invest enormously to engage employees through training in diverse forms, with yearly investment in these initiatives amounting to US\$720 million (Bersin & Associates, 2012 report "Employee Engagement: Market Review, Buyer's Guide and Provider Profiles," as cited in Hollon, 2012). However, according to Harvard Business Review, "70 percent of change initiatives fail" (Beer & Nohria, 2000: 133); Gallup reports 87% of employees worldwide are disengaged in their work, with a yearly estimated cost in lost productivity that amounts to US\$550 billion, in the USA only (Crabtree, 2013).

Frustrations and the epidemic of disengagement are spreading and causing harm beyond the fact of disengagement at work. In a recent study, Goh et al. (2015) found that the way US companies manage their workforce causes 120,000 annual deaths due to ten identified workplaces 'stressors'—many of them due to 'managerial practices' (e.g., job insecurity, low job control, high job demands, low social support at work, low organizational justice...) (p. 2).

In response to such disengagement epidemic, recent studies argue that progressive organizations adopt innovative organizational forms and self-organizing approaches to improve engagement and commitment (Bernstein, Bunch, Canner, & Lee, 2016; Everett, 2011; Gulati et al., 2012; Hamel, 2011; Laloux, 2014; Mintzberg & McHugh, 1985; Pacanowsky, 1988; Parker et al., 2014; Powell, 1990; Puranam et al., 2014; Robertson,

2014; Robertson, 2006; Romme & Van Witteloostuijn, 1999; Rothschild-Whitt, 1979).

However, many organizations got it wrong in the way they embrace self-organizing designs and implement it in mechanistic ways. Mostly they focus on different types of external controls and extrinsic motivators such as, pay, rewards, bonuses, and promotions. They do not consider the importance of fostering intrinsic motivators to satisfy employees' basic psychological needs, and to help them find purpose and meaning at work. Even some organizations that embrace purpose and meaning, they develop it as a fixed and static ideal or a tool that stops short to motivate, engage and inspire employees (Boulos, 2015).

In order to address this limitation, I build on above research stream of novel organizational forms and on the qualitative study that has conceptualized Purposing (Boulos, 2015) and proposed it as a vehicle to foster intrinsic motivation (Ryan & Deci, 2000) to develop self-organizing capacities (Stacey, 2015), in the workplace.

Purposing is defined as being “ongoing collective process of inquiry to continuously define and refine the purpose of an organization and nurture its collective calling - whereby the collective, creative, inclusive and dynamic process that brings life, and makes meaning and purpose alive is as important as “a purpose” itself” (Boulos, 2015: 24). This study quantitatively measures the five proposed factors of Purposing (competence development & recognition, autonomy support, relatedness & caring connections, meaning making and ability to tolerate uncertainty) to understand and establish their statistical effects on three dependent variables that I hypothesize to be of critical importance for high performing organization, namely, innovative behaviors, organizational commitment, and learning.

The results of this study further illuminate our understanding of Purposing and contribute to the growing research on positive organizational scholarship and positive organization development to inspire further creation and development of practices to enact purposing factors that foster innovative behaviors, organizational commitment, and passion to learning, in the workplace, as per hypothesized conceptual model (Figure 7).

Theoretical Foundation, Hypothesis Development, and Conceptual Model

Innovative Behaviors

Peter Ducker posits that innovation and marketing are the two most important functions of a business. Innovation is key for continuous organizational growth and firms' survivals (Amabile, 1996; Nonaka, 1991); it plays a central role in the longevity of organizations (Ancona & Caldwell, 1987), is related to products, services or new ideas (Janssen, 2000; Kleysen & Street, 2001) and touches on management practices as well as organizational structures and forms (Hamel, 2002). Innovation and creativity are used interchangeably in different studies in the literature. A general agreement about the definitions has been captured in some research where creativity is more about producing novel and useful ideas (Mumford & Gustafson, 1988), while innovation is more about the production as well as the implementation of novel or useful ideas (Kanter, 1988; Van de Ven, 1986).

Scott and Bruce (1994) perceive innovative behaviors as a multistage process that starts with problem recognition and generation of ideas and solutions. The second stage is when the individual sponsors an idea and builds coalition during the process to implement it. The third stage is the implementation of the idea including prototyping and diffusion. All three stages require innovative behaviors that are different at each stage.

Additionally, this multistage process of innovation is not linear or sequential, and an individual can participate in any combination of those stages since innovation is consisting of discontinuous activities (Schroeder, Van de Ven, Scudder, & Polley, 2000). I argue that engaging in the above-mentioned innovation process necessitates the satisfaction of basic psychological needs, namely, autonomy, relatedness, and competence. For example, supporting employees' autonomy to take volitional initiatives will bring about new ideas. Fostering a work environment with positive relational climate where employees feel being cared for and they care for each other; this may develop the capacity of a person to be an effective team player in relating and connecting with others, which will allow building the necessary coalitions for effective implementation of the innovative ideas. Developing and recognizing employees' competence so that they feel self-assured and stay persistent to contribute and achieve results, will support the implementation and diffusion process of innovation.

Additionally, Drucker (2002) sheds light on the attention to unplanned and unpredictable events since they can become sources of innovation opportunities, he says that "unexpected successes and failures are such productive sources of innovation opportunities because most businesses dismiss them, disregard them, and even resent them" (p. 3). This necessitates developing the capacity of tolerating uncertainty on a daily base and embracing unpredictability to leverage them as capabilities that foster innovative behaviors. Innovative behavior is one of the three dependent variables of this study, and I expect that the satisfaction of employees' basic needs satisfaction, meaning making activities and an environment that tolerates uncertainty will foster more innovative behaviors leading to ongoing innovations in the organization.

Organizational Commitment

Together with innovation, commitment improves organizational effectiveness and increases employee's well-being (Meyer & Herscovitch, 2001). Meyer and Allen (1984, 1991) argue that commitment improves employees' retention and reduces turnover since it binds the individual to the organization. O'Reilly and Chatman (1986) define organizational commitment as "the psychological attachment felt by the person for the organization; it will reflect the degree to which the individual internalizes or adopts characteristics or perspectives of the organization" (p. 493). As such, "commitment is distinguishable from exchange-based forms of motivation and from target-relevant attitudes and can influence behavior even in the absence of extrinsic motivation or positive attitudes" (p. 301).

According to Mowday, Porter, and Steers (1982), a commitment of an individual to his or her organization has three dimensions: (a) deep belief in organization's goals and values, (b) the desire and drive to invest energy and efforts in the organization, and (c) willingness to maintain membership in the organization. Meyer and Herscovitch (2001) propose that "commitment is a force that binds an individual to a course of action of relevance to one or more targets" (p. 301). I expect that developing organization commitment will enable an organization to build a sense of community and high-quality relationships (Dutton & Heaphy, 2003). Kanter (1968) notes that commitment is the "willingness of social actors to give their energy and loyalty to social systems, the attachment of personality systems to social relations which are seen as self-expressive" (p. 499).

Meyer and Allen (1991) present three mindsets of commitment: affective commitment, continuance commitment, and normative commitment. Affective commitment is reflected in the attachment to the organization; continuance is related to the perception of the cost of leaving the organization; lastly, normative commitment is a feeling of an obligation to remain in the organization. O'Reilly and Chatman (1986) present three different forms: compliance, identification, and internalization. Compliance relates to the adoption of certain attitudes in order to get rewarded. Identification is the acceptance of the individual to be influenced in order to develop and sustain a satisfying relationship. Lastly, internalization is about accepting influence, because it is aligned and in congruence with ones' values. One common element between all the above definitions of commitment is the affective attachment between the employee and the organization. Another common aspect is the commitment to both the organization as an entity as well as the commitment to goal attainment and policies implementation (Meyer & Herscovitch, 2001).

Commitment is the development of a sense of community. Kanter (1968) considers commitment as a process of communion; which is to become part of a whole; "relinquishing separateness in order to identify with all the members of the collective whole" (p. 509). Communion relates to what some writers term "we-feeling" or "we-sentiment" (Blumer, 1953: 199). This sense of community fosters cohesiveness between all individuals in the organization, which could be considered a competitive advantage for organizations and reflects the collectivity and inclusivity of the concept of Purposing (Boulos, 2015). I selected organizational commitment as a second dependent variable,

theorizing that the same factors that are related to innovative behaviors would also be related to organizational commitment.

Learning

Experiential learning (Kolb, 1984) builds on the theoretical foundations of Dewey, Lewin, and Piaget. It emphasizes two major characteristics: (1) the focus on being experiential, and (2) the idea of different learning styles (Kolb & Kolb, 2005) which respects the differences between each individual in the way knowledge is grasped and internalized.

Argyris (2010) argues that organizational members are most of the times trapped by their own behaviors when they fall in what he calls single-loop learning; this occurs when the identification of errors “permits the organization to carry on its present policies or to achieve its present objectives” (Argyris & Schön, 1978: 2), by just fixing an error without changing anything else in the system. In other words, there are changes in knowledge and competences in the organization but without changes in present policies or mental maps (Snell & Chak, 1998). Therefore, Argyris and Schön (1978) introduced double-loop learning, which occurs when “error is detected and corrected in ways that involve the modification of an organization's underlying norms, policies, and objectives” (p. 3). Put simply, double-loop learning happens when organizational members reframe the problems and develop new policies and mental maps to account for these problems improving their competence and knowledge bases (Snell & Chak, 1998). As such, double loop learning is important to be developed through ongoing dialogues and conversations that enable and encourage open inquiry and reduce defensive reasoning (Argyris, 1985).

This improves the adaptive capacity of the organization, much more than single loop learning; however, organizations are having difficulties implementing it (Argyris, 1996).

Since Purposing is a process that brings life, meaning and purpose in organizations and human systems (Boulos, 2015), it is expected that it touches the person's heart and mind; cognitively and emotionally; it invites, as Romme and Van Witteloostuijn (1999) state, a sort of triple-loop learning to invite "collective mindfulness" (p. 440). In line with this notion, Peschl (2007) argues that double-loop learning is mainly focusing on the cognitive and intellectual part, and in this sense, it may not enable a profound change, since the latter involves a deeper level; hence the need to consider a triple-loop learning. He posits:

Double-loop learning is focused mainly on the intellectual and cognitive domain and its dynamics. However, if one is interested in profound change a new level, implying a new dynamic, has to be introduced; profound change does not only happen in the cognitive domains, but touches a more fundamental level – an existential level that includes the person and his/her attitudes, values, habitus, etc.... The introduction of this existential domain implies a third loop in our model of learning processes: triple-loop learning... While classical learning strategies focus on changes in the domain of knowledge and the intellect, the triple-loop approach also includes changes on the existential level and in the domain of the "will/heart." (p. 138)

This implies adopting an additional lens about learning, besides being a reflective and experiential process (Dewey, Lewin, Piaget, Kolb)—not just an outcome. It involves challenging the frame of references (double loop learning) and going deeper to touch the "will/heart" (triple loop learning).

Considering the school of thought that posits that learning is developmental and transformational, Vygotsky (1978) introduced the approach of learning and the zone of proximal development. He defines it as "the distance between the actual developmental

level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers” (p. 33). In this conceptualization, Vygotsky explains that the zone of proximal development is caring for functions that are in the process of maturation, not yet mature, still embryonic, and are “‘the buds’ or ‘flowers’ of development rather than ‘fruits’ of development. The actual developmental level characterizes mental development retrospectively, while the zone of proximal development characterizes mental development prospectively” (p. 33). This is much in line with the Purposing collective process and its prospective orientation. I selected learning as a third dependent variable, theorizing that the same factors that are related to innovative behaviors and organizational commitment would also be related to learning.

Meaning-Making

As per van den Heuvel et al. (2009), “meaning-making is the ability to integrate challenging or ambiguous situations into a framework of personal meaning using value-based reflection ... meaning-making is the ability to link work meaning to meaning in life. It allows individuals to evaluate and reflect on work meanings in light of personal values and life goals” (p. 509). Meaning making is an ongoing conscious process rather than a static outcome. It is different from sensemaking; which is the process that enables a person to take a suitable action that is based on the instant interpretation of happenings and events (Weick, 1995). However, meaning making is “less automatic and immediate than sensemaking and can only occur when primary interpretation processes (sensemaking) has taken place. It refers to the conscious reflection on the impact of

ambiguous or challenging events based on personal meanings, values, and goals” (van den Heuvel et al., 2009: 511).

Meaning enables optimal human functioning (Rogers, 1961). Victor (Frankl, 1985) stated: “Man's search for meaning is the primary motivation in his life and not a 'secondary rationalization' of instinctual drives” (p. 99). Research show through various studies that meaningfulness improves engagement and organizational performance (Pratt & Ashforth, 2003; Wrzesniewski, 2003) and is positively related to innovative behaviors (Spreitzer, 1995).

Drucker (2002) posits that “most innovations, however, especially the successful ones, result from a conscious, purposeful search for innovation opportunities, which are found only in a few situations” (p. 3). Given the importance of such conscious and purposeful search for innovative opportunities, I expect that engaging in meaning making and purposeful activities would contribute to innovative behavior. Wrzesniewski, Dutton, and Debebe (2003) posit that employees actively construct meaning. This process takes place through reflection and interpretation of those meanings (van den Heuvel et al., 2009) leading to learning; it is a process supported by active agency (Bandura, 1989; Wrzesniewski & Dutton, 2001). This collective process creates a psychological attachment between employees and a sense of community in their organizations. Studies show that meaning is positively related to high commitment (Kanter, 1983).

Hypothesis 1. Engaging in meaning-making activities has a positive effect on innovative behavior.

Hypothesis 2. Engaging in meaning-making activities has a positive effect on organizational commitment.

Hypothesis 3. Engaging in meaning-making activities has a positive effect on learning.

Tolerance of Uncertainty

Dugas and Robichaud (2007) define intolerance of uncertainty as “[a] future-oriented dispositional characteristic resulting from negative beliefs about uncertainty and its implications.” Intolerance of uncertainty is a construct from the psychology literature of anxiety disorders. Dugas et al. (1997) posit that the lack of ability to tolerate uncertainty may inhibit action and is having a negative impact on problem-solving skills; additionally, it may get into a vicious cycle, as people will tend more to avoid uncertainty. I define tolerance of uncertainty as the capacity of an individual to tolerate the probable outcomes of any given situation, with calmness and openness to the new and unknown, irrespective of the probability of occurrence.

Tolerance of uncertainty is different from tolerance of ambiguity. Uncertainty is different from ambiguity. It is functioning when no information is available at all while ambiguity is the possibility of confusion due to much available or expected confusing information. While both have at their core a fear of the unknown, “(in)tolerance of ambiguity focuses on the ‘here and now’ (i.e., situations characterized by ambiguous or equivocal features), whereas [intolerance of uncertainty] focuses on future events (i.e., situations interpreted as threatening because of the potentially negative consequences)” (Carleton, 2012: 939-940).

A great deal of innovation is about the unpredictable and the unknown; it involves experimentation and risk. However, mainstream management approaches train leaders and managers to make the unpredictable predictable, to attain control, be in control, and stay in control, trying to eliminate all uncertainties. Kellert explains: “To bend phenomena to human needs, natural processes must be reduced in complexity and

simplified into predictable, lawlike behavior” (Kellert, 1993: 154, as cited in Gordon, 2003). I assume that developing a capacity to tolerate uncertainty will foster ongoing innovations in a sustainable manner through developing innovative behaviors in the workplace.

Senge (2008) hinted about the mutual illusions when followers tend to show that they are controlled, and leaders tend to show that they are in control. This phenomenon of control and its paradoxes has been studied since many decades (Mowles, 2015; Stacey, 1992; Streatfield, 2001; Tannenbaum, 1968). Streatfield (2001) argues that “a move to a way of thinking that places living with a paradox at the center might be a more useful way of making sense of such experience [of first-line management]” (p. 23). In an organizational context, tolerance of uncertainty is the capacity of employees to tolerate uncertain events, which reduces stress and anxiety.

With the aim of reducing stress and anxiety, there is a temptation of a managerial preference to seek control, with an increased likelihood to reduce the perceptions of all the complexities of the organization into simplistic linear activities, in order to avoid the stress, worry and anxiety of ‘not knowing’ or at least of appearing to be on control, since control for a manager or a leader is a basic element that can accelerate or impede their career progression. This tendency as an approach or a lifestyle results in more anxiety and will most likely reduce learning capacity, and consequently, an individual who is not learning in the workplace will feel less attached and committed and might keep searching for other professional opportunities. Therefore, I hypothesize:

Hypothesis 4. Developing the ability to tolerate uncertainty has a positive effect on innovative behavior.

Hypothesis 5. Developing the ability to tolerate uncertainty has a positive effect on organizational commitment.

Hypothesis 6. Developing the ability to tolerate uncertainty has a positive effect on learning.

Self-Determination Theory

Self-Determination theory (SDT), as an organismic theory, is concerned with human behavior and personality development with a main focus on intrinsic motivational dynamics to understand and explain human flourishing and people's thriving through the satisfaction of their basic psychological needs for competence, autonomy, and relatedness, to facilitate growth and well-being. It consists of six mini-theories and embraces the concept of needs with the belief that human beings have natural tendencies toward cohesiveness, congruency and an integrated functioning (Ryan & Deci, 2017). One of the six mini-theories, basic psychological needs theory presents those three basic universal and innate—not acquired—psychological needs, with the assumption that every human being needs them to develop and grow, they are like nutriment for optimum human functioning (Deci & Ryan, 2002).

Basic Psychological Needs: Autonomy, Competence, and Relatedness

Ryan and Deci (2000) posit that meaning is an outcome of basic psychological needs satisfaction. Autonomy is the state when one acts with interest, with a close connection to one's own values as an expression of one's authentic self (Deci & Ryan, 1995, 2002). Competence is the feeling of being effective in one's own environment which leads to seeking challenges with a sense of confidence—it is a sense of confidence and not necessarily being already an attained skill or capability—to improve one's skills and capacities (Deci & Ryan, 1975, 2002; Harter, 1985; White, 1959) through the chosen

activities. Relatedness is the feeling of connectedness and belonging to others, it is about caring and being cared for (Baumeister & Leary, 1995; Deci & Ryan, 2002; Harlow, 1958; Ryan, Deci, & Grolnick, 1995).

There is a special importance to the need for autonomy since it enables the actualization of other basic psychological needs. For example, when one feels that his or her autonomy is supported, he or she experiences the freedom of choice that enables the volitional and desired free choice for relationships as well as to activities where one feels and experiences the sense of competence. Ryan and Deci (2017) define autonomy as “regulation of behavior by the self, and, indeed, etymologically it refers to self-regulation... [it] is deeply linked to the problem of integration and the feelings of vitality and experiences of wholeness in functioning that accompany it” (p. 97). They add it is “the extent to which people experience their behavior as volitional or as fully self-endorsed, rather than being coerced, compelled, or seduced by forces external to the self” (p. 97); it refers to “the experience of an action as fitting with interests and integrated values that one is wholeheartedly behind” (p. 79).

The origins and roots of the concept of autonomy are the work of Fritz Heider and Richard de Charms and their concept of perceived locus of causality, and De Charms’ notion of intrinsic motivation. In line with Heider, DeCharms (1968) argues and extends further that this personal causation might not be freely chosen or intentional. He introduces the notion of internal perceived locus of causality (I-PLOC) and external perceived locus of causality (E-PLOC). I-PLOC is when a person has the sense of being the originator of action while E-PLOC is when one feels like has been pushed to act or behave due to external factor, giving a sense of being utilized as a pawn; simply put, it is

the difference between doing an act, such as going to work, experiencing it as “having to” or “choosing to” go. De Charms (1968) recognizes that people are “constantly struggling against being confined and constrained by external forces—against being moved about like a pawn into situations not of own choosing” (p. 273); however, reality is “a person feels more like an origin under some circumstances and more like a pawn under others” (p. 274). Therefore, he explains that this goes on a continuum from motivation to amotivation. Ryan and Deci (2017) build on such direction by adding the concept of needs, asserting that human beings, to stay healthy, have basic psychological needs. DeCharms (1968), building on White (1959), conclude when a person is acting with an internal perceived locus of causation, he or she is more intrinsically motivated.

There is a central role for intrinsic motivation as a core cognitive process of personality development (Ryan & Deci, 2017). When intrinsic motivation and volition are in play, with no pressure, people have a tendency to innovate, explore, experiment (Deci & Moller, 2005), highly engage and learn (Ryan & Deci, 2017). Vansteenkiste et al. (2004) show that intrinsic goals and autonomy supportive climate improves learning. Ryan and Deci (2008) noted that when basic psychological needs are satisfied, and the person is having autonomous self-regulation, and embracing intrinsic goals, they experience vitality and energy which improves their attachment and commitment to their organizations. Thus, I hypothesize:

Hypothesis 7. Basic psychological needs satisfaction has a positive effect on innovative behavior.

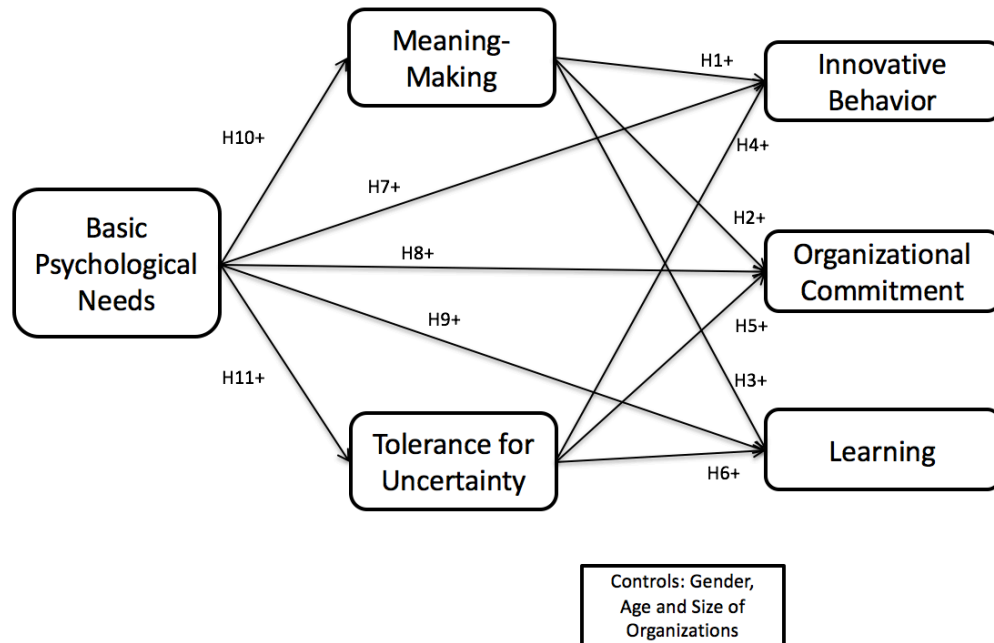
Hypothesis 8. Basic psychological needs satisfaction has a positive effect on organizational commitment.

Hypothesis 9. Basic psychological needs satisfaction has a positive effect on learning.

Hypothesis 10. Basic psychological needs satisfaction has a positive effect on developing the capacity to engage in meaning-making activities.

Hypothesis 11. Basic psychological needs satisfaction has a positive effect on developing the ability to tolerate uncertainty.

Figure 7. Hypothesized Conceptual Research Model – Study 2



Research Design & Methods

Research Question

RQ2: Does Purposing factors have an effect on innovative behaviors, organizational commitment, and learning, in the workplace?

Research Design & Analytical Approach

This paper is testing the effects of Purposing, as conceptualized as a process of five factors (Boulos, 2015), through 426 online surveys (Appendix C and Appendix D) using Qualtrics software and SPSS. After data screening, I performed an exploratory factor analysis (EFA) with the individual as a unit of analysis, in order to discover the

factor structure of the constructs and determine its reliability. After having identified a proper exploratory factor analysis (EFA), a confirmatory factor analysis (CFA) was developed in order to confirm the fit of the hypothesized factor structure to the observed sample. A SEM analysis was performed to reach a conclusion regarding the hypothesized conceptual model. I performed post-hoc analysis testing mediation using 2000 bias-corrected bootstrapping samples in AMOS and the estimand feature to understand the effect of mediation on the three dependent variables of innovative behaviors, organizational commitment, and learning.

Measurement Development

Recognizing that human behavior and psychology are complex enough to be captured by static scales, since patterns of behaviors continuously change, I attempted to select the most suitable scales that map the purposive dynamic in order to shed some light on its effects, while also noting that many other variables are in play and the model keeps changing. To this effect, and to capture the complexity of human relations, I relied on well-established scales (basic psychological needs, organizational commitment, innovative behavior) as well as on relatively new scale capturing the continuous search for meaning (meaning making). I have adapted one scale (tolerance of uncertainty) to reflect an important capacity in the purposive process (Appendix E).

Since this survey is addressed to busy professionals, I have selected in total 40 items in order to keep the survey as short as possible and ensure high response rate, while capturing the desired phenomena. In order to select the minimum number of items, especially from the long scales consisting of 27 items, I have chosen the highest factor loadings (Appendix F) of items to keep it short while making sure it captures the essential

items. I have used my practitioner experience for the face validity of each of the items.

All scales are on a uniform 1-5 Likert scale; from “strongly disagree” to “strongly agree.”

Dependent Variables

Innovative Behavior scale (Scott & Bruce, 1994), was adapted with the items abbreviation of INO, one sample item includes: “I feel that assistance in developing new ideas is readily available in my work.” I used 4 items out of 22 items. Innovative behavior is defined as creating something new or for the first time; it includes ideas, knowledge, products, services or processes (Scott & Bruce, 1994).

Organizational Commitment scale (Mowday, Steers, & Porter, 1979) was used to capture the extent to which members are committed to their organization. The items abbreviation is OC; I used 5 items out of the total of 15 items. One sample item includes: “I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful.” The aim of the scale is to capture the individual's commitment to his or her employing organization along the dimensions of (a) a strong belief in and acceptance of the organization's goals and values, (b) a willingness or motivation to exert considerable effort on behalf of the organization, and (c) a strong desire to maintain membership in the organization.

Learning items are part of Thriving scale (Porath, Spreitzer, Gibson, & Garnett, 2012) which consists of learning and vitality, with 10 items in total, 5 items for learning and 5 items for vitality. I used all 5 items for learning and 4 items out of 5 items for vitality. After the first confirmatory factor results, I eliminated all the items of vitality as the Thriving construct was highly correlating with Innovative Behavior scale (.99). I only

kept the items of learning to capture the learning experience. The items abbreviation is THL; one of the items includes: “I am developing a lot as a person.”

Mediators

Meaning Making scale (van den Heuvel et al., 2009). I have used 6 out of the 7 items and have added one item to reach a total of 7 items with the abbreviation of MM. The added item is: “I feel we are continuously trying to search for meaning and purpose in my work,” one of the scale items consists of: “I feel my work is meaningful.” The working definition as per the authors is “... meaning-making [is] the ability to integrate challenging or ambiguous situations into a framework of personal meaning using value-based reflection” (van den Heuvel et al., 2009: 509).

Tolerance of Uncertainty is an adapted scale that was initially labelled “Intolerance of Uncertainty”; it has been widely used in clinical psychology, most specifically in anxiety disorders (Birrell, Meares, Wilkinson, & Freeston, 2011; Buhr & Dugas, 2006; Carleton, Norton, & Asmundson, 2007) mainly to capture the tendency of individuals as they consider the possibility of a negative event occurring being unacceptable, irrespective of the probability of its occurrence. I communicated with the primary author and with his consent I reversed the questions to suit it to management literature as being a capacity that has the potential to be developed rather than a deficit or disease to avoid or treat, and I have changed the label to become “tolerance of uncertainty.” Initially, it consists of 27 items. I have used 7 items with the abbreviation of TU, after having eliminated 2 items in the Q-sort. One of the items is: “I feel we encourage an atmosphere of tolerance of uncertain things in my work.” My working definition for this scale is a capacity of an individual to tolerate the probable outcomes of

any given situation, with calmness and openness to the new and unknown, irrespective of the probability of occurrence.

Independent Variables

Basic Psychological Needs scale (Broeck, Vansteenkiste, Witte, Soenens, & Lens, 2010) captures three main dimensions, competence, autonomy, and relatedness, as per self-determination theory, where Ryan and Deci (2000) assert that these three dimensions “... appear to be essential for facilitating optimal functioning of the natural propensities for growth and integration, as well as for constructive social development and personal well-being.” (p. 1). The abbreviation of items is SD, and the scale contains 23 items. I have only used 7 items out them. A sample item reads: “I feel free to do my job the way I think it could best be done.”

Controls

I controlled for gender, age and size of the organization. It is quite possible that the size of the organization, for example, influences the dynamics of interactions and the developed control mechanism that affects the purposing process and its outcomes. The same happens with age, which reflects experience and maturity.

Pre-Test: Q-Sort

In order to increase the likelihood that each of the items of each construct will load properly on its related construct; I have performed a preliminary Q-sort using Amazon Turk. Then I have refined it through approaching directly 10 persons from my personal and professional network, having Masters and Doctoral degrees, to solicit direct responses and verbatim feedback, if possible; results are in Appendix G. Q-sort for all the 45 items representing the 7 scales ended up eliminating 5 items. The left 40 items were

above the 84% agreement level between the 10 selected participants. The eliminated items have been confused with other items in other scales. I retained all the items of organizational commitment, tolerance of uncertainty, innovative behavior, learning and vitality (both were representing thriving) since they had above 85% agreement level, respectively, 90%, 87%, 85%, 86% and 90%. Meaning making had a 70% agreement level, and basic psychological needs had 63%. After removing the most overlapping items: two items from the meaning-making scale and three items from the basic psychological needs scale, the agreement level improved to 84% and 85%, respectively. I took the executive decision to run with those items. It is important to note that I have eliminated all four items of vitality after the CFA since the theorized concept of thriving (TH), encompassing learning (THL) and thriving (THV) was highly correlating with innovative behavior (.99). I have refined the study to test learning without vitality and progressed with the 35 items left.

Data Collection & Sampling

I have used the service of Qualtrics Panel Data Services to conduct a survey, targeting any person with a working experience over one year, besides my professional network. I have outsourced 220 from Qualtrics Panel and directly received 224 through my professional network, with a total of 444 participants. Respondents were from different organizations. I have done a data screening to clean all dataset from missing data and unengaged responses to end up with 426 clean and complete responses. An exploratory factor analysis (EFA) has been performed with the individual as a unit of analysis, in order to discover the factor structure of the constructs and determine its reliability. I identified a proper EFA and proceeded to a confirmatory factor analysis

(CFA) in order to confirm the fit of the hypothesized factor structure to the observed sample (Appendix H). Having confirmed a final model, I proceeded to a SEM analysis in order to reach a conclusion regarding our hypothesized conceptual model and each of our six hypotheses. I have performed post hoc analysis by exploring mediation (MacKinnon & Pirlott, 2015; Preacher, 2015), using 2000 bias-corrected bootstrapping samples in AMOS and the estimand feature to understand the effect of mediation. Sample demographics are provided in Table 13.

Table 13. Demographics

	Male	Female		
1. Gender	55.9%	44.1%		
	18–25 yrs.	26–35 yrs.	36–45 yrs.	> 46 yrs.
2. Age range (years old)	8.7%	32.6%	28.3%	30.3%
	North America	Middle East	Others	
3. Country where participant work	79.9%	12.9%	8.7%	
	Below 100	101–300	301–1000	> 1001
4. Size of organization	30.3%	27%	15.5%	27.2%

Data Screening

The whole data set of 426 has been subject to Kurtosis test using SPSS Statistics 23 using the cut-off value of 3 (Gaskin, 2016). Three items have been observed with a value above 3 (4.015; 5.019 and 3.411 - CO1, SD4, and SD3, respectively). However, I have retained three of them as they have high factor loadings and communalities, and have only deleted CO1 later in the CFA.

Structural Equation Model

Exploratory Factor Analysis (EFA)

The seven-item scales of basic psychological needs (SD) were submitted to an exploratory factor analysis since they consist of internal dimensions that have not loaded properly with the other scales. I used Maximum Likelihood with Promax rotation, for all item scales—except basic psychological needs (SD) - to see if the observed variables loaded together as expected, were adequately correlated, and met criteria of reliability and validity. However, I used principal component analysis (PCA) for need satisfaction (SD) construct to reach a stable solution for its three dimensions: autonomy, competence, and relatedness.

I reached a five-factor solution for meaning-making (MM), tolerance of uncertainty (TU), innovative behavior (INO) and organization commitment (CO) and learning (THL). I have reached a three-factor solution for the three basic dimensions of basic psychological needs (SD), which are the need for autonomy, competence, and relatedness, then examined the factor loadings and cross-loadings of each of the items. All items that showed had high loadings on their primary factor (i.e., > .40) and low cross-loadings on any other factor were retained (Hinkin, 1998).

One item from the innovative behavior scale (INO), two-items from the commitment scale (CO), three from meaning making (MM) scale, four from the tolerance of uncertainty (TU), three items from the learning scale (THL) and one item from the self-determination scale (SD) were removed because two items of them (MM2 and TU3) did not load adequately on any factor, and nine items were removed because of low loadings or because of low loadings as well as low communalities (MM3, MM7, TU1,

THL4, THL5, SD5 and INO1) and high cross-loadings that did not meet the stated criteria (TU5, TU6).

Several statistics indicated the EFA solution was acceptable. First, I observed the Kaiser-Meyer-Olkin (KMO) statistic for the three matrices were respectively: 0.877 (All except SD), and 0.769 (SD). KMO overall value should be above .60. Second, Bartlett's Test of Sphericity was significant (.000) indicating sufficient inter-correlations. Third, the communalities were all above 0.30 further confirming that each item shared some common variance with other items. Fourth, all Measures of Sampling Adequacy (MSAs) across the diagonal of the anti-image matrix were above 0.70, indicating that the data is appropriate for factoring. Fifth, an examination of the inter-item correlation matrix indicated 59.6% of the correlations were over 0.30. Finally, an additional check for the appropriateness of the respective number of factors that were extracted was confirmed by examining reproduced correlation (and residuals). I found only four (2%) nonredundant residuals with absolute values greater than 0.05 for all the constructs except SD, and none (0.00%) nonresiduals with absolute values greater than 0.05 for both SD.

Other solutions were examined; however, the five-factor solution combined with the three-factor solution of SD were preferred because of its theoretical support and the number of primary loadings on their hypothesized factors.

Face Validity

I have checked for face validity, and each of the items is consistent with the construct definitions (Hair, Black, Babin, & Anderson, 2010: 125, 669). Constructs definitions are presented in Appendix I.

Reliability

The Cronbach's alphas for the extracted factors are shown in Table 14 and Table 15. The values of Cronbach's alphas are greater than the recommended level of 0.70 (Nunnally, 1978), except for SD3, which is .69. I took the executive decision to keep the item since it is only a two-item factor and it is still very close to .70. The factors of meaning-making, tolerance of uncertainty, innovative behaviors, organization commitment and learning are first-order factors; while, the factors of self-determination are second-order factors.

Table 14. Pattern Matrix for First Orders Factor

Factor	MM	TU	INO	CO	THL
Cronbach Alpha	0.829	0.798	0.881	.851	.907
MM1	.642				
MM4	.743				
MM5	.883				
MM6	.658				
TU2		.605			
TU6		.682			
TU7		.834			
TU8		.710			
INO2			.746		
INO3			.881		
INO4			.858		
CO3				.766	
CO4				.611	
CO5				.697	
THL1					.934
THL2					.823
THL3					.838
Extraction Method: Maximum Likelihood.					
Rotation Method: Promax with Kaiser Normalization.					
a. Rotation converged in 6 iterations.					
b. Suppression loadings is 0.3					

Table 15. Pattern Matrix for Second Order Factor – SD (Self-Determination)

Factor	SD		
Cronbach Alpha	.828		
	.869	.784	.690
	Competence	Relatedness	Autonomy
SD1			.442
SD2			.767
SD3	.865		
SD4	.887		
SD6		.938	
SD7		.605	
Extraction Method: Principal Axis Factoring. Rotation Method: Promax with Kaiser Normalization.			
a. Rotation converged in 4 iterations.			
b. Suppression loadings is 0.3			

Confirmatory Factor Analysis

Model Fit

Table 16 shows the statistical fit indices for a good model fit. I have covaried the error terms between the three dependent variables (INO, CO, and TH), in order to reach this level of fit.

Table 16. Goodness of Fit

Model Fit Indices		
Independent Variable	SD	Criteria
Mediators	MM, TU	
Dependent Variables	INO, CO, THL	
Chi Square / DF	1.888	Between 1 and 3
CFI	.995	.8 acceptable; ≥ 0.95
AGFI	.956	≥ 0.90
RMSEA	.046	$< .050$ (up to .08)
PCLOSE	.700	$> .050$
SRMR	.0251	$< .080$

Convergent Validity

Convergent validity uses three standards recommended by Bagozzi and Yi (1988) to assess the measurement model: (1) all indicator CFA factor loadings should exceed 0.5 (Hair et al., 2010); (2) Composite Reliability, CR, should be above 0.7; and (3) the average variance extracted, AVE, of every construct should exceed 0.5 (Fornell & Larcker, 1981). These are all realized in the final model.

Hair et al. (2010) suggest that an indicator loading is significant if it is greater than 0.50. The factor loadings of all the items in the model range from 0.56 to 0.89 thus meeting the threshold set by Hair et al. (2010) and demonstrating convergent validity at the item level. At the construct level, they recommended that the composite reliability should be used in conjunction with SEM to address the tendency of the Cronbach's alpha to understate reliability. I also computed the composite reliability for each factor. In all cases the CR was above the minimum threshold of 0.70 (Nunnally & Bernstein, 1994), indicating we have reliability in all factors; this is achieved as per below Table 17 where the CR values range from .801 to .907.

The final indicator of convergent validity is the average variance extracted, which measures the amount of variance captured by the construct in relation to the amount of variance attributable to measurement error (Fornell & Larcker, 1981). Convergent validity is judged to be adequate when average variance extracted equals or exceeds 0.50 (i.e., when the variance captured by the construct exceeds the variance due to measurement error). This is realized as per Table 17, where the lowest value is .504, and the highest is .765.

Discriminant Validity

In discriminant validity, as Fornell and Larcker (1981) suggested, the square root of the AVE for each construct should exceed other correlation coefficients of the construct. Table 17 shows the matrix of correlations among the constructs in this research. Diagonal elements are the square roots of the average variance extracted (AVE) for the constructs. The correlation coefficients between any two constructs are smaller than the square root of the average variance extracted for the constructs. Constructs in the measurement model of this research indeed are different from one another, indicating that all constructs in this research carry sufficient discriminant validity. Considering all of the above the measurement model in this study shows satisfactory reliability, convergent validity, and discriminant validity.

Table 17. Correlations Among Scales

	CR	AVE	MSV	MaxR (H)	Learning	Innovative Behaviour	Org. Commit.	Meaning Making	Tolerance of Uncert.	Needs Satis.
Learning	0.907	0.765	0.417	0.908	0.874					
Innovative Behaviour	0.883	0.717	0.630	0.965	0.556	0.847				
Organization Commitment	0.858	0.669	0.627	0.972	0.646	0.792	0.818			
Meaning Making	0.833	0.558	0.354	0.939	0.571	0.479	0.506	0.747		
Tolerance of Uncertainty	0.801	0.504	0.047	0.952	0.155	0.068	0.046	0.116	0.710	
Needs Satisfaction	0.860	0.683	0.630	0.989	0.614	0.794	0.735	0.595	0.216	0.827

Common Method Bias (CMB)

Since our data was all collected using a single instrument survey by Qualtrics Data Panel Services, it is necessary to conduct a common method bias (CMB) to rule out any method bias affecting the results of the structural model. I did a CMB test and compared the unconstrained common method factor to the fully zero constrained common method factor model. I observed chi-squares to be 325.4 and 459.3, the degrees of freedom to be 189 and 212, for the unconstrained and the fully constrained models, respectively. P-value is significant (0.000), and models are not invariant. Therefore, I kept the common latent factor (CLF) in the AMOS structural model and imputed factor scores to move on the analysis. Results of this test are shown in Appendices M and N.

I performed another method for CMB (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003) by comparing the standardized regression weights before and after adding the CLF (Appendix J and Appendix K); I observed three paths that were affected by the CLF and CMB with difference between the two models above the threshold of 0.200, as follows: INO→INO3, INO→INO4, and CO→CO4, with values respectively of .24, .341 and .247. Results of this test are shown in Appendix L. This signals the presence of a common method bias and confirms our earlier decision to keep the CLF and impute factor scores.

Findings

Hypotheses

The findings are supporting all the developed hypotheses showing positive direct effects, as follows, and as summarized in Table 18:

H1: Engaging in meaning-making activities has a positive effect on innovative behavior. As hypothesized, engaging in meaning-making activities shows a positive effect on the development of innovative behaviors, ($\beta=.15^{***}$).

H2: Engaging in meaning-making activities has a positive effect on organizational commitment. As expected, meaning making shows a positive relationship with organizational commitment ($\beta=.21^{***}$), as it possibly creates meaningful bonds between employees that foster their desire to commit together to the organization.

H3: Engaging in meaning-making activities has a positive effect on learning. Engaging in meaning-making activities that are based on reflections are enabling learning from experience, ($\beta=.39^{***}$). As expected, reflection based approaches enable a learning process that is the difference from just downloading information and collecting data.

H4: Developing the ability to tolerate uncertainty has a positive effect on innovative behavior. As hypothesized, developing the ability to tolerate uncertainty shows a positive effect on developing innovative behaviors ($\beta=.23^{***}$), since innovation is about creating new ideas, systems, and stepping into uncharted territories with no guarantee for results. It involves experimentation; which is subject to success as well as failures. Tolerating the uncertainty of not succeeding and adjusting again is a capacity that fosters continuous innovative behavior.

H5: Developing the ability to tolerate uncertainty has a positive effect on organizational commitment. The ability to tolerate uncertainty has a positive effect on organizational commitment ($\beta=.09^{**}$), although with a lower significance than on innovative behavior.

H6: Developing the ability to tolerate uncertainty has a positive effect on learning. The ability to tolerate uncertainty has a positive effect on learning ($\beta=.10^{**}$). It is comparable to its effect on organizational commitment.

H7: Satisfying basic psychological needs has a positive effect on innovative behavior. As expected, the satisfaction of basic psychological needs of autonomy, competence, and relatedness has a positive effect on innovative behavior ($\beta=.74^{***}$); it is one of the highest effects in the model.

H8: Satisfying basic psychological needs has a positive effect on organizational commitment. As expected, satisfying basic psychological needs has a positive effect on feeling committed to the organization, ($\beta=.61^{***}$).

H9: Satisfying basic psychological needs has a positive effect on learning. Satisfying basic psychological needs is positively related to learning, ($\beta=.31^{***}$).

H10: Satisfying basic psychological needs has a positive effect on developing the capacity to engage in meaning-making activities. As hypothesized, satisfying basic psychological needs has a positive effect in developing meaning-making capacities, ($\beta=.69^{***}$).

H11: Satisfying basic psychological needs has a positive effect on developing the ability to tolerate uncertainty. The satisfaction of basic psychological needs has a positive effect on developing the ability of the person to tolerate uncertainty, ($\beta=.43^{***}$).

Controls

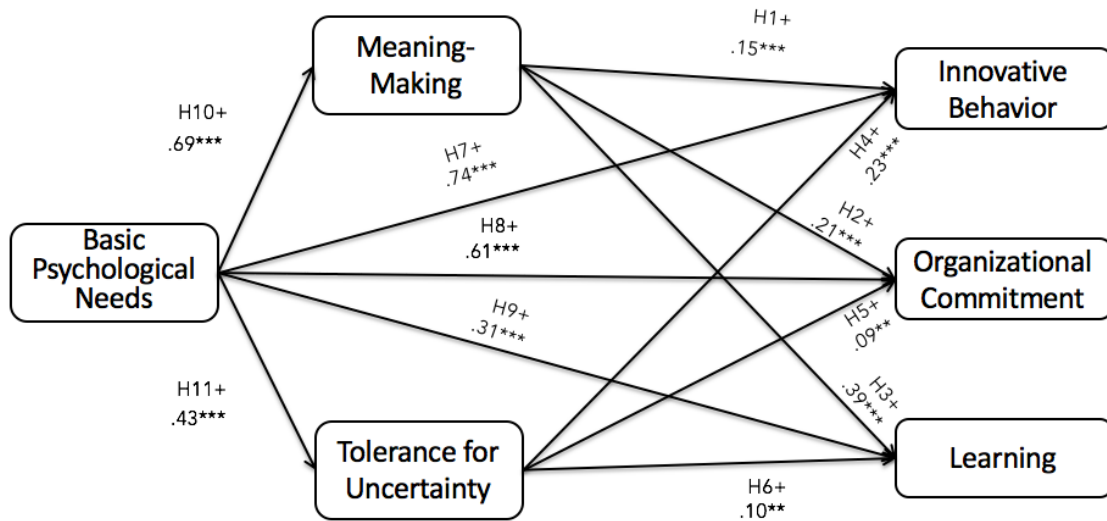
I controlled for age, gender and size of the organization. Age has a positive effect on tolerance of uncertainty, ($\beta=.140^{**}$), and negative effect on innovative behavior, ($\beta=-.022^*$). The size of the organization has a negative effect on organizational commitment,

($\beta = -.039^*$). By calculating the f-squared for each, I conclude that there is no effect of age on innovative behavior (zero), there is a small effect of size on organizational commitment (.0313), and a small effect size of age on tolerance of uncertainty (.0256)—according to Aiken, West, and Reno (1991) and Aguinis, Beaty, Boik, and Pierce (2005).

Table 18. Direct Effects Paths Coefficients

Hypotheses	Direct Effect Coefficient Beta (p)	Support for Direct Effect Hypothesis
H1: Meaning Making → Innovative behavior	.15***	Yes
H2: Meaning making → Organization Commitment	.21***	Yes
H3: Meaning Making → Learning	.39***	Yes
H4: Tolerance of uncertainty → Innovative behavior	.23***	Yes
H5: Tolerance of uncertainty → Organization Commitment	.09**	Yes
H6: Tolerance of Uncertainty → Learning	.10**	Yes
H7: Basic Psychological Needs → Meaning Making	.69***	Yes
H8: Basic Psychological Needs → Tolerance of Uncertainty	.43***	Yes
H9: Basic Psychological Needs → Innovative Behavior	.74***	Yes
H10: Basic Psychological Needs → Organization Commitment	.61***	Yes
H11: Basic Psychological Needs → Learning	.31***	Yes
Controls	Beta (p)	---
Control 1: Age → Innovative Behavior	-.022*	---
Control 2: Size → Organizational Commitment	-.040*	---
Control 3: Age → Tolerance of Uncertainty	.140**	---

Figure 8. Conceptual Model with Standard Regression Weights & P values



Post-Hoc Analysis

I have not hypothesized for mediation relations; however, doing a post-hoc analysis, I find that the two constructs of meaning-making and tolerance of uncertainty have improved the statistical power of the model and they also show positive effects on each of the three dependent variables, with an improved R-square. Additionally, in order to understand the importance of each of the mediators (meaning-making and tolerance for uncertainty) as well as the independent variable (basic needs satisfaction), I have performed statistical regressions without each one of them, one at a time, to understand the necessity of each for the model.

Mediation

Mediation was tested using 2000 bias-corrected bootstrapping samples, with 90% confidence level, in AMOS and the estimand feature to understand the effect of mediation (MacKinnon & Pirlott, 2015; Preacher, 2015). It was noted that both meaning making and tolerance of uncertainty mediate the positive effect between needs

satisfaction and innovative behavior, organization commitment, and learning. The results including estimates and p-values are summarized in Table 19. In the model, all mediation relationships are supported (Table 20), and the two mediators had improved the statistical power of the model since R-square improved when we compared the conceptual model with and without mediators, with the following values: it increased from .89 to .94 for innovative behavior, from .65 to .68 for organizational commitment and from .40 to .49 for learning.

Table 19. Direct & Indirect Effects Comparison

Mediation	Mediator	Beta (P)	P	R ² on DV	Beta (P)	R ² on DV
		With Mediator			Without Mediator	
SD→ MM→INO	Meaning Making	.738***	.110(.001)	.94	.943***	.89
SD→ MM→CO	Meaning Making	.614***	.151(.001)	.68	.804 ***	.65
SD→ MM→THL	Meaning-Making	.313***	.310(.001)	.49	.633***	.40
SD→ TU→INO	Tolerance of Uncertainty	.738***	.103(.001)	.94	.943***	.89
SD→ TU→CO	Tolerance of Uncertainty	.614***	.042(.001)	.68	.804 ***	.65
SD→ TU→THL	Tolerance of Uncertainty	.313***	.052(.009)	.49	.633***	.40

Mediation was tested using 2000 bias-corrected bootstrapping samples, with 90% confidence level, in AMOS using Estimand feature to understand the effect of mediation (MacKinnon & Pirlott, 2015; Preacher, 2015).

Table 20. Mediation Results

H	Mediation	Mediator	Estimate	P	Mediate
---	SD→MM→INO	Meaning Making	.110	.001	Yes
---	SD→MM→CO	Meaning Making	.151	.001	Yes
---	SD→MM→THL	Meaning Making	.310	.001	Yes
---	SD→TU→INO	Tolerance of Uncertainty	.103	.001	Yes
---	SD→TU→CO	Tolerance of Uncertainty	.042	.001	Yes
---	SD→TU→THL	Tolerance of Uncertainty	.052	.009	Yes

Understanding the Necessity of Each Construct in the Model

I have started with calculating direct effects of the independent variable (basic needs satisfaction) on each of the dependent variables (innovative behaviors, organizational commitment, and learning). As reported earlier, results show improvement of model statistical power (Compare Appendix M and Appendix N); therefore, the presence of each construct improved in explaining each of the dependent variables. Similarly, same results are obtained when I removed only one of the mediators, one at a time, and even when I removed the independent variable and kept both mediators as the independent variable. Table 21 shows a summary of the results:

Table 21. Summary of R-square After Each Construct Removal

		ORIGINAL FULL MODEL	NEW MODEL WITHOUT ONE OF THE CONSTRUCTS
Dependent Variable	Name of Construct Removed	R² on DV	R² on DV
		Full Model	Without One Construct
Innovative Behavior	Meaning Making	.94	.93
Organizational Commitment	Meaning Making	.68	.65
Learning	Meaning Making	.49	.40
Innovative Behavior	Tolerance of Uncertainty	.94	.90
Organizational Commitment	Tolerance of Uncertainty	.68	.67
Learning	Tolerance of Uncertainty	.49	.47
Innovative Behavior	Basic Psychological Needs	.94	.71
Organizational Commitment	Basic Psychological Needs	.68	.51
Learning	Basic Psychological Needs	.49	.44

I conclude that each of the three constructs (independent variable and both mediators) is necessary in order to better explain each of the dependent variables. The full model explains better the dependent variables.

Discussion

“No theory ever attempts to represent or explain the full complexity of some phenomenon” (McKelvey, 1999: 15). This study supports and provides statistical evidence to the proposed Purposing phenomenon, consisting of five factors (Boulos,

2015), in fostering innovative behaviors, organizational commitment, and learning, in the workplace.

I adapted the construct of intolerance of uncertainty to be tolerance of certainty in order to develop an organizational competitive advantage that enables employees to embrace the complexity of organizations and thrive on change, instead of experiencing anxiety and stress that stifles innovation and lead to ill-being. However, embracing uncertainty alone might not be a wise solution for organizational performance and commitment. Similarly, focusing only on developing meaning-making processes in the workplace might not be the most important factor to foster innovativeness and improve organizational performance. In this same line of thought, I argue that both constructs, without the basic psychological needs satisfaction do not sufficiently explain the dependent variables and may not contribute to innovative behaviors, commitment, and learning since the satisfaction of basic psychological needs is crucial for optimal human functioning. Meaning-making is important to encourage commitment and learning, while tolerance of uncertainty is important to enable innovative behaviors. Earlier results from data analysis and post-hoc analysis show that the three constructs representing the five factors of Purposing (competence, autonomy, relatedness, meaning making and tolerance of uncertainty) are necessary to explain each of the dependent variables (innovative behaviors, organizational commitment, and learning).

According to literature, we can note two paradigms in management and organization: One that is centralized and deterministic and the second that is self-organized and adaptive. Bureaucracy provides predictability and stability; hence, it provides a way to reduce the perceived uncertainty in the workplace. It is based on the

Newtonian paradigm of predict and control through clear command authority and well-defined Tayloristic scientific management principles. However, it is important to manage the ongoing tensions between exploitation and exploration; reliability and adaptability; differentiation and integration; and inclusivity and exclusivity. Moving in a different direction than the deterministic approaches, there is a participatory and humanistic paradigm in organizing. This paradigm has enabled the emergence of self-organization that is rooted in Darwinian adaptive and evolutionary principles of emergence and complexity science. Since the 1950s, seeds have been planted in such direction and have found scientific foundations in socio-technical systems theory (Trist, 1949), self-organization theory (Anderson, 1999; Ashby & Goldstein, 2004), cybernetics (Wiener, 1948), social constructionism (Gergen, 1978), appreciative inquiry (Srivastva & Cooperrider, 1986), complex responsive processes of relating (Stacey & Griffin, 2005), self determination theory (Deci & Ryan, 2000), psychological empowerment (Spreitzer, 1995), job crafting (Wrzesniewski & Dutton, 2001), just to name few scientific foundations. With the high pace of change, employees need to become proactive, not waiting for someone to give them orders, to adapt and to self-manage (Weick & Quinn, 1999). The various examples of organizations that have adopted novel organizing forms and principles as presented in the introduction section of this chapter and that are rooted on those mentioned theories are all efforts of operationalizing organizing principles that tolerate uncertainty by moving away from the predict and control logic of bureaucracy, they organize around guiding principles that elevate the spirit of employees with a continuous focus on bringing meaning and purpose alive in the workplace, by facilitating

intrinsic motivation; they avoid the controlled motivation and coercive persuasions of the command authority.

According to SEM results, I argue that both constructs, meaning making and tolerance of uncertainty, together when rooted on an organizational climate that satisfies basic psychological needs lead to innovative behaviors, organization commitment and learning in the workplace.

The analysis supported the eleven hypotheses. By examining the path estimates and their significance, as in Table 18 and Figure 8, we note that basic needs satisfaction has a positive and high significance (.69***) on meaning-making, meaning making has a positive direct effect on learning (.39***). Learning is an important element for organizational performance. In this same line, meaning making is having a positive direct effect on organizational commitment (.21***). The relationship is positive with a lower loading than on learning. Similarly, meaning making has a direct positive effect on innovative behavior, even with a lower loading (.15***) than on learning and organizational commitment. SEM hypothesized model is shown in Appendix N.

In brief, the presence of meaning-making demonstrates a vital effect in the model as it improves the experiences of learning, organizational commitment, and innovative behavior, with learning being the most significant (.39***), which support the theoretical motivation for Purposing that leads to learning being reflective, personally transformative and of a prospective nature for human development.

Basic psychological needs satisfaction is positively related to tolerance of uncertainty, with a direct positive and significant effect (.43***) revealing the importance of satisfying such needs like autonomy support, which enables employees to become less

control-need oriented, and more attentive to promote autonomy support for other employees. In addition, the need for relatedness, when satisfied, improves caring connections between employees and most likely reduces tensions, conflicts, anxiety, and stress, and lower the need to stay in controlling orientation while having more tolerance for uncertain events. It encourages more experimentation and innovation.

Innovation and creativity necessitate a climate that allows safe failures and experimentation. Tolerance of uncertainty has a positive direct effect on innovative behavior (.23***) since it is a capacity that tolerates openness to unexpected outcomes that may emerge. Tolerance of uncertainty has a direct, modest positive effect on learning (.10**). The more employees are tolerant for uncertainty, the more they stay open to learning new ideas and novel practices; similarly, the more they are tolerant to uncertainty, the less they experience stress and anxiety and the more likely they stay open to learn and develop themselves. With a less significant effect, I note that tolerance of uncertainty has a direct positive effect on organizational commitment (.09**)

The high pace or magnitude of change in organizations can result in liminal spaces (Turner, 1969). These are spaces where the old social structures are dissolving, and employees are on the threshold or boundary of an uncertain future and new structures to form. It can provide the emergence of what Turner called ‘communitas,’ which is a state of commune-ness that is characterized by suspension of normal hierarchy, inclusion, warmth, and fellowship, and the surfacing of shared core values while looking ahead for an uncertain future that unfolds. Although it may bring anxiety of uncertainty, it also brings energy and renewal. I argue that when such liminality is experienced with

tolerance of uncertainty and a sense of meaning and purpose, it leads to co-creating new social structures that support innovation, commitment and learning.

Limitations & Future Research

One of the limitations of this study is the self-report aspect of its survey. Although self-reporting ensures capturing individuals' perceptions to each of the questions, it represents a common method variance. I have addressed this by adding CLF and imputing factor scores. Another limitation is the small sample size. Simultaneous questions in the survey, instead of randomized questions, might be a limitation with respect to genuine responses. While this does have the benefit of providing more genuine responses, it also has the negative effect of being more cognitively taxing and thereby causing a higher drop-out rate or non-engaged responses.

This study could be extended to different cultures to test if there are any cultural influences that may affect our dependent variables, considering that tolerance of uncertainty and meaning-making capacities may be different according to cultural indices, such as collectivist versus individual cultures, low power distance versus high power distance in relationships (Hofstede, 2010). Future research can examine the interplay between meaning-making and tolerance of uncertainty since too much of each may be harmful to organizational performance, individual performance, and well-being. Perhaps too much of meaning-making may result in deterministic approaches that hinder tolerance of uncertainty; similarly, too much of tolerance of uncertainty may deflate any sense of meaning and lead to indifference. It is of interest to understand how to enable organizational performance to thrive on the tensions between meaning-making and

tolerance of uncertainty, and to harness both capacities in order to innovate and enable commitment and learning.

Following the call of Van den Broeck, Ferris, Chang, and Rosen (2016) to start considering each component of basic psychological needs separately rather than averaging the three needs together in one latent factor of basic psychological needs satisfaction could help understanding in more depth each of the needs effects. This will be inline with the initial conceptualization of the needs as they are not interchangeable, and one need cannot compensate for another need (Sheldon & Niemiec, 2006). In brief, the three needs are separate and non-compensatory (Deci & Ryan, 1995). Therefore, separating them could reveal further insights about each basic psychological needs' effect.

Conclusion & Implications for Practice

In conclusion, this study replies to the research question in that there are positive significant effects of basic psychological needs satisfaction (with its three dimensions of competence, autonomy, and relatedness), meaning making and tolerance of uncertainty on the three dependent variables of innovative behaviors, organizational commitment and learning, with different strengths.

Moreover, the results show that the presence of meaning-making and tolerance of uncertainty as mediators improves the statistical power of the model. Additionally, each of them as well as basic psychological needs construct is important and necessary to improve the statistical power of the model. According to SEM results, both constructs, meaning making and tolerance of uncertainty, together when rooted on an organizational

climate that satisfies basic psychological needs lead to innovative behaviors, organization commitment and learning in the workplace.

According to an earlier study on the conceptualization of Purposing (Boulos, 2015); the experience of Purposing consists of 5 factors that have been tested in this study. Similar to the notion of Spreitzer (1995) on the psychological empowerment construct development, I assume that the lack of any single element reduce but not eliminate the experience of Purposing (Boulos, 2015), especially that the initial conceptualization is about an ongoing and self-adjusting process. I conclude that each of the three constructs contributes to innovative behavior, organizational commitment, and learning, and all of them support the purposing process.

It could be that there is an important interplay between meaning-making and tolerance of uncertainty to balance two polar opposites that deserves a future study. They both manage the tensions between the known which may lead to rigidity and the unknown which invites staying open and flexible. This study provides statistical significance and shows positive effects of purposing factors on innovative behaviors, organizational commitment, and learning. It revealed the significance of developing necessary capacities in today's organizations, in order to cope with the fast pace of change that is manifested in a VUCA⁴ world.

It is important to translate those capacities into practical practices in organizations. For example, meaning making capacities can be built through reflection-based practices and mindfulness (Kabat- Zinn, 2003). Saul Alinsky (2010) highlighted

⁴ VUCA: Acronym for Volatility, Uncertainty, Complexity and Ambiguity, as cited in Bennett, N., & Lemoine, J. 2014. What VUCA really means for you. *Harvard Business Review*, 92(1/2).

that happenings and events in our lives become experiences, only when we reflect on them to draw lessons and learning. It is observed that some organizations are considering the physical aspect of respirations and also the spiritual part of meditation to help employees engage in reflection and making meaning of events. Other organizations are encouraging their employees to craft their jobs (Wrzesniewski & Dutton, 2001) within a certain boundary of their responsibilities in order to help employees find meaning in their work roles. Some organizations are regularly engaged in using participatory social technologies such as appreciative inquiry where they focus the theme of the appreciative inquiry summit on purpose and meaning, which elicit a sense of greater purpose. Both organizations and employees can benefit by raising attention to craft and create practices that satisfy basic psychological needs and by continuously bringing meaning and making purpose alive through intrinsic aspirations and openness to experiment and learn.

Similarly, tolerance of uncertainty showed positive effects as a capacity to consider in order to embrace the complexity of our organizations. It invites a consideration for a different direction than the deterministic paradigm of the 'one best way' and the fixed ends that have prevailed in the last century. Practices that encourage continuous inquiry to improve performance and bring innovation, while recognizing that no one has the right answer, are helpful. It is a pursuit of what gives life to a living system, rather than a quest for what is right or wrong, or what is positive or negative, since simply we do not know what might be right or wrong, positive or negative till we look back and reflect retrospectively to draw lessons from lived experiences. Some organizations have embedded in their practices internal crowd-sourcing for ideas, morning huddles with moments of gratitude and brief share of news, collective inquiry

such as appreciative inquiry and open space technology. All these practices create liminal spaces where employees can feel a sense of ‘communitas’ (Turner, 1969), which is a deeper sense of community that is not only related to space but to social relations. Liminal space is a transition between old social structures and new states that gives confidence to jointly face the ‘unknown’ and the uncertainty that is inherent in life as well as business activities.

Self-determination theory offers important theoretical lenses to design a workplace that satisfies the basic psychological needs of employees. Those three needs of autonomy, competence, and relatedness can be embedded in practices such as job crafting to design one’s own job responding to the need for autonomy. Social learning (Jennings & Wargnier, 2010) posit that 70% of the learning occurs through job experiences, 20% coaching and mentoring and 10% in a classroom. In line with Gosling and Mintzberg (2003), a reflective mindset is necessary to manage daily activities and relationships; this can be nurtured through peer engagement in reflective discussions such as ‘morning reflections.’ By focusing on such practices, they foster caring connections between employees and help develop personal and professional competences.

CHAPTER 5: FIRST INTEGRATION POINT & THIRD PHASE OF META-INFERENCE

First Integration Point

As an integration point between both qualitative and quantitative strands (Figure 9), the inference after both studies lie in three points: First, it was important to see how by focusing only on six organizations from the qualitative study instead of twelve, it has improved the analysis and led to uncover the Purposing phenomenon. It is worthy of noting that two of the eliminated six organizations are not-for-profit organizations declaring a high purpose.

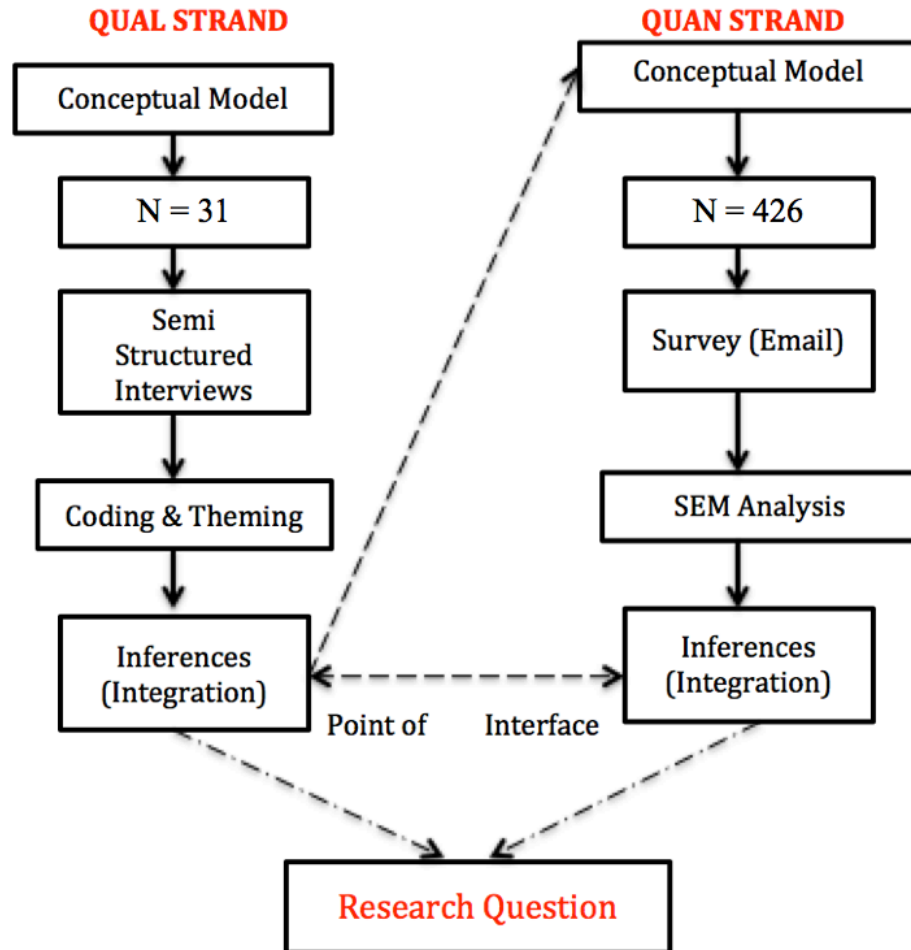
Second, the quantitative study with all the five factors of Purposing: competence development and recognition, autonomy support, relatedness and caring connections, meaning making and tolerance of uncertainty have direct positive effects on the three dependent variables of innovative behaviors, organizational commitment, and learning. While it was expected to have this positive effects from all the three dimensions of basic psychological needs (competence, autonomy, and relatedness) on the three dependent variables; it was important to learn that the presence of meaning-making and tolerance of uncertainty, as two mediators, of two relatively new constructs, has improved the statistical power of the model and they proved to be useful and important management capacities to be developed to improve the predictions of the dependent variables.

Third, combining all the findings, it is noted that all the leadership qualities of founders / CEOs are catalyzing and enriching the generative mechanism of Purposing to foster innovative behavior, organizational commitment, and learning. Those leadership qualities influence the generative mechanism in the following ways:

- Guiding metaphor of a living organism enables flexible organizing principles to self-organize and to tolerate all uncertainties, vagueness, and messiness as opposed to rigid, mechanistic approaches.
- Guiding principles of respecting human dignity, freedom, and fairness foster a high quality of relationships that are centered on caring connections and deep respect of human beings, working collaboratively with persons, instead of the utilitarian or transactional approaches of using them.
- Willingness to share control enables autonomy support in the workplace and help developing organizing principles and structures that seek control ‘with’ people, not ‘over’ people.
- Being persistent and staying the course convey care for employees to walk the talk as a clear commitment to their well-being and it promotes healthy organizational culture and climate.
- Design attitude inspires the creative processes of designing and redesigning roles and practices that support competence development and recognition, and openness for experimentation and innovations.
- Purposive inquiry inspires and supports the continuous process for inquiry into meaning and purpose and into what gives life to the organization and its members.

Figure 9. Integration Point – Phase I and Phase II

Point of Interface in Mixed Method Studies – Phase I and II



Meta-Inference

Teddlie and Tashakkori (2009) define inference process as the last stage of research where the researcher starts making sense of the results. They highlight that “in making inferences, [researcher] must keep the research purposes and research questions in the foreground of all [researchers’] analysis and interpretations” (p. 291). This is leading to their definition of meta-inferences as being “conclusions generated through an integration of the inferences that were obtained from both strands of the study” (p. 266).

Consequently, after the first integration point, there is a meta-inference about both studies to infer and guide the design of the next phase. Considering few iterations between findings and results of the first two studies, it was concluded that an empirical case study would be most appropriate to study how Purposing is enacted in an organization that, similar to study one, has also declared self-organizing principles (RQ3A) and explore what themes might emerge as a result of enacting Purposing (RQ3B). I have reached this conclusion after iterative discussions with my advisors, although I was considering doing at least two case studies, in my proposal defense. The main point to do a single-case study lies in the following reasoning:

After having reviewed my first study, which started with an exploratory question to understand flourishing organizations; my early findings indicated that I was trapping myself in a phenomena that cannot alone identify an organization indefinitely and deprive another one; I mean, I discovered that all organizations have experiences of flourishing and thriving moments as well as experiences of languishing and stressful moments; there are pockets of flourishing and languishing in each organization; therefore, instead of assuming that there are Purposing and non-Purposing organizations, and trapping my inquiry into this polarity of thinking; I set out to understand in more depth the Purposing generative mechanism in one organization that has similar self-organizing principles—as my previously studied organizations—to co-inquire with its members how they experience Purposing with its five factors as well as its leadership attitudes, considering strengths during Purposing moments as well as struggles during non-purposing moments, in the same organization. I concluded that this will give a full balanced story about my inquiry.

Additionally, my hope is to learn and uncover more themes, rather than stopping my inquiry at only validating or proving if Purposing is enacted or not, and if so, how it is enacted. By recognizing that each organization is capable of living both moments, Purposing and non-purposing moments, whereby Purposing is not only about ‘positive-ness’ or ‘happiness’, but it is mainly a process that gives life to collective meaning and purpose even in difficult and struggling times; which helps in re-framing and lifting up the collective meaning and purpose through future aspirations of participants— aspirations that they have intentionally chosen to live up to. As such, we are able to objectively understand the nature of the phenomenon and its ongoing potential to emerge new collective forms of life.

CHAPTER 6: FOURTH PHASE
STUDY 3: PURPOSING: SIX EMERGENT THEMES AND FUTURE
ASPIRATIONS

Introduction

Organizations need to create ongoing innovations to survive, thrive and enable flourishing to all stakeholders. Scholars and practitioners alike, both understand how important engagement is to create innovations (Albrech, 2011), nurture employees' organizational commitment (Albdour & Altarawneh, 2014), foster a passion for learning (Billett, 2001), improve organizational overall performance (Rich, Lepine, & Crawford, 2010; Saks, 2006), and to become a source of competitive advantage at all levels (Schwartz, 2011).

To attain this competitive edge, many organizations invest a lot of resources and training programs to improve employees' engagement. However, year after year, the epidemic of disengagement continues to grow all over the globe, reaching an 87% disengagement rate in 142 countries (Crabtree, 2013). Unfortunately, it seems that all the invested resources and efforts are not properly contributing to a solution (Bersin & Associates, 2012 report "Employee Engagement: Market Review, Buyer's Guide and Provider Profiles", as cited in Hollon, 2012); they fall short to address the root causes of such epidemic as they continue to rely on external motivators that reinforce the traditional command-and-control practices, instead of nurturing practices that foster intrinsic motivators to develop self-organizing capacities (Boulos, 2015). Employee engagement seems to be a *common sense*, but it is not yet becoming a *common practice*.

In order to address this gap, I have suggested in another study the concept of Purposing, as being "an ongoing collective process of inquiry to continuously define and

refine the purpose of an organization and nurture its collective calling—whereby the collective, creative, inclusive and dynamic process that brings life, and makes meaning and purpose alive is as important as ‘a purpose’ itself” (Boulos, 2015: 24). Purposing interlinks the individual and organizational levels, creating an employee experience that contributes to innovative behaviors, organizational commitment, and learning, in the workplace (Boulos, 2016).

These attributes are the outcomes of leaders’/founders’/CEOs’ guiding metaphor about their organizations as being a living, meaning-making organism—not a mechanistic machine. They are also the outcomes of their guiding principles that are founded on respect for human dignity and fairness; their willingness to share control with employees to control ‘with’ them—not ‘over’ them; their courage to stay the course in caring and supporting employees’ well-being, even in difficult times. Additionally, they are the outcomes of leaders’/founders’/CEOs’ design attitude to continuously adapt structures and practices and their spirit of continuous purposive inquiry—to what makes meaning and purpose alive in every day’s organizational decisions. They are also the outcomes of the five Purposing factors: competence development and recognition; autonomy support, relatedness and caring connections, meaning-making and ability to tolerate uncertainty. CARMA is the brief acronym of those five factors of Purposing (Boulos, 2015).

While the above studies provide rigorous reinforcement to the *common sense*; this empirical inquiry sheds light on how such common sense may become a *common practice*, by putting texture to the emerging phenomenon of Purposing through a single-case study of a company that is declaring self-organization; in a similar fashion like the

six organizations that are the context of Purposing conceptualization (Boulos, 2015). I used a prospective theory building approach in developing core themes that were consensually validated with participants. This study contributes to positive organization development, positive organizational scholarship and to the practice of creating innovative collective forms of organization.

Description of the Chosen Company

The studied organization is a software development company in Europe, with nearly 220 employees. Three partners started the company in 1999, and unite around one challenging ambition: 100% customers satisfaction. The real challenge is not only about the 100% satisfaction goal, but also the way to reach the 100%—the ‘how’ to approach this ambitious goal. They set themselves up for what they called a self-steering mode of management and a journey into the ‘unknown’ and the unpredictable, without the guarantee of any previous management recipe. They rejected being under the grip of traditional bureaucratic practices of command-and-control. One of the founders shared his experience about the starting phase:

... I think in the beginning of [company name], we were very much tolerant to uncertainty because that's per definition the start of a new company that is trying to achieve something new, and where the whole environment is saying, "You will never succeed, and it's undoable." That creates uncertainty that you just want to beat the system. We just wanted to show that this would happen. And in the years that we were really successful, the tolerance for uncertainty went down I think, 'cause I think that's what success does. So, you really have to create a culture of continuously going out of your comfort zone. Because if you don't have that anymore as a company, you don't react anymore. You will do what you always did

The company experienced rapid growth and stellar success with a yearly recognition of being the highest ranked in customer satisfaction in its region. The founders, recognizing that success might bring seeds of arrogance and failures; they are

keeping close attention to continuously develop and adapt their processes, coordination mechanisms, participatory practices, human connections, customer relationships, in a time when the market is sharply changing, and the organization is growing and scaling up.

Why This Organization?

This organization captures the essence of Purposing. They fully embrace self-organization—they call it self-steering, with all the underlying Purposing antecedents, mechanisms, and outputs—as presented in other studies (Boulos, 2015, 2016).

I admired the spirit and logic of the company’s DNA, as presented in the company’s website, embracing and articulating in words and lively pictures (see Appendix O) all the guiding principles and organic metaphors about their organizational life. The way they explain their operating procedures stresses on their attention to embrace purpose-as-process, and it joins the definition of Purposing. I present the guiding principles as presented in the company’s website, where each guiding principle is matching the spirit of Purposing, its antecedents, generative mechanism to develop self-organizing capacities and its outcomes to develop innovative behaviors, organizational commitment, and learning, in the workplace (Boulos, 2015, 2016):

1. **Alignment of Strengths → Guiding Principles:** Twelve guiding principles are at the heart of the [company name] philosophy. They are timeless, and together they encompass everything [company name] stands for. We look for these principles in anyone who comes to work at [company name]. Adhere to these principles, and you can make any decision you need to make. When challenges present themselves, these values can offer guidance.
2. **Game Changing Collaboration → In a no-manager culture:** We believe that by building truly empowered multi-talented teams, together we go beyond our best to make more awesome.

3. Vulnerability → True power: We want to be a trusted place where personal development, asking for help, and emotional growth are an integral part of the journey - to become yourself. To be part of a fully human organization requires courage and it takes work.
4. Out of Comfort Zone → Redefine possible: We are at our best when we take on challenges in uncharted territory. We dare to learn, let go, and create anew. And sometimes we are afraid.
5. Leadership → We are all in: Leadership has nothing to do with hierarchy. It's not only top-down or bottom-up, centralizing or decentralizing. In truth, it's in the whole - people taking the lead because they care about our shared promise and beliefs. Decisions are made by the active consent of the expert team and all relevant and affected parties. With freedom comes great responsibility.
6. Whole World Opportunity → We want to be part of it: We believe in business as one of the most positive forces to solve our world's biggest problems. When we combine exponential technologies and game-changing collaboration, whole system progress becomes a reality in a world that is too often stuck in silos, separations, and bureaucracy.
7. Fearless learning → It starts with curiosity: True understanding takes us beyond the known and opens up new worlds. We search for breakthrough questions and innovate by challenging the status quo. We learn by doing and teaching. We learn from failure and success. We learn from world class. We learn by sharing with you.
8. Love → The fully human organization: We have the desire for each person to flourish. We are all equal and unique. We see the whole human being - as a colleague, as a parent, and as a friend. When we connect at a deep level, wonderful things become possible.
9. Our Promise → 100% whole world opportunities: We apply exponential technologies and the power of 100% relationships to create a future where business acts as the most positive force, and people live to their full potential. Leaving the world a better place for our kids—that's our promise.
10. Our Customers → It's a privilege to serve: With our passionate drive to understand your business, we co-create success. We are thankful for the trust to play such an important role in your life. With this trust, we exceed: value that's always greater than price.
11. Chemistry of Relationships → Lifelong and life-changing: We believe in relationships. It all starts with real dialogue. That's when the chemistry of

interaction happens: when we expect, care and appreciate. This is just as true with our customers, colleagues, and friends, as it is with our families.

12. Exponential Technologies → The power of IT: Suddenly it is no longer utopian to speak of world-changing possibilities. With our passion for technology, we make dreams become real.

From the above, I felt that this organization is a suitable choice to put texture to Purposing and all the possible and generative prospective forms that can emerge from living the above guiding principles. I got inspired to observe the phenomenon of Purposing in this organization through an empirical inquiry with a focus on the best of ‘*what to become.*’ The decision to focus on one organization, instead of two or more is to enable more depth in the study, as I expect that each organization experiences both Purposing and non-Purposing moments. This decision is also suitable to avoid being trapped in the polarity of defining one organization as being fully Purposing or non-Purposing. Additionally, this approach provides a balance to possible misperceptions about this inquiry; which may happen by associating the word Purposing to ‘positivity’ or ‘positive-ness,’ since I am not presenting a ‘perfect’ case, but a serious exemplar of innovative efforts to organize differently than mainstream traditional bureaucracy.

This empirical inquiry is about what gives life to a human system when it is continuously searching for meaning and purpose which leads to life-giving acts for the greater good of individuals, organizations, and societies, not a hateful or destructive purpose. It recognizes strengths and struggles; however, it does not stop at describing or mapping them; it moves forward to honor all the voices of possibilities capturing strengths as well as struggling moments, to elevate them to future aspirations that nurture healthy growth, healing capacities, and more strengths.

Design & Research Method

Research Question

RQ3 A: How is Purposing enacted in organizations?

RQ3 B: What are the emergent themes, propositions and future aspirations resulting from enactment of Purposing?

Methodology

I used grounded theory (Corbin & Strauss 2008) and appreciative inquiry (Cooperrider & Srivastva, 1987) to collect data from semi-structured interviews to explore how Purposing is enacted. After the data were collected and transcribed, they have been reviewed through many iterations through an appreciative lens, listening to the voice of what is that gives life to the phenomenon that is emerging, with attention to the voices implying possibilities for the next stage, highlighting new zones of proximal development (Vygotsky, 1978) for the individuals and the organization.

Appreciative inquiry approach inspired an appreciative interpreting for the data, with the aim of understanding what is it that gives life to this organization and to the phenomenon that might emerge, during thriving moments as well as amidst challenges and struggles. To reach this stage, core themes were developed, attending to the centrality of their content to explain and expand the conceptualization of Purposing, more than the summation of their frequency of codes (Srivastva & Cooperrider, 1986). In this sense, the focus was on core themes, not on average voices; with special interest in cutting-edge voices and possibility statements.

Quotes are presented to bring the emerging themes to life. At the beginning of each finding, the codes and themes are presented with a higher level of a general concept

offering propositions that are built on key theoretical underpinnings and proposed as a finding. Each finding is followed by further explanation and relevant quotes.

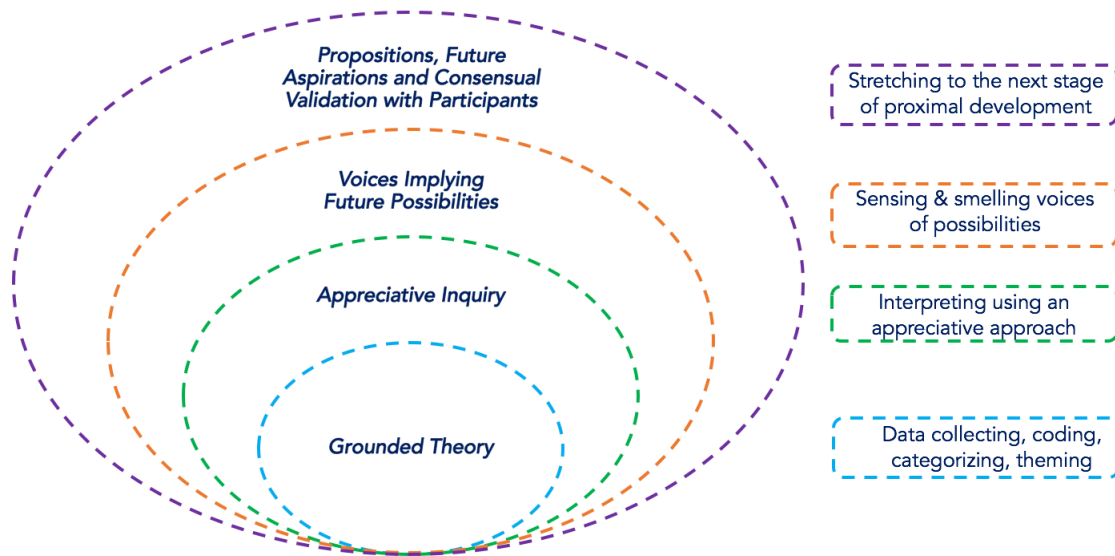
I stayed very close to the data, followed the data, jumped with the data in every opportunity it offered sparks of new possibilities; then I used it as a springboard to stretch a little higher to sense what is possible from the voice of participants that can offer a possibility which they, all of them, consensually feel called to cherish and pursue. This stretch is towards the individual and organizational next zone of proximal development (Vygotsky, 1978), enabling processes of maturation, caring for those “‘buds’ or ‘flowers’ of development rather than ‘fruits’ of development” (p. 33). Vygotsky posits that this zone of proximal development attends more to prospective mental development, unlike the traditional retrospective approach. This prospective orientation fits well with the future orientation of Purposing. Purposing propels participants to a future of realizing potential human development and innovations.

Figure 10 displays the research process as I have experienced it. The initial starting point focused on using grounded theory, with a cognitive focus on understanding what the data has to offer. The second stage implied an appreciative lens and an emotional capacity to reflect on the moments when the individuals felt at their best as well as during challenging experiences of deep struggles; it was mostly about the moments when the organization was seeking oxygen to breath in a new life. I felt deep gratitude for the entrusted open, authentic and genuine share of experiences with interviewees, and I developed a sense of love and care for the organization to appreciate and honor its life, hopes, and future aspirations. This led to the next phase of sensing and smelling all voices that are offering new possibilities for human development and

organizational growth for the greater good of every person; a kind of a spiritual capacity to elevate aspirations and hopes for the greater good of all stakeholders, which enabled the development of written propositions to capture the organizations’ current strengths, struggles, challenges and future intentions to inspire collective and collaborative actions.

I experienced through these stages a gymnastic of cognitive, emotional and spiritual capacities, with the aim of co-developing a useful theory that liberates the vital and dynamic forces of the organization to continuously adapt and innovate their practices. According to Gergen (2015), the potentials that are inherent in future making orientation to research are “liberatory, practice producing, and action centered” (p. 10)

Figure 10. Research Design – Future Forming Approach – Study 3



Sample

In my initial communications with the managing director of the company, I have explained the purpose of my study as well as the definition of Purposing. My inquiry was received with interest and was followed by very smooth and professional executive steps to organize the interviews, according to an approved interview protocol from the IRB

(Appendix P). I have requested six interviewees from the cross-section of the organization. Since the company does not have a vertical hierarchy, the managing director suggested interviewees with diverse roles, as per Table 22. I will refer interchangeably to interviewees as participants, members, and co-inquirers. One common factor among all participants is that all of them have participated in the company summit (an appreciative inquiry summit), in 2012. One was just joining during the summit, and all the others have experiences in the company before and after the summit. During the interviews, I noticed that the summit is a turning point in articulating a purpose in the company, that kept in growing and evolving.

Table 22. Demographics

Job Titles	Gender	Years Spent in Organization	Presence in Consensual Validation Meeting – (number of participants per meeting)
Managing Director	Male	18	Yes (3)
Mission Critical Engineer	Male	12	Yes (3)
Chief DNA Officer	Female	10	Yes (3)
Chief Marketing Officer	Male	5	Yes (2)
Customer Operations Manager	Male	10	Yes (2)
Customer Operations Manager	Male	8	No

Data Collection

I have conducted six semi-structured interviews from diverse roles in the company. Data were collected over two days, in February 2017, and were transcribed through a professional transcription company into more than 120 pages. Each interview lasted about one hour and covered all the Purposing factors; its antecedent, generative

mechanism, and outcomes (Boulos, 2015, 2016). Each interview took place in a reserved meeting room, over two consecutive days. Before the interviews, I spend about an hour with the managing director who has generously explained the company's philosophy and its organizational design. Then I started the first interview and was led later in the day to a company orientation tour covering all the company building: open space offices, cafeteria, meeting rooms, auditorium and DNA room.

Semi-structured interviews⁵ were crafted to understand how Purposing is enacted, its antecedents, dynamics, outcomes, and the signature of strengths of the organization's practices from the perspective of Purposing, and each of its five factors: competence development and recognition, autonomy support, relatedness and caring connections, meaning making and ability to tolerate uncertainty. Additionally, interview questions invited a discovery phase about strengths and struggles, a dream phase to imagine the ideal way of organizing to prosper and grow beyond struggles as individuals and organization. They were followed by an invitation to suggest design ideas for a prosperous future and future aspirations.

After transcription, coding, and analysis, the first sense-making meeting⁶ was scheduled with two participants, via Skype and two weeks later with the four remaining participants, in person in the company's premises in Europe (one apologized at the last minute for professional obligations, so I ended up meeting three persons from the second group).

⁵ See Interview Protocol in Appendix P.

⁶ See explanation of Consensual Validation in a following section

In the first stage, cognitive skills were highly involved. They were very useful in the process of coding and theming. In the second stage, appreciative capacities were deployed in interpreting the data (Figure 10). I was keeping close attention looking at the Purposing process to get closer and closer to its dynamics and any potential generative capacities, without being limited to it. I used my practitioner-scholar intuition to sense and select every voice that was carrying a new possibility that would make the system more alive, then, inspired by prospective theory building (Grieten et al., 2017) and the future forming orientation for doing research (Gergen, 2015), I developed propositions that capture those voices of possibilities, that were embedded in the data and waiting to be articulated. A foundational concept in scientific inquiry is to recognize patterns; noticing that patterns are not just those that have been already practiced and displayed but also those that have the capacities to emerge and inspire participants to motivate themselves to perform them, in order to improve performance, nurture well-being, and advance the science of organizing.

In the third stage, aiming to advance towards a future forming orientation (Gergen, 2015) to build a theory for the future—what other researchers call prospective theory building (Grieten et al., 2017)—I engaged in sensing and smelling every spark of possibility in the data to be the seeds for developing propositions and future aspirations which will add value to the organization, to the practice and to the literature in a broader sense, beyond just mirroring what is said and grouping it into static themes. While collecting data, my practitioner-scholar sense kept me moving forward, by asking: What is the use of mirroring and proving that this single-case study is experiencing or not Purposing? The ‘so what’ question was imposing itself. I moved forward in my thinking

process: How would this help address the company's struggles, to become more aware of their potentials and aspirations, and to advance in their innovative journey, and to be more useful to their ecosystem? This inspired me to embrace a prospective future-oriented approach that elevates their aspirations for sustainable growth.

Gergen (2015) hints that "...in a world of rapid and unpredictable flux, the focus on what is the case has limited potential" (p. 14). Listening to the voice of the data, using my practitioner experience and speculative capabilities, I developed propositions capturing main insights and deep aspirations of interviewees for the best possible future as an ideal type that enables more Purposing. The aim of those future forming propositions is to help participants in the organization to see the future they can hardly articulate.

Each proposition is written in a way to reflect the voice of the collectivity, from the team perspective, using "we" voice and following the preferred futuring approach of Purposing. Each proposition is describing vividly members' aspirations, tapping on capabilities and capacities that have been shared and that are waiting for opportunities to see the light and grow; articulating them intentionally in an inspiring way, focusing on what, rather than how, and proposing them as a work in progress, yet ready to be seriously considered 'here and now.' That means they are suitable for today's context and ready to be worked upon when the context change. The aim is that they are useful as long as they can inspire collective action for the good and the better of the team and the organization.

Data Analysis

Data analysis began with data collection. Emerging themes and ideas influenced ongoing sample selection and the interview protocol. I reviewed audio recordings of interviews, reviewed research memorandums, and read interview transcripts a few times before formal analysis. Data analysis followed recommendations of Corbin and Strauss (2008). I conducted open coding to identify “codable moments” (Boyatzis, 1998)—fragments of text with potential meaning. These codable moments were identified, sorted, and then categorized with other similar coded moments from other interview transcripts or memorandums, to form descriptive categories.

As recommended by Saldaña (2013), I used multiple phased coding: open, axial, and theoretical. I performed three rounds of open coding. This initial exercise allowed the understanding of all that the data can offer for further analysis. Then I moved into axial coding to re-categorize the data as themes and concepts emerged. In order to advance in reaching theoretical codes and emergent themes, I further refined the axial codes, integrating them into higher-level concepts to develop six core emergent themes (Figure 11). Quotes are presented to bring each of the six emerging themes to life. At the beginning of each finding, the themes are presented with a higher level of a general concept offering propositions that are built on key theoretical underpinnings and proposed as a finding. Each finding is followed by relevant quotes embedded in the text.

Consensual Validation

The developed propositions have been presented in two sense-making sessions to the five of the six persons whom I have interviewed, in two groups according to their time schedule, as explained above. The aim of this sense-making meetings is to explore

how my insights, following the data, align with participant's experiences, to reach a possible consensual validation to jointly develop the propositions, in a collective and inclusive way, to create a theory of '*what is to become.*' In line with what Gergen (2015) proposes:

What if we replaced the persistent rush to establish "what is the case" and began to ask, "what kind of world could we build"? This would be to place the researcher's values in the forefront of his/her activities. Rather than their latent presence in the choice of terminology and methodology, and in the vain hopes that an absent audience will somehow make use of one's work, what if purposeful and passionate visions supplied the source of inquiry? Given a valued vision of the possible, the challenge for research would be to explore how such a possibility could be realized. The aim of research would not be to illuminate *what is* but to create *what is to become.* Herein lies the essence of a future forming orientation to research. (p. 6)

Since the aims of the study are to understand how Purposing is enacted in the workplace and what hopes, struggles and future aspirations does it offer and promise; I have developed propositions capturing the collected data and expressed aspirations, to foster a collective dialogue with participants and explore what would a Purposing process offer—responding to a question such as what aspirations do we desire in our workplace?

As Cooperrider (1986) states:

Social theory can be viewed as a powerful language and as a linguistic tool, may enter into the conceptual meaning systems of a culture—and in this way, alter patterns of social action. Because of this, all social theory is morally relevant; it has the potential to affect the way people live their ordinary lives in relation to one another... Valid knowledge or social theory is, therefore, a communal creation. The only law of a generative science that is defensible is the law of agreement: Dialogue free from constraint or distortion is necessary to determine the 'nature of things'; truth about 'what ought to be' requires the consensual validation of the human group. (p. 131-132)

Cooperrider (1986) adds that it is through the dialogue and the process of interaction with involved parties that social theory validates itself; "as a form of

knowledge more ‘truthful’ than ivory tower speculation and/or simple-minded romanticism” (p. 143). In this study consensual validation took the form of six emergent themes stemming from the semi-structured interviews capturing the conceptual model of purposing-in-action; its antecedent, generative mechanism and outcomes as well as all emerging phenomena. The two sense-making meetings started with two questions:

- 1) What do you like most or find most attractive about each of the six propositions, as is?
- 2) How would you add, edit, delete or embellish to make it even more strong, attractive, powerful?

And they ended with three questions:

- Looking at the group-of-6 propositions together:
 - 1) How these could be most useful to our organization?
 - 2) Something more should be added?
 - 3) Is something else emerging out of these statements as being even more key or central to our organization’s calling...?

I will explain in the section of Findings, how I moved from the initial findings that were formulated into initial propositions to reach final propositions with consensual validations with participants, after having the two sense-making meetings. During the two meetings, I have explained the process and that I will take notes of all the comments and insights. I made clear that I only show the same exact propositions to both groups without any changes so that everyone would have seen the same text, then I will refine the comments and insights to prepare a final version of consensually validated propositions.

Findings After Consensual Validation

Following the data, each of the Purposing factors, its antecedents and outcomes is in play in the observed self-organizing dynamic in the studied organization. Additionally, data reveal other emergent themes that are closely associated and linked to Purposing. Six themes emerged; they capture participants' aspirations. At the beginning of the interviews, I took the time to introduce and explain to each of the interviewees what is Purposing. During the interview and in the follow-up meeting, I noted that some participants relate to the concept as being expressive of lived experiences in the company; however, one noted the difficulty to translate it to their national language. I kept describing the elements of the collective process, to give texture to the experience of Purposing.

Initially, each proposition has captured many of the codes and elements of Purposing, and the intensity and texture differ from one proposition to the other; therefore, in exposing and discussing findings, I am not considering equal length of coverage for each, but will present and discuss each one as long as its content offers saturation for the lived phenomenon and its future aspirations, as captured by the theme.

During the sense-making meetings and while seeking a consensual validation, the propositions have been refined and shortened to focus on one central theme, clarifying each word and providing proper caveats for each of the propositions—as presented in Figure 11. I will start with the final proposition right after the theme, then, I will explain how each of these propositions has been developed (Figures 12 through 17) and refined during the consensual validation meetings. Quotes will be presented and embedded in the text to give life to the findings.

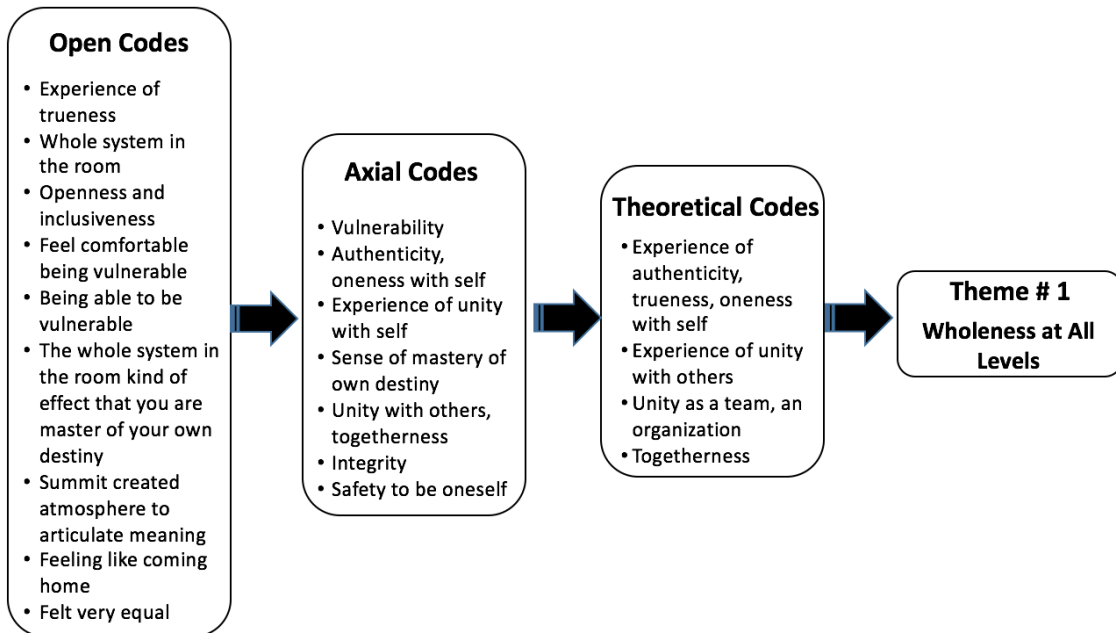
Figure 11. Emerging Core themes, Propositions & Future Aspirations

- 1- Wholeness at All Levels
- 2- Generative Human Connections
- 3- Love of Inquiring, Together
- 4- Self-Steering... Self-Healing...
- 5- Meaningful Commitment
- 6- Our Core Source of Continuity

Wholeness at All Levels

***Proposition #1:** We feel alive and at our best when we interact with each other as equals in human dignity. As one united team, we feel we are masters of our own destiny. Our 100% aspiration may be best explained by our desire and choice to live wholeness at all levels.*

Figure 12. Themes Development of Wholeness at All Levels



The concept of wholeness, most specifically the whole system in the room was more developed during the experience of the appreciative inquiry summit in 2012. One participant expresses how embracing this approach is uniting the whole person as well as the whole organization, in what he expresses to be trueness:

... What touched me [during the summit] the whole system in the room having all those ... having the whole system in the room at the same time ... The openness and inclusiveness of it because large sessions that format with those topics can be very artificial, it can be more like a show. It was very impressive to be in there with people in those different roles, customers, colleagues, partners, and feeling that intention that people were really longing to find to define the next step and really longing to identify what is it that binds us and that gives us strength. The trueness ... In the end, there are few feelings of welcome in that respect, feeling welcome in that environment.

Another one added:

Things we discovered over here to give it back to the community, in terms of software but it could be every best practice actually on knowledge we have. Because during the summit, the whole system was in one room, not only [company], but also customers, ... we were with, friends of the company. All the days felt very equal. All the people that were there felt very equal. Vulnerable, actually. The atmosphere or the conditions during these days were in such a way that people expressed their worries, thoughts, frustrations, highs, lows. So, it was good.

The company is embracing this concept in all their meetings as they value including every perspective and all relevant stakeholders. Another interviewee said:

The whole system in a room... is something that we now do all the time, and we do it with customers, and we do it within our own organization. That's also something I really like and that brought a lot.

One of the interviewee expressed the concern of considering 'wholeness' with its large sense and scale, in every meeting to be time-consuming, and said that it is "only important on the crossroads to synchronize again and ensure that we are on the same page." Additionally, he said, they developed the concept of 'mandates' so that a smaller

manageable team is entrusted to flexibly decide and act, then report to the bigger team. One of the manifestations of how the company cares about wholeness and inclusivity is their space design of two big rooms (see photos in Appendix Q): the DNA room and the auditorium. They consist of boards around the room to write, capture ideas and invite share of opinions or votes on ideas, benches to sit all the employees and few round tables in the middle for the mandated teams to collect feedback and report progress. This is a serious commitment to wholeness. Wholeness relates to Purposing in that it listens, respects and honors every voice, by including and involving every person, to make meaning and stay open to new ideas, fulfilling their basic psychological needs for having a choice, a voice, being recognized for their competence, feeling being cared for by others, and invited to contribute.

Insights during the Consensual Validation Meetings, for Proposition #1:

The original proposition reads as follows, before being refined as above:

We feel alive and at our best when we choose to invest the time and energy to honor every person, and the whole person, and engage as equals in human dignity, to become more ourselves, co-elevate our purpose and achieve our goals. /// These meetings are transformational, as we invite all the system in one room, co-create the atmosphere to find words that express our deepest aspirations of love and engagement with our ecosystem: We feel we are masters of our own destiny. /// Our 100% aspiration may be best explained by our desire and choice for wholeness at all levels.

The theme was consensually validated by all participants in the two groups. In the first group, they accepted the word ‘wholeness’ with the caveat that it is not about having every person to be involved in every meeting, but to work through mandates of smaller teams who have the expert knowledge of the subject. As one in the first groups shared:

Okay, because there was also a typical example of where we did the exercise. We start, the whole company, literally the whole system in the room, but then the iterations that came after it to finalize the text. We also

found out it's impossible, if it boils down to thirty sentences in a mission statement, to constantly involve everyone. It's simply not operative. It's not stimulating... It's not a goal in itself to always have everyone in the room. It's not always necessary.

Another participant from the first group added:

We're together on the way we talk about it, the way it reads now from one end gives really a lot of energy when I read it and I recognize the words that you mentioned. Only the way it's phrased it sounds a bit absolute as if we would put the whole system in the room in all circumstances. But this company is based on freedom and responsibility. Meaning that we allow ourselves to let go of our team members and give them the freedom to do what is needed because we have that strong trust base... and the wholeness becomes critical when we are at the crossroads in processes. When we feel the need to synchronize again, because we are under pressure or because we are facing an important next step in our development. Those are the meetings where you feel it can be transformational, as it said that word transformation. You are entering into a new phase. We are all part of the process of moving into the next phase. Everyone has heard the arguments and has been part of it and that is when it's so important to be part of that process. Once you have entered into that new phase, it's less critical. Then you can move on and you can regain at certain moments to share our experiences. But it's that transformation, those transformation points, that is when the wholeness particularly matters.

From the first group, while it was clear that the theme is on 'wholeness': "the word "wholeness" is okay and the whole system in the room, that's something we use a lot"; however, it was not clear if the word 'at all levels' is acceptable, as one said: "...but because you add to it "at all levels," that makes it ... wholeness is already at all levels otherwise it's not whole. It implies that we would do it under all circumstances."

Therefore, I have suspended the refinement to seek more clarity from the second group.

The second group also affirmed 'wholeness' and they all related to it. They clarified that at all levels is important, after a thoughtful discussion, in that it considers individual level, team level, organizational level and with all the ecosystem:

We can only reach if you have wholeness in yourself. So, yeah... So that's why I think our aim if you're looking to be a master of your own destiny.

Our own destiny is to reach wholeness in yourself. Because only then you can work on a team with wholeness. The wholeness in your person also.

However, participants were not comfortable with the word meeting, they all agreed that it does not give energy. One of them shared: “wholeness does not happen in a meeting. As in we don't say, ‘oh we need wholeness,’ so we have a meeting. Though I guess the point of why we are treating this, it happens every moment... It's also during lunch. You can call it a meeting. It's also at the coffee machine. You can call that a meeting but ... at least in our business the word meeting is a bad word... It could be left out”. Another person said: “It takes away the energy.” When asked for a replacement, another participant added: “Interactions is probably a better word.”

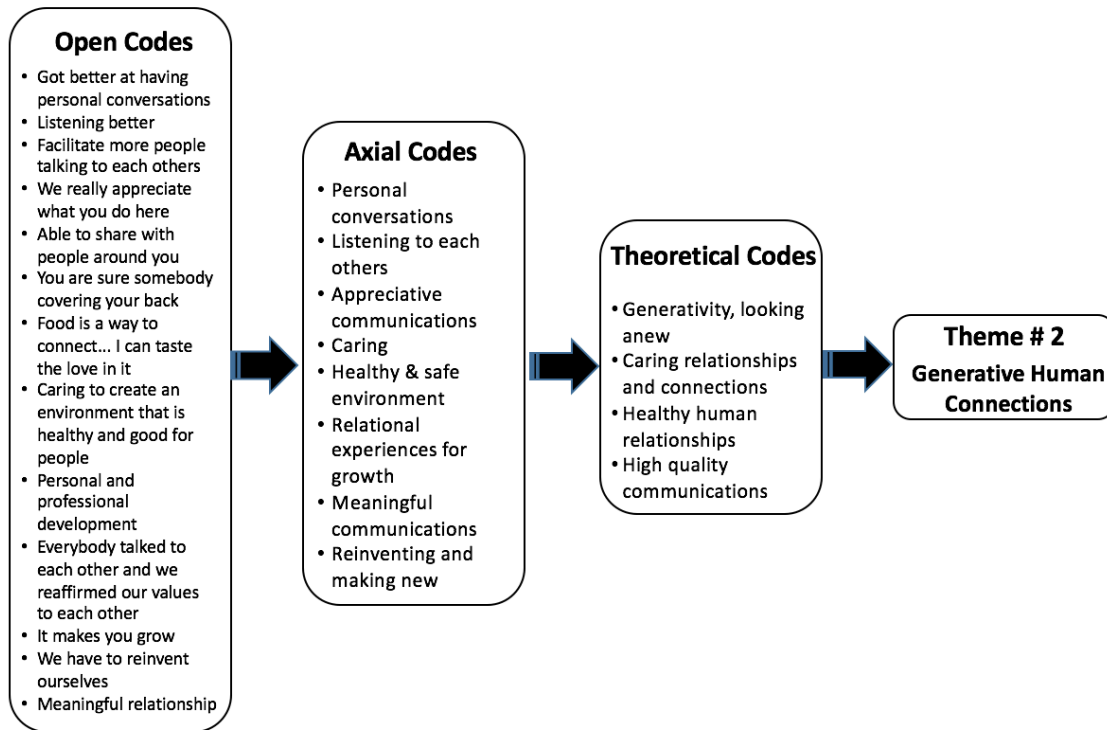
Based on the two groups sense-making discussions, I omitted the word meeting and focused on the human interactions between equal human beings as one team. I kept at all levels based on the justification that one needs to experience wholeness on the individual level besides also teams and organizational levels.

Generative⁷ Human Connections

***Proposition #2:** We feel at our best when we live deep and caring human connections to generate new opportunities for personal growth and professional development; seeing each other anew, every day. We aspire to nurture a diverse and safe environment where every person feels safe to be himself or herself.*

⁷ Generative is “the processes and capacities that help people see old things in new ways” (Bushe, 2013: 90).

Figure 13. Theme Development of Generative Human Connections



Personal growth and professional development were noted to be an important aspiration for every one of the six interviewees. Interviewees recognized the need to balance their demanding and sometimes highly stressful roles by fostering caring human connections with others in a safe environment where every person feels safe to be and to become truly him or herself. One engineer explained the important role of building a cafeteria to foster human connections and convey care, he said: “It [Cafeteria] is built to support this. It's built for two purposes; to facilitate more people talking to each other, and ... it's a sign of the company saying you really appreciate what you do here.”. Another one said “Yeah... it's [cafeteria] the bridge between the two sides of the building as well. And food is a way to connect. And the food is healthy, and nice, and prepared with care. I can taste the love in it.”

Generativity is about looking at the same things and seeing anew. It is about looking at the others and always seeing anew, seeing the potentials and the possible to encourage personal growth and developing competences. One interviewee shared his experience in the company and how relationships have supported his personal development: “For me, it has changed the way I also do my private life. I've gotten better at having personal conversations and listening better. I think for most people that work here, this is true”.

Insights during the Consensual Validation Meetings, for Proposition #2:

The original proposition reads as follows, before being refined as above:

“We are at our best when we design our work and workplace, such as our DNA room, auditorium, and cafeteria in a way that facilitates deep, caring and generative human connections. /// We strive to design and refine ways of organizing relevant small and large-scale inclusion for collective wisdom, through connections that nurture our organizational calling, every day. /// We aspire to live relational experiences that generate new opportunities for personal growth and professional development.”

The theme was consensually validated by all participants in the two groups. Both groups asked for an explanation of the definition of generativity, and they agreed on the theme. Both groups agreed to remove the first sentence about the design of work and the workplace, agreeing that the most important sentence is the third one in the paragraph about relational experiences (sentences divided by ///). In the first group, an interesting dialog took place, and both participants (A & B) addressed me, with the following:

1A⁸: What we really like about the second proposition is basically your last sentence, ‘we aspire to live relational experience that generate new opportunities for personal growth and professional development.’

⁸ 1A: 1 represents the first group and participant A, of the two participants A and B.

1B: Do you want to put it up front as basically the starting sentence as the proposition. I would love to do it the other way around. Right now, it's the exit sentence, and I would love to have it as the entry sentence.

1A: It's like a mission. The sentence that you have put first now sounds more like a strategy of getting there. We do that so we aspire to live relational experiences

1B: Exactly

1A: And we do that by designing our workplace, such as our DNA, blah blah in a way that facilitates ... basically these experiences

1B: And then full stop. Those two sentences are, in my opinion, the heart of the message.

The second group aligned with the first group with the order of the sentence, for the following logic:

I like the last sentence best... some difficulty with the first. I was trying to figure out why. What comes to mind for me is that this is maybe a little too instrumental. We are trying to assume that you can make people feel at home. So, being a same person at home as at work. That's what I think we are trying to do with the environment. We're trying to create this to make people feel at home.

Another participant stressed the importance of safety since the design of the rooms itself does not guarantee productive conversations:

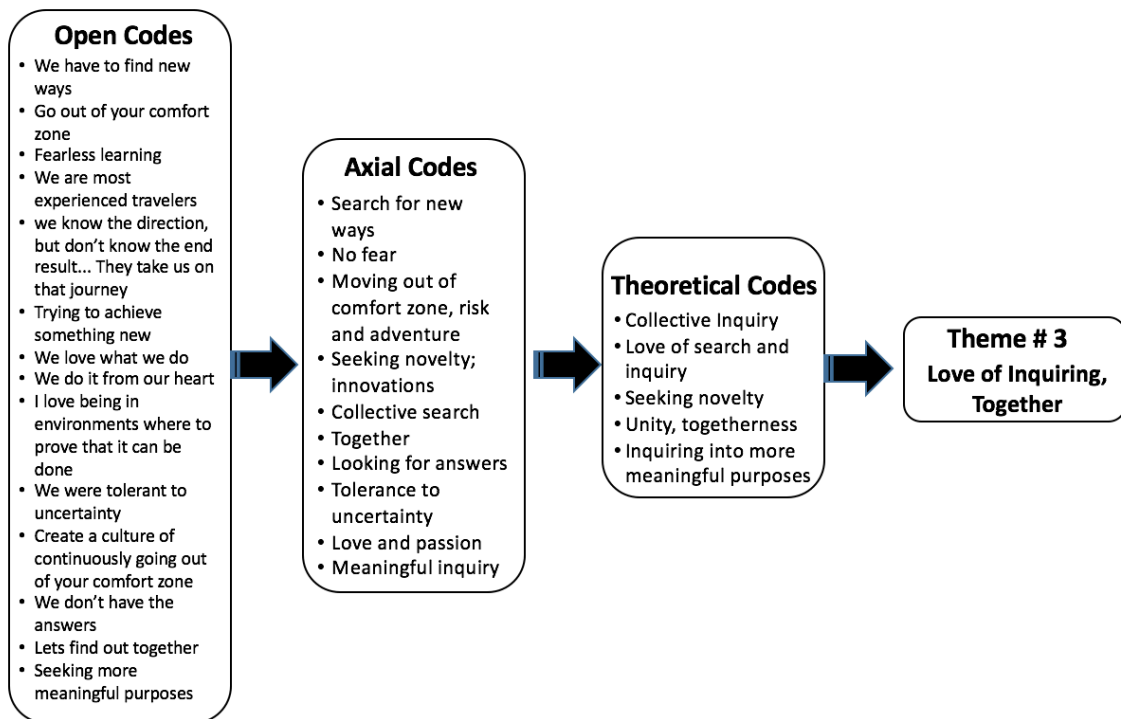
Not so much as the design of the DNA room; it helps, but it only helps if you put the right people together in the DNA room because you could have a very unsafe meeting in there if you put the wrong people or the wrong context in that room.

Considering both meetings, I have put the last sentence first, stressing the generative human connections and relational experiences, added 'safe environment' and removed the physical design of the meetings rooms, to reach the final consensually validated proposition, as above.

Love of Inquiring, Together

Proposition #3: *When we are deeply connected with each other, we feel hopeful; this inspires us to expand together our comfort zones, building capacities to embrace uncertainty, daring to step anywhere, searching for new answers... Saying, with confidence: ‘if we can’t... who can?’. We feel capable and hopeful every time we sense and smell new possibilities emerging to innovate and ennoble our purpose.*

Figure 14. Theme Development of Love of inquiring, Together



This theme appreciates the spirit of continuous experimentation to expand ones' comfort zone, as one said: "It's very important to go out of your comfort zone once in a while and do some fearless learning." The ability to tolerate uncertainty is one dimension of Purposing and it enriches its future direction. Another interviewee expressed how he embraces uncertainty, and how the company is entrusted from their customers as experienced travelers who have the confidence and tolerance, even when they do not have the answer. They keep exploring:

It's about the journeys that we, our own, with customers and that they now hire us for journeys where we don't know what the end will be. We know where the direction we are going, but we don't know what the end result will be. They take us on that journey because we are most experienced travelers.

Insights during the Consensual Validation Meetings, for Proposition #3:

The original proposition reads as follows, before being refined as above:

As we grow and scale up, we expand together our comfort zones, building capacities to embrace uncertainty, and stepping into untraveled lands searching for new answers. /// We hope our questions help opening up new opportunities for meaningful contributions to our customers, colleagues, friends, families and communities. /// We feel hopeful every time we see and smell new possibilities emerging to innovate in coordinating human efforts, ennobling our purpose and satisfying our customers.

The theme was consensually validated by all participants. In the first group, one participant confirmed: “well the line of inquiring together, that's a title I like; it captures what we are about”; and the second participant confirmed the same. However, both agreed that this dynamic inquiry happens with or without the need to scale up: “what is strange to see here is as we grow and scale up, we refer to that more of finding other ways of organizing ourselves while capturing our identity, which is based on attention to individual and individual growth. As we grow and scale up, I wouldn't expect that in this context. That also makes it a bit confusing to me”. Both participants had the following dialogue about it:

1A: Is the challenge that we grow and scale up?

1B: No, while growing and scaling up, it is a challenge to keep that DNA, to stay open-minded.

1A: Yeah, true.

1B: That's how I see it.

1A: But that is our personal challenge at the moment... I explained that we are facing a completely different world now, which is a world of constant change where they [customers] have to speed up and stay in control at the same time. That's why we are their travel companions.

1B: That in itself is a challenge for us as well.

1A: Yeah, that is a challenge that we love to inquire together with them, which is even more challenging because at the same time we are growing and scaling up... We are dealing with this change with our customers and you know what? At the same time, we are growing and scaling up so it's extra difficult. That's why it [the sentence] confused me a bit at the beginning.

1B: If you would leave out the first half, "As we scale and grow up," you would leave it out and put it somewhere else, but then it becomes more attention on what is it that we are trying to sell to our customers. Why are we embracing uncertainty? It distracts a bit.

1A: Yeah, I tend to agree.

1B: We would even do that without growing and scaling up.

1A: Yeah, and the growing and scaling up is part of our daily business basically for anyone, any company, but stepping out of our comfort zone is the real challenge. Embrace uncertainty.

A second concern for group one is about the word 'ennoble our purpose.' I had to explain the meaning of ennobling, and the participants explained that it gives a sense of arrogance. One participant explained his concern, reporting a researcher who have done an earlier case study about their company, and has warned them about arrogance; saying "if you start believing your own story, if you start believing your story is a special one, you have to be worried, because then it becomes really dangerous. The story itself becomes the goal".

The second group had also agreed about the theme. One participant reacted to the proposition: "I liked it a lot. Until I got to ennobling our purpose. Then my marketing

alarm started ringing”. The other two participants approved the word ennobling, and when I raised the concern if the word conveys a sense of arrogance in their national language, they informed as follows:

2A⁹: No... I love that. No.

2B: No, it's not even arrogant. In our business, there's a lot of marketing going on and they use a lot of these phrases... Ennobling... Championing the cause.

2A: I never heard ennobling. I think you have a wonderful broad choice of words. I like it actually... Yeah. I liked it”.

2B: You know one of the things I'm learning in this whole process is the power of a word can really open up a new, it's opening a new website. Complete website for imagination.

Another participant connected the sense of hope while embracing uncertainty:

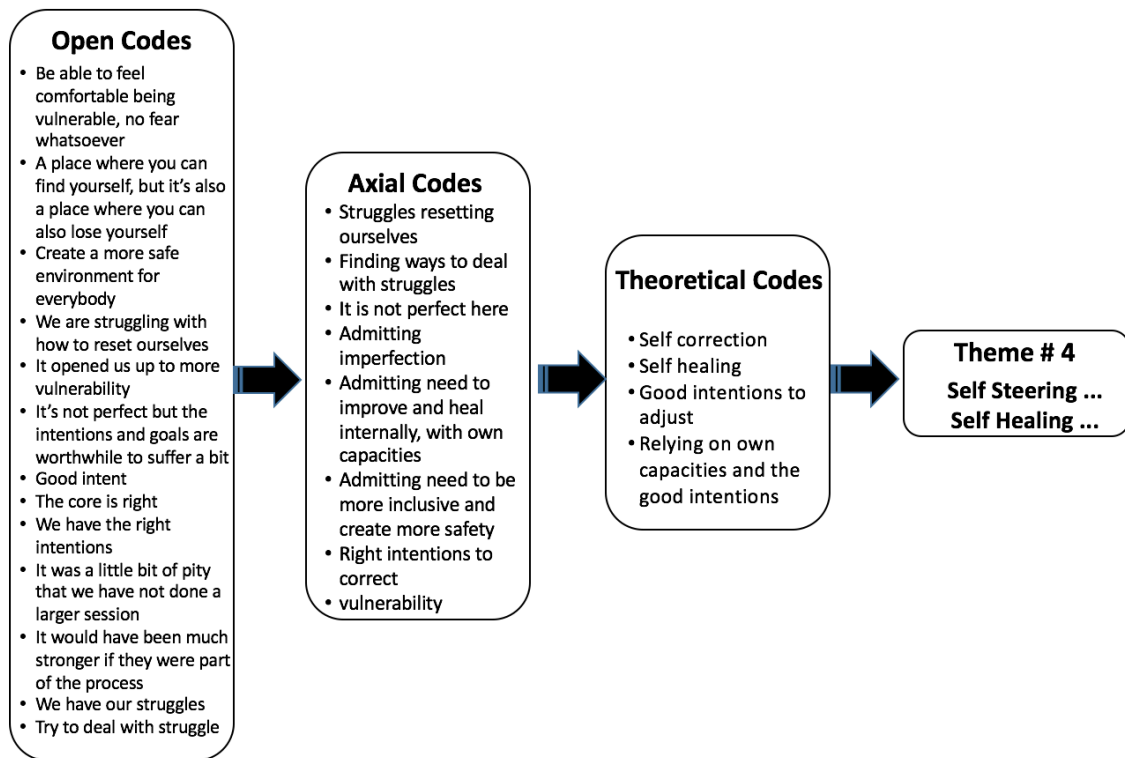
“what was most appealing is you are hopeful every time we see a small possibility. I like to connect uncertainty and hopeful. And that's also a wish that I have.” From all of the above, I have deleted the first sentence about growing and scaling up, have kept the word ennobling with the caveat that it is about noble meaningful purpose that keeps on evolving, not an arrogant one; additionally, I connected hope to the collective actions with deep sense of connections which enables embracing uncertainty.

Self-Steering... Self-Healing...

***Proposition #4:** We feel proud of each other's strengths and achievements; we also recognize that we are not perfect, and we have our own struggles and human fragility. Every one of us knows well, deep in his or her heart, that we all have good hearts and good intentions: We may mess up sometimes, but we learn from our failures and purpose again to listen, adjust and honor every voice, respect every life, and put people first. As we self-steer, we help each other's to self-develop and self-heal... We strive to build trust between each other.*

⁹ 2A: 2 represents the second group and participant A, of the three participants A, B and C.

Figure 15. Themes Development of Self Steering... Self-Healing...



This proposition had a unanimous consensual agreement, right away, before engaging in a discussion. Interviewees recognize that team members in the company are not perfect. They stay vulnerable, recognizing their moments of struggles and distress, but most importantly the good intentions of everyone, leading to self-healing. This proposition introduces balance to the highly focused performance-mindset of smart and highly effective engineers. As one shared that the word vulnerability was so important to them when it emerged during their summit in 2012, it was a need, as it reminds every person of the human fragility of every human being. He explained: “vulnerability, in an ideal situation... you would be able to feel comfortable being vulnerable, no fear whatsoever.”

Another interviewee shared, talking about one of the most three desired qualities in an organizational life:

Being able to be vulnerable, I think that is ... being open on what you can and cannot do; so, about your competencies, but also on the personal level, the thing you struggle with. Because I believe if you are able to share that with people around you, then you can make sure that somebody else is covering your back like the example I just gave. Without being able to share that, people will have to guess. That is one of the things that I believe is very, very important. By the way not only for human beings within an organization but also on a personal level because it makes you grow. That's one of the things that I would definitely put in those three topics.

Insights during the Consensual Validation Meetings, for Proposition #4:

The original proposition reads as follows, before being refined as above:

We feel proud of our strengths, talent and achievements; we also recognize that we are not perfect, and we have our own struggles and human fragility. Every one of us knows well, deep in his or her heart, that we all have good hearts and good intentions: We may mess up sometimes, but we learn from our failures and purpose again to adjust and honor every voice, respect every life, and put people first. As we self-manage, we also self-develop and self-heal... We strive to build trust between each other.

This proposition had a unanimous consensual validation in less than one minute after reading it. I present the dialog that took place to consensually validate this proposition, from the first group:

1A: My first impression is this one is great. This is who we are. This one is great.

1Me: What do you like most about it? What's most attractive?

1A: Everything that is stated here is what we feel and what we believe and basically, what we live. That's why I think it's great. All the words you used, are really close to our heart ...That's what I feel.

1B: Yep, this is how it is. This is who we are, this is how we live here.

1A: And over time, if we go back in time. Over time, we have become better in being transparent and better in being vulnerable especially if you go to your second sentence, we also recognize that we are not

perfect, and we have our own struggles ... and that's something we really feel now and we haven't felt that always in the past. We're not always perfect and people relate to us. Let's say customers and third parties, partners relate to us as the hundred percent company and they attach the perfectness to that hundred percent and we're not perfect. We're trying to be perfect. That's what I really like about your sentence and we have our own struggles and maneuverability and that is actually really, really, true.

1B: Yeah, I wouldn't change this one.

There was another interesting discussion in the second group. They have validated the theme: "I like this one a lot." Another participant confirmed: "Yeah me too. I like the whole sentence". Reflecting further, the participants reflected on the word, talent' and proud of own strength. They, all of them, preferred stating that pride comes from the team's strength. Here I present the validation dialog:

2A: The only thing I would take away what I would remove is the word talent. Because I'm not proud of my talent because I didn't do anything for it. As for the rest, I like it.

2B: Me too.

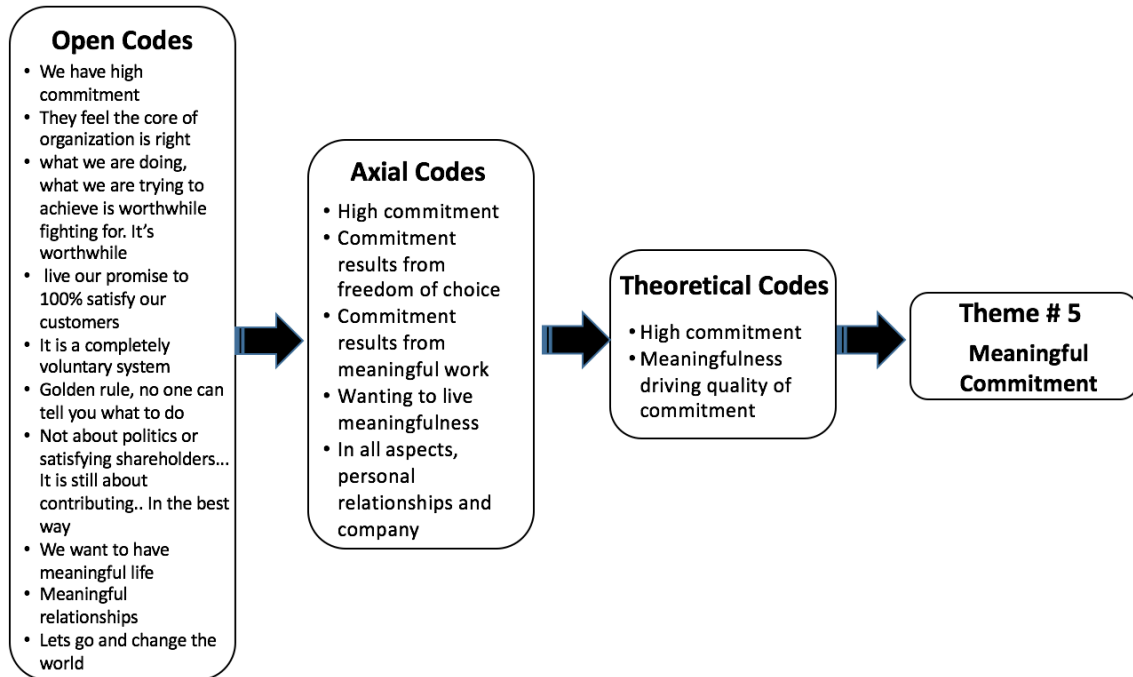
2A: Yeah, I would say that we're proudest. Most of the time I'm proud about the people that are around or walk in. Even if I see a couple of people behind the desk. It makes me feel comfortable. That they are around they are sought. I think there's also a lot of pride... In the team itself.

Additionally, one reinforced the importance of building trust between each other; he said, "and you need to have trust and self-healing, then all the mechanisms are in place to fix anything that can happen with uncertainty."

Meaningful Commitment

Proposition #5: *We are most alive when we are all united to live up to our promise to satisfy, and our passion to serve, our customers; we love what we do and we do it from our heart. We are highly committed as we feel that the core of the organization is right, and we are doing impactful contributions.*

Figure 16. Themes Development of Self Steering... Self-Healing...



One of the processes that Kashdan and McKnight (2009) suggested out of three processes of purpose formation is social learning, which is exposing examples of successful initiatives that inspire others to adopt and replicate. One interviewee expressed that it was an eye opener, during the summit of 2012, to realize the importance of meaning and purpose, and learning about other successful initiatives where business can be a force of good for the society. This learning was an eye opener to enrich a meaningful commitment:

One of the purposes right from the start was making customers happy. If you look at our company over time, one of the turning points was 2012 where we had a summit, which you probably know. That we changed a little bit, "Can't we do more than just this? Can't we just add value to people, society, other organizations and things like that?" A real purpose started to exist around that time. That's what I believe.

This is also an example of the adaptive flexibility that Purposing offers: the company started with a clear purpose to satisfy customers 100%; however, they kept purposing, embracing all the CARMA elements and engaged to learn more about the organizational calling, embracing new purposes. In this same line, another person shared:

... making a contribution to society. I think that's an important quality. That's the main thinking in any organization. In that sense, it should be purposeful on what a company is doing. It should be about caring to create an environment that is healthy and good for people.

Additionally, everyone confirmed that every person is highly committed:

High [commitment] because what I'm explaining because what we are doing, what we are trying to achieve is worthwhile fighting for. It's worthwhile ... Of course, it's not perfect but the intentions and the goals that we have are really worthwhile to suffer a bit.

This meaningful commitment is the result of the love of everyone to what he or she is doing, as one person said: "... because, intrinsically, people know what they are working on and do it from their heart", and it is also the result of the feeling that everyone is contributing to something meaningful with a purpose that is greater than themselves:

...so, we landed them as a customer and people were lining up to work on this customer because it has a purpose. It's nicer if you drive home and you think you were able to process 25 patients today. It's nicer that you go home and you go like, "Yeah, my customer made 25 million today on that trading platform which I help keep running." It's hard to find that sort of customer because it's a very different market.

Insights during the Consensual Validation Meetings, for Proposition #5:

The original proposition reads as follows, before being refined as above:

We are most alive when we are all united in our commitment to live our promise to satisfy, and our passion to serve, our customers; we love what we do and we do it from our heart. /// We have high commitment as we feel that the core of the organization is right, and we are doing important contributions. /// We feel at our best when we engage in meaningful conversations; we aspire to nurture a diverse and safe environment for everyone.

Group one confirmed the theme of this proposition to be representing their aspirations. Both participants agreed that the part of safety has been covered in an earlier proposition and it needs to be removed. One participant shared: “I see the relationship with your first paragraph, but the last sentence could be left out because, in other words, it's already mentioned in one of the former propositions. That's my feeling.” The second participant confirmed the content of the theme: “when you say we have high commitments and we feel that the core of the organization is right, and we are doing important contributions. The examples that we gave about heart medical foundation... when we enter into these type of engagements, it generates a sort of special energy that people are extra motivated because we feel it's purposeful. It makes sense what we are doing.”

The second group has also validated the theme, and has added different perspectives. One participant had a concern about ‘to serve our customers’, and through the dialogue with the other two participants he got convinced of its importance. Here is the dialogue:

2A: I don't have a passion to serve because that would be submitting myself to somebody else. And that would be ironical thing.

2B: But the promise is what you are about. You promise something.

2A: Yes. But I make the promise of my own free will because I want to. Not because you pay me and I'm your servant.

2B: ... To serve can be very honorable.

2A: Yes, also. So that's why I'm not treating in a bad way on it. Because I understand what it means. So, it's okay.

2C: Don't serve just any customer. So here that could be a lot in our customers. I have a passion to serve if I had share. The belief of that customer. Because I'm not gonna work for the whole because you know. You must know something. I have a passion to serve. I do have a passion to serve.

2A: So, you choose who you make the promise to.

2C: We all have some shot. Believe if you don't have a shot believe in a particular customer. And don't think I will promise to satisfy them. And I'm not passionate about serving... For us it's important because we are a service organization. We are not producing something ourselves. But we are supporting all kinds of companies.

2A: Depending on the position they take in life, we are more or less willing to serve.

2C: We have this bank dealing in diamonds. that we, when we looked into that there were all kinds of human rights things. We don't have a passion to serve, and we're not going to make any promise to satisfy these kinds of customers.

2A: Because we don't share beliefs. For me that's meaningful.

2C: Yes, I can't explain it to my kids.

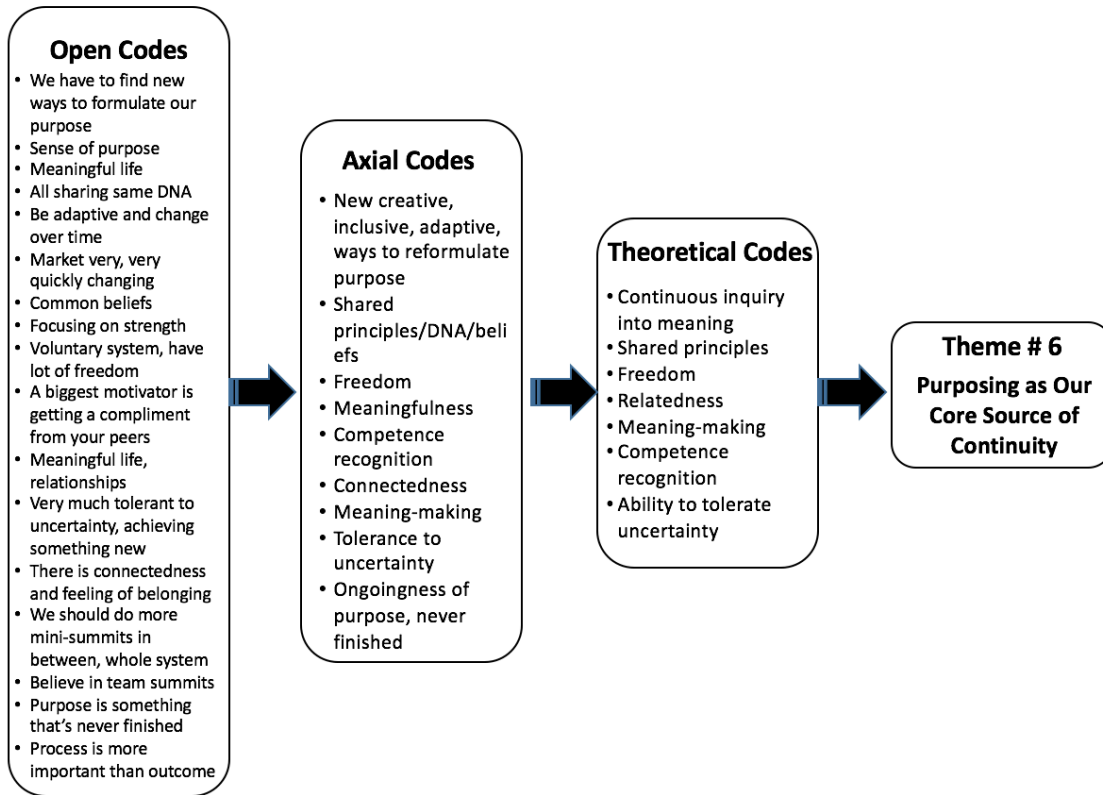
From both sense-making sessions, I have removed the sentence about 'diversity and safe environment', added 'shared belief' that emerged in one of the discussions and refined the whole proposition as above.

Our Core Source of Continuity

***Proposition #6:** Our market is changing, so is our purpose. However, our DNA, guiding principles, and values are not. Our kids, beloved ones and friends inspire us to continuously refine our purpose, to become the best for the world, rather than the best in the world. We are not done yet and we will not.... Our continuous, creative and inclusive process to unite around*

shared beliefs, gives life to our hopes and aspirations... It is our core source of continuity amidst changing environment.

Figure 17. Themes Development of Our Core Source of Continuity



Every one of the interviewees recognize that the market is changing rapidly: “This is what we are struggling with, and we are also struggling that we have to find a purpose in a market that is very, very quickly changing;” another one adds: “If we say that we are there to deliver 100% satisfy our customers, it already implies by itself that you have to be adaptive and that you have to change over time;” This is also captured by another voice:

Our market is changing very, very quickly, much quicker than a year or 10 ago. IT has always been an environment where the markets change regularly, but now if you join here now you learn all the stuff that we are doing on a technology level. In three years, the technology is useless.

They're not useless in the sense that it's conceptually not useful and the network you make is not useful, but the practical how to do a technical thing knowledge is very, very transient now.

Another stated that the company has a sense of purpose that they became more aware of, since then it enabled change in the direction of the purpose:

Yes, I definitely think [company] has a sense of purpose. It's always difficult to describe what the particular purpose is, but I think the most important one within [company] is that we try to live meaningful lives within [company]. With our talent, we are trying to create meaningful environments with our customers. As a service company, that's sometimes difficult because we have to live through the purpose of our customers, because that's what we are helping them with... First, it's very important, and that has been a big change within [company] when we became more aware of the purpose side of things, that we really have to choose our customers, and that we have to make sure who we want to support with our talent, and who not. And this has created a lot of energy within the company to really support the type of customers that they can relate to as being meaningful.

Additionally, and most relevant to the Purposing concept, participants also recognize that purpose keeps on changing, it is not stable: “There's a lot of room to discover, to step on a journey for yourself and see what your purpose is in life. What keeps you ticking, because it's that fluid”; another one adds, “Yes, definitely. The one that's very apparent, as I told, we come from 100% which was based on 100% availability. We have grown to 100% customer satisfaction. The reason being that in the market 100% availability it's not distinctive anymore.”; and it also keeps on developing and evolving, as one shared:

At this stage, the company is ... I have a feeling that the company now is trying to reset itself in some way. We're struggling with how to reset ourselves. I think that's a good thing, because that's what we need. We have to reinvent any way we have to reinvent ourselves. Also, feel that it is okay to let go ... the part of the things we started with 15 years ago. They worked at that time.

Part of the purpose development is including the societal dimension, as one shared:

We still want to be purposeful from a society point of view. We are more focused now and I think more realistic, but that's clearly a change if [summit facilitator] would be here now and hear these stories. He would be surprised to hear, "Okay, it has taken that course. That's really a change. That's what I want to add to purpose.

Another one added:

Because you were asking, what has changed in the purpose? There's one thing that we haven't addressed at all yet and that is purpose as being a societal purpose; people planet profit purpose. That was the summit ... One of the key elements that came out of it, from the ... summit is to have a purpose for society.

However, to keep close to this emerging concept of Purposing, there is a need to intentionally create the space to capture new meanings and articulate them; this is possible when people chose to invest time and energy in a Purposing process. One explains:

I think that we, even in the early days, we were already a company that had this feeling for doing meaningful stuff, but we never articulated it very explicitly. I think the moment that we did that in the summit ... unleashed a lot of energy and power within the company because everybody felt that we would really embrace it instead of being implicit and silently there. But I think we had a culture where we knew that the people would embrace this... I think, it [summit] was making it more explicit, and it was also the whole system in room kind of effect that together you are a master of your own destiny. And let's say that was a strong feeling that people felt real ownership of the company and what we could do with this collective talent that we have within [company]... The whole summit created the atmosphere to articulate these kinds of things and to really give it meaning, because that's the only way you can live by it. If you don't articulate it, you can't live by it. You can for yourself, but you have to share, I think, these common beliefs that we have. I think the whole ... mechanism of focusing on the strength, and I think people felt very safe in that environment and proud because they were talking about when they were at their best, and trying to figure out why they were at their best at those particular moments.

One of the attributes of the Purposing process is the generative mechanism that foster intrinsic motivation to self-organize, to take volitional initiatives (Boulos, 2015), one participant explains his experience during the summit:

We didn't come out of this [the summit] with a new purpose. We came out of it with lots of energy because everybody talked to each other, and we all reaffirmed our values to each other. Everybody went home like, "This is a really great bunch of people. I'm so happy to work here. Let's go and change the world.

Another person recognizes the value of the process, he said:

I mean the process is more important than the outcome. For me, the whole idea that we all own this company, and we should be involved in where we are going and how we state that... I love that. But it is very difficult to put the things in writing that everybody can relate to. So, I see improvements opening up in this process where we have to agree with each other that it doesn't have to be perfect.

Innovative behavior is one of the outcomes of a Purposing process, innovations in the way of organizing and setting criteria for decision making, such as explaining it to one's kids (see Appendix Q, photos of kids' employees displayed all over the company)—criterion that compels and connects easily with employees; one participant shared:

One of the things that we decided within [company] is if we can't explain it to our kids, we won't do it. It's just as simple as that. The funny thing is everybody understands it, and everybody can live up to them, and everybody knows what he can explain to his kids, or what not. A purpose is more a drive. A goal is an objective. It's something that you, it's a milestone. It's something that you finish. Purpose is something that's never finished.

Insights during the Consensual Validation Meetings, for Proposition #6:

The original proposition reads as follows, before being refined as above:

Our market is changing rapidly, so is our purpose. However, our guiding principles, values, and DNA are not. We strive to continuously reinvent ourselves by co-elevating and co-formulating our purpose in a way that brings us life every day and nurtures our caring relationships, with our

colleagues, customers, friends, and families. Our kids inspire us to continuously refine our purpose, expanding together our comfort zones and stepping into uncharted territory, becoming the best version of ourselves. As we purpose, opportunities for meaningful contributions and cutting-edge solutions emerge; they inspire us becoming the best for the world, rather than the best in the world. We are not done yet and we will not... We keep on purposing. Purposing is our core source of continuity amidst changing environment.

All participants in both groups consensually validated the content; however, one person from the second group raised concerns about using the word Purposing. There have been different comments from the two groups; I have taken all considerations in this last iteration and will provide a description of the two sessions.

One participant in the first group shared: “Love it. We both like a lot ‘becoming the best for the world, rather than the best in the world. It's nice. Yeah. That's a great statement’”; he adds, “the best part of this whole paragraph as far as I'm concerned is the second part, starting at, ‘Our kids inspire us.’” Then asked what do I mean by ‘we keep purposing’? I explained the Purposing process as observed in their organization with practical examples from the interviews, which made sense to the participant.

Besides shortening the paragraph by removing the first two sentences that have been covered on other paragraphs (our markets...) there was a discussion to refine the third sentence about ‘our kids’ and the relevance of their expectations. The following dialogue was interesting to dig further in refining the mutual understanding about the pictures of kids, posted all over the company:

- 1A: I like the contrast of our markets and our kids. Our market is changing, so, we have to adapt, but our kids inspire us. It's a nice contrast.
- 1B: Yeah, yeah, yeah, the markets and inspire us... They give an extra twitch to it. We are obliged to become the best version of ourselves because of our kids.

1A: What about me? I don't have kids.

1Me: Ah. Good point. The reason for this statement is that I have seen lot of kids' pictures in the company, and this is really something interesting.

1A: It's not very inclusive. Our friends and family inspire us to ...

1B: I think kids are what ... because it's the younger generation. You see them grow up, and that is what kids relate.

1A: That's what we have on the wall here.

1B: I like the kids part.

1Me: Are you comfortable with it, or shall we say our families?

1A: Yeah.

The discussion continued in digging more to understand the role of 'our kids' from participants' perspectives. The participant agreed on using 'our kids'; however, I will also add 'Our kids, beloved ones and friends' to ensure more inclusivity. The dialogue continues:

1B: Do they inspire us to continuously refine our purpose or to stay true to our purpose? Is my son worried that I'm refining my purpose?

1A: No, he just wants you to pay the bills.

1B: If you look into the future and you have your kids in the back of your mind, are you then purposing and looking at ... My son doesn't worry about me purposing.

1A: No, your son doesn't, but do you?

1B: Yes, reinventing myself is what I like a lot in life. Yeah. Forcibly staying relevant. Everything you do, I want to have impact, so I want to remain relevant, and so I want to adapt... He wants to be sure that what I do, that he can be proud of that, and that later on when I reflect on my career and that he can tell his kids that my father, this is what he did, and I'm proud of it. He really added something to the world. That is what he wants to be proud of.

The second group focused more on identifying the elements of what would be the core source of the company's continuity. One participant in the second group voiced a difficulty in using the word Purposing with their colleagues. The three participants agreed that shared beliefs could be the source of continuity. It was clear that they all agree that it is not the purpose that is the source of continuity, as it gets to be abstract and they prefer simple and pragmatic approaches. The following dialogue highlights this direction:

Me: So, what's the purpose?

2A: Wholeness at all levels?... What's a nice purpose wholeness at all level...? And that's maybe in the beginning that we call that 100%.

2B: So, the wholeness would be the 100%.

2A: As a metaphor of wholeness. But you could also say zero or one or

2B: Yeah. And it's also where you have the risk of if you tried to summarize it into like one line, it becomes so high level and abstract. That it's no longer the reason why somebody goes to work in the morning.

So, because the purpose of somebody who is 22 and just started here is completely different from my purpose. But we share the same values. And so, if you abstract that to a high enough level, then we share the same purpose. But we don't do that. We just have lots of fun working together. And I'm inspired by somebody's young and creative energy and somebody else is inspired by how I know all the back routes in the system. So, but is that the purpose? So, then you end up with something that is very abstract. And then, and that's where we as a very pragmatic company sort of yeah, give up I guess. Because then it becomes meaningless for us.

One participant expressed his opinion about the difficulty of using the word

Purposing:

2B: Well, if you start at the last line which I guess is the one-line summary purposing is our core source of continuity. And I'm thinking is that true? And I'm thinking what exactly is purposing? And could we go to a whole company meeting and say purposing is the way we self-manage ourselves? And then

people will say what is purposing? And then I would have to think hard on how to explain exactly what it is...I think for us it is easier in practice than in theory”

They continue:

2B: Yeah. And maybe it's also better for us, and we don't call it Purposing. I have the feeling that the process to be described is quite clear. But when we call it Purposing it becomes very hard for us.

2A: Yeah... on the other hand maybe we should learn as well to get over this fear of using the word Purposing.

2C: Maybe it's... get a feel of how it works. It is nice to articulate this kind of things at least so that we can communicate it without being that marketing buzz kind of thing. We should stay away from that.”

The conversation continued to find an articulation of what could be the source of continuity in the company:

2A: Could it be that our source of continuity is wholeness then? As in 100%. As in...

2B: The connection.

2A: As in team

2B: The meaningful connection.

2A: as in reflection with peers?

2C: Towards ourselves. Towards our direct environment. That's all I'm caring about. The larger environment... I like the word “shared beliefs.”

2A: So that could be our source of continuity. We have shared beliefs.

2B: Shared beliefs and values. It's also the thing that I think is more explicit. It's explicit in our recruiting process, our coaching process, we talk about the values. If that's okay, then the rest follows automatically. And if that's not okay then the rest doesn't matter.

Me: So shared beliefs... is a source of continuity.

2A: For me it is.

2B: Because that is a connection.

2A: And something to hold onto as well.”

From above conversations, I decided to use words that all participants feel comfortable using, at this stage and avoid linguistic limitations. That is why I have removed the word Purposing from the proposition while I kept its elements since they have been consensually validated them, saying the ‘process is very clear,’ to represent a source of continuity in bringing shared beliefs alive, to hold the organizations together, over the years.

Consensual Validation of the Overall Propositions

My purpose in the two feedback or sense-making sessions was to explore how my insights aligned with participants’ experiences. There were no major disagreements between the two groups with any of the emerged six propositions; therefore, there was no need to do another round. I focused on getting feedback and additional understanding as to the face validity of my own sense-making of their voices during the interviews and coding process. To this effect, I have not aimed to prove or validate any of the propositions but continued to inquire in order to better understand participant’s feedback in the most preferred way they like to articulate the emerging phenomena in order to incorporate them in the final propositions.

Actually, the draft of the first propositions aimed to open a dialogue more than to present a refined or well-crafted proposition, inviting more space for discussions and dialogues to remove, add, modify, embellish, all the emerged themes from the data. A major observation and an A-ha moment was the prompt consensus and connection of all participants with the fourth proposition, ‘self-steering... self-healing...’ One participant of

the first group commented: “the fourth one I think was spot on.” This provides an important finding that Purposing process is not only about ‘positive-ness’ or cheerful moments, but it embraces struggles, re-frames and elevates them to higher aspirations, which presents a balanced story about the organization in its growth journey.

An important understanding about the objective of the propositions has developed over different conversations when participants agreed on the importance of living up to what they aspire through the propositions, more than just being a cognitive writing exercise. It is about ‘practicing it’ and ‘living up to it.’ This dialogue summarized it nicely:

2B: But then my alarm goes off and I'm thinking is there anything here that anybody can possibly disagree with? And I think not. So maybe. Maybe there should be, I'm not sure.

2A: But that's for you to think about I guess.

2C: It's not only about if you cannot disagree with it. But doing it?

Me: Yeah.

2A: Living up to it...Of course and this is work.

2C: I mean I totally agree. It's something that I agree with immediately.

2A: But are you called? Are you aspired to go into this direction? So, what's the best part you liked about it for example just to find most attractive?

2B: We love what we do, and we do it from our heart. It's for me the best part, and the last line...”

The conversation continued and inspired future aspirations that the participants can live up to. An overall feedback was “remove more, say less.” Moving forward, the discussions have enabled developing core sentences around each of the themes, removing and letting go of other sentences and words, in a way that each proposition has been very

much shortened and focused only on those elements that participants articulated in their most preferred words and felt connected to live up to them.

In this last round, the first group participants found all the propositions appealing to them, as one shared: "...part of the story, the language you use, is very appealing. It gets straight to the heart, especially the number four that we mentioned, and part of it is what we needed a lot in words... I think some of them do grab attention." The second group concentrated on two important points: reinforcing the importance of tolerance of uncertainty, and adding shared beliefs. I have explained earlier the point of adding shared beliefs in the sixth proposition, now I will present in participants' words the reinforcement of tolerance of uncertainty as being a capacity they aspire to develop:

2C: Again, I come with my tolerance for uncertainty. That's I think a capability that we need to develop. That's something that we've never really articulated. But I am very much interested in it, how do we grasp that; is a sense of uncertainty okay? But people do worry most of the time of things that are uncertain. I am not worrying ... there's a total difference from people that are worried about uncertainty and people that are not worried about uncertainty, but don't know exactly what to do, but still feel uncomfortable. So, my tolerance for uncertainty is pretty high. And I see when there's more uncertainty in a company people get more worrisome. Worrisome is also stressful and it's making people look a lot smaller instead of...

2B: and they stop listening.

2C: stop listening... So, from a well-being perspective the worrisome part is something that is keeping me busy.

2A: ... stop listening and often people start to talk because they can't deal with it, uncertainty is a two way... I think, we sort of created this illusion as well of total control by having 100% of our talks about cup-fighting. We internalized, first time right, we internalized that we actually are God and that we can

2B: ...that we are the best. We don't make mistakes.

2A: ...that we don't make mistakes.

2C: Actually, the whole world was saying that. We got this nine for years in a row.¹⁰ Purposeness is also a danger.

2A: And the moment you show arrogance is because it's a way of not dealing with uncertainty as well. Because it's an illusion and if you don't know if next year is going to be like that, or next month.

2C: Yeah.

2C: Success will build on tolerance of uncertainty because we do very exciting stuff, without even knowing what would happen... but we had an ambition, we said okay: Why isn't it possible to make these customers happy?

2A: Let's be cool.

2C: But I mean we were working hard, so we worked hard. It would be nice if somebody would be happy of that. That's a very simple kind of idea that we have back then. And we did stuff that nobody actually in the circle of the IT service have done that way; nobody said 100%. Nobody did full fixed price. Nobody did it. These are all uncertain, I mean, in the first couple of years, people professionals that I know from my former company said you're totally crazy you guys are going to belly up it's never gonna fly it's never gonna work. Good luck.

2A: With that message we also included in our brains that we did do it. So, we excluded uncertainty.

2C: Absolutely. That is why I'm so fascinated by tolerance of uncertainty.

Lastly, in order to ensure an inclusive process, I have reached out by electronic courier to the sixth participant who had an urgent meeting and was not able to attend with the second group, presenting same content and questions. I received below response, capturing his insights:

Hello Hani,
Thank you for reaching out. Sorry I missed you. Perhaps a next time.
The thing that keeps resonating, is the end of our conversation where we compared organizations that are build on purpose (like the Red Cross) and

¹⁰ This is a regional survey evaluation in the industry showing nine out of ten in customer satisfaction for the company for many years in a row

organizations that pursue purpose. So, it could be that the intrinsic order (or dynamics) teams have is more about the pursue or search, than about the purpose itself. This changed my whole view on (company name) and its teams...a paradigm shift.

I'd like to thank you for it.

All the best for your dissertation defense! Wish you all the luck.

Warm regards,
(Name of Participant)

Discussion

The studied company is in line with the six organizations that are the context of Purposing conceptualization (Boulos, 2015), with respect to embracing self-organization principles. This organization represents serious efforts to break from the bureaucratic grip that has dominated the world of organizing. It exemplifies the aspirations of their founders in striving to develop a different ideal, which is different from the prevailing ideal of bureaucracy. Weber (1921) clearly stated that “bureaucracy develops the more perfectly, the more it is ‘dehumanized,’ the more completely it succeeds in eliminating from official business love, hatred, and all purely personal, irrational, and emotional elements which escape calculation. This is appraised as its special virtue by capitalism” (p. 973). These thoughts have dominated the world of practice, and they became the foundation of much of organizational theory, as the most successful, stable and reliable way of organizing. The studied organization, is a serious effort of ‘social innovation,’ since it is departing from established mainstream models (Coleman, 1970).

Findings explain and expand on Purposing dynamics. They begin to explain how purposing-as-a-process is enacted in the workplace and gave texture to each of its elements: competence development and recognition; autonomy support; relatedness &

caring connections; meaning-making and ability to tolerate uncertainty; additionally, the studied organization is embracing a ‘design attitude’ that is supported by a purposeful inquiry. They expand on the findings in two ways. The first, in surfacing human struggles that occur when an organization moves away from the mainstream bureaucratic mindset of organizing to forms of self-organizing, and second, they offer a “collective” creation of ‘what is to become,’ following prospective and future forming perspectives.

Explaining Purposing (Responding to RQ3)

Purposing is enacted through the deployment of the CARMA model (Boulos, 2015). The studied organization exhibits clearly a (1) dedication to develop and recognize engineering and professional IT **competences**; (2) supporting freedom of **autonomy** by providing choice to scope ones’ work and to select one’s own coach among many other practices that offer choices; (3) offering opportunities to nurture **relatedness and caring connections** through physical space design and events such as family days and other get-together meetings; (4) **meaning making** activities such as meditation classes, where employees organize and participate, reflection times and thoughts processes during collective meetings such as in one current project to develop new mission and vision; and (5) **ability to tolerate uncertainty** in designing work beyond using deterministic predict and control practices. For example, work is designed around teams and roles, directly serving customers. While this approach supports autonomy, it also tolerates uncertain outcomes as it invites continuous experimentation to stay adaptive and innovative. All the CARMA elements have been validated through the interviews. Additionally, the study revealed potential expansions and emerging themes to understand the effect of Purposing and the way it addresses some challenges in self-organization.

Expanding on Purposing (Responding to RQ4)

The practices at the studied organization are embracing Purposing dynamics; it is noted that novel phenomena are emerging, as exposed in the six themes of the propositions. Feldman and Worline (2011) argue that a process, such as resourcing, can “promote positive spirals in organizations” (p. 629) as it creates what they call “ampliative cycles.” Resourcing, as a verb, is focusing on moving the resource from focusing only on its innate value to expanding it to the value we use it for; I borrow the same dynamics from the authors and relate them to Purposing process, focusing on its usage rather than its innate value, which enabled expanding and enlarging the findings with six emerging themes as outcomes of the process, through ampliative cycles. Webster’s (1998) definition of ampliative cycles is: “Enlarging a conception by adding to that which is already known or received.” I will discuss how each of the six themes expands and enlarge our understanding of Purposing possibilities—purpose being a valuable resource-in-use and in-action.

1. Wholeness at All Levels

As discussed in both sense-making meetings, there was a consent that participants deeply relate to wholeness at all levels with the caveat that it does not imply that all the organization has to meet all the time to make collective decisions at all levels, all the time; this is an unproductive romanticism that drains the power of inclusivity and wholeness. However, wholeness implies honoring every person to engage with others as equal in human dignity and to become more authentic with oneself. It is nurturing the triple-loop learning (Romme & Van Witteloostuijn, 1999), where personal transformation happens. It is not just about change or policies’ improvement, but mainly about personal

transformation as it touches the whole person: mind and heart; physical, emotional and spiritual aspects which will impact other transactional changes to improve policies and performance, as and when needed. This perspective considers ‘dimensional’ whole-ness, where there is an individual–organization connection to feel and identify as part of the whole, as well as an inner whole-ness wherein one can be all of oneself at work.

Every meeting can be whole when it invites relevant stakeholders and entrusts mandating others to make the proper decision and keep the relevant teams informed. One interviewee explained: “... then we have a small group that's going to work on it. But they feel a responsibility to give continuous feedback to the larger group because they are just a representation of the larger collective, and that's a responsibility that you'll have. I like that.” Additionally, one other member said, it is “a way of creating leadership through the whole company instead of having management type of teams that think about these subjects and then push it into the organization.”

2. Generative Human Connections

This implies seeing each other’s, every day, anew; it is an invitation to develop an appreciative eye for one’s potentials and capacities, as one said on the importance of feeling valued and recognized in ones’ potentials from peers: “There can be an e-mail sent for this person who has achieved something. Every month, we have a Friday afternoon ... It's not a meeting but we have an auditorium where people can show what they have invented... That is very cool, but for most people, the biggest motivator is getting a compliment from your peers.” In self-organization, peers’ recognition is valuable since it nurtures caring connections and energizes employees to self-motivate themselves and motivate each other through those generative caring connections.

The attention to live up to this aspiration reflects a fundamental dynamic in self-organizing, which is the sense of equality when persons understand that everyone is equal in human dignity and respect. This relates to Kant's ethical perspective that "every rational being does exist as an end in himself, not merely as a means to be used by this or that will as it pleases. In all actions, whether they are directed to himself or to other rational beings, a human being must always be viewed at the same time as an end" (Kant 2002/1785: 229, cited in LaFollette, 2006: 36); This is inline the high-quality relationships that are supported by relationship motivation theory (Ryan & Deci, 2017) positing essentially that true nurturing relationships are interactions and connections when every person treat the other as a person, as an end, not as a thing or a mean to reach an end.

3. Love of Inquiring, Together

This expands on Purposing by showing the passion of embracing a tolerance of uncertainty, it is not a movement out of the comfort zone, but an expansion of the comfort zone. A movement out of comfort zone may be an enforced act that puts extrinsic motivation in play, but an expansion of own comfort zone implies the volition that characterizes intrinsic motivation to do the change by ourselves, as we understand the value. It was once said that people love change, but they hate being changed by others. This proposition enlightens and gives refined texture to the Purposing process.

The more the ability to tolerate uncertainty is embraced; the more it enables expansion of comfort zones. Those comfort zones when they keep on expanding, and in the absence of the formal hierarchy of command-and-control, they relate to the development of liminal spaces (Turner, 1969) and the development of a deep sense of

community, what Turner calls “communitas.” Perhaps, in such communitas, it is more safe and reassuring to feel that “we are in this together” and to step together, with less anxiety and stress from the unknown, with a more sense of a group efficacy (Bandura, 1977), to uncharted territories, seeking new social structures for new meanings, novel ideas, and various innovations.

The unity of the team gives a sense of hope that supports and encourages tolerance of uncertainty. This was clearly articulated in the consensual meeting, when one member said: “it gives us hope and in front of changes it makes us say: if we can’t; who can?” Tolerance of uncertainty was one of the most attracting emergent phenomenon in the last round of sense-making meeting for the second group. To face the unknown, people needs to feel this sense of ‘togetherness’, to develop a sense of hope and create continuous liminal spaces to co-create the future as it unfolds.

4. Self-Steering ... Self-Healing

This is perhaps one of the most insightful propositions that resonated with all of the interviewees. Self-organizing communities are forming open networks where every person is openly interacting with every other person, with no formal authorities that protect or isolate from the influence of one another. Put differently, In the absence of the formal command and control hierarchy and its organizational chart with boxes and titles—where one can be protected from various incivilities through the formal chain of authority—one finds himself/herself in an open wide network. When the dynamics of power and influence are in play, there are always possibilities of domination, power plays, office politics, bullying and incivilities, as one interviewee said: “One person can frustrate the outcome for the whole so that it can be very drastic. That one person can

have a big influence...” This is a challenge for self-organization, another as one said: “... yeah, it's like an organism. It's a very fluid way of behaving and acting. It's a place where you can find yourself, but it's also a place where you can lose yourself.” In this vein, Purposing provides a moral compass, actually a continuous exercise of meaning-making and reflection to nurture ones’ calling in life and the collective calling of the organizational members. It is an exercise that is not rigid since it is balanced by an openness to inquire into the unknown and a tolerance for uncertainty to seek a better future. Even when some “mess-ups” happen (as one of the interviewees said), there is more than just a restorative justice (Beven, Hall, Froyland, Steels, & Goulding, 2005); there is another possibility to reflect and purpose again to self-heal, and it starts with the recognition of the fact, in order to improve it. I present one example recognizing the need to develop further inclusive processes, after recognizing that there were expectations for more inclusivity to other team members who were frustrated in one situation:

It only becomes your own if you have also been busy with that. Afterwards, I thought it was a little bit of pity that we haven't done a larger session to collect this DNA filament, because in the end, I think that it's ... Because we have this strong culture that everybody relates to the DNA, but it would have been much stronger and much more related if they were part of the process.

In similar forms of self-organization (Boulos, 2015), organizations develop checks and balances to highlight the reputation of each person according to his or her capacity to cooperate and to exhibit prosocial behaviors that improve organizational performance. A special attention is given to immediate peaceful conflicts resolutions that are encouraged through different practices and processes.

Probabilities of thwarting basic psychological needs still highly exist in all human interactions; the way mainstream organizations address such conflicts is through third

parties' mediations and the 'rule of law' type of policies that promote fair processes. From a complex responsive processes of relating (Stacey, 2015; Stacey & Griffin, 2005), every gesture and response in the local interaction consists of a possible unpredictable outcome. When Purposing is enabled, a different generative dynamic occurs since it fosters high qualities of relationships and motivation to nurture those local interactions, what psychology researchers call intrinsic relations and intrinsic motivation (Deci & Ryan, 2002; Ryan & Deci, 2017) that has a self-determined internal perceived locus of causality (IPLOC). It starts with understanding basic psychological needs as nutriments for optimum human functioning (Deci & Ryan, 2002). Bureaucracy "succeeds in eliminating from official business love, hatred, and all purely personal, irrational, and emotional elements which escape calculation" (Weber, 1921: 973). Purposing acknowledges love, care and all the emotional needs that bureaucracy struggles with.

Satisfying basic psychological needs supplies nutriments to enable optimal human functioning; It is more about the quality of motivation than its quantity. I mean, it is not about the amount of motivational elements or tools that are used, but it is mainly about their quality. This quality is defined by the source of such motivation. The more they are generated from a perceived locus of causality validating the perceived sense that the person is the originator of his or her acts, the more they predict a refined quality of motivation; one that is self-determined.

Additionally, when associated with meaning and openness to embrace the inherent uncertainties in life, a Purposing process is enabled which invites appreciation and forgiveness leading to mutual trust and self-healing. In this same vein, Varela et al. (1974) and Capra and Luisi (2014) posit that a system has an ability to make itself, what

they called the autopoietic pattern of organizing; they can self-heal as a living organism.

This is an important element in self-organizing. Embedding caring human connections

foster community building and associational life, McKnight (1992) argues that

associational life produces care; while systems only produce service. Another interviewee

said:

It has to do with the connectedness, and the feeling of belonging, the feel of ... A lot of new employees also say when they join this that it feels like coming home. It's like, this safe place, and nothing is perfect here. We have our struggles, but they also see that the way we try to deal with this struggle. So, we try to do that more and more in a vulnerable way. We don't have the answers. I don't have all the answers. I also have a particular role and I have my strength, but I don't have the answers. Let's find out together. I think it makes everybody feel that they are a real part of this organization, and their opinions are heard.

When fair processes (Kim & Mauborgne, 2003) produce trust in organizations,

Purposing creates trust between persons, this interpersonal trust is the fruit of the

generative mechanism of Purposing which develops its ampliative and generative

capacities. When fair processes imply restorative justice; Purposing invites self-healing

and mutual care. Care is a manifestation of the appreciative eye to the intrinsic goodness

of each person, as one shared: "...a lot is done from the right intention... I do think the

core is from the good heart... There are a lot of colleagues with the very good intention to

make something, to make customers happy..."; another person said: "... It is really from a

good intent that we want ourselves to be happy, that we want to live our lives as they are

meant for us. It's also fundamental part of our delivery model"; a third one added: "We

have high commitment level, because this, for me is the same, because they feel that the

core of the organization is right. We have the right intentions always with our customers.

It's not about politics or satisfying shareholders or about ... It's still about contributing too, and doing that in the best way.”

5. Meaningful Commitment

Every one of the six interviewees confirmed strongly the high commitment of every person in the company. The development of meaningfulness is shaping the quality of the commitment as it builds and develops a sense of community. As Peter Block (2009) said: “people will be accountable and committed to what they have a hand in creating” (p. 24). He describes (p. 12-14) three insights from John McKnight that very much relate to the quality of the meaningful commitment that the company embraces. First, they focus on gifts focusing on community’s strengths rather than on its deficiencies; second is the “associational life” as an alternative to the word “system”, since the latter is “capable of service but not care” (p. 13). Third, by inviting the relevant whole system in the room, it confirms that power is in participants’ own hands not on external interventions of experts. In brief, Block (2009) summed it eloquently: “communities are built from the assets and gifts of their citizens, not from the citizens needs or deficiencies. Organized, professionalized systems are capable of delivering services, but only associational life is capable of delivering care. Sustainable transformation is constructed in those places where citizens choose to come together to produce a desired future” (p. 14). Purposing provides a sense of meaning to one’s commitment.

6. Our Core Source of Continuity

The participants reflected on what would be their core source of continuity. Through the interviewees and the sense-making consensual validation sessions, it was

clear that it is not ‘purpose’ or a ‘high purpose’ since they have only articulated their purpose in 2012, during a whole company summit. This purpose is keeping on changing and growing to embrace wider spheres, such as society. Organization’s members who are experimenting with self-organization recognize the need for an adaptive culture, one that Purposing dynamic enables and inspires (Boulos, 2015). Participants shared that the guiding principles are enduring, which the company labels DNA. Those are the shared beliefs that the participants articulated in the second group, saying that they are the core source of continuity.

During the second consensual meeting, I asked the question: ‘what is the purpose of the organization?’; one participant said: “I definitely think [company] has a sense of purpose. It's always difficult to describe what the particular purpose is...” Another stated, “there's a lot of room to discover, to step on a journey for yourself and see what your purpose is in life. What keeps you ticking, because it's that fluid?” However, the continuous inquiry into purpose and meaning and all what energizes and gives life to the team and those shared beliefs was appreciated and seen as ongoing source of continuity; as one stated: “I mean, the process is more important than the outcome.” This theme is focusing mainly on the direct articulation of the process of bringing life to those shared beliefs and DNA of the company, this process is the core source of continuity.

My observation is that the organization engages in many processes and practices to give life to those shared beliefs and to live up to them. This is what I described as a Purposing process, being a process of bringing life to purpose and nurture a collective calling—whereby the collective, creative, inclusive and dynamic process itself is more important than ‘a purpose.’

Limitations, Implications for Practice and Future Research

It is hard to generalize those findings based on a single case study and without controls, since the agency role of the six interviewees played a role in the outcomes. The size of the sample, number of the interviewee is in itself another limitation. All data are self-reported with the potential of reporting biases in either direction. In order to address these limitations, I have attempted to triangulate findings through various sources, interviews, sense-making meetings, YouTube reports, and open blogs about the company.

My aim was not to mirror exactly what is there and what is not there, but most precisely to observe the concept of Purposing in action, to understand its potentials and struggles. Both potentials and struggles invited a future forming orientation to keep moving on developing and supporting theories that explain and expand our knowledge and practice of self-organization, where there are neither recipes nor well-defined roadmaps. Self-organization forms are by their very nature adaptive and organic structures. Purposing offers a direction or a compass to guide the direction of their growth and evolution, not to indicate a well-defined destination.

Additionally, I aimed for one sense-making meeting (instead of two meetings) to collect all emerging ideas together and converge all views simultaneously; however, that was not possible due to participants' time schedule. I have addressed this limitation by maintaining same questions to each group, without influencing the reactions of any member of the two groups with the other group's input, to maintain equity in the process. I have sent by electronic mail all the developed propositions to each one of the six participants confirming the full consensual validation of the themes, and invited them to

provide feedback, considering the propositions as a refined draft representing current aspirations. There were no additional feedbacks. One of the responses was:

“Dear Hani,

As promised I would come back to you ... but still I have no additional comments. I am/was very impressed with the work/proposals you provided.

Thank you again for your time and efforts.

Hope to stay in contact.
(Participant name)”

I have also mentioned that this version is their own to keep refining it further, in a way to be useful and beneficial to their growth journey. Therefore, propositions are not to be considered as complete finished work, but they are “continuously growing; living wholes ...not dead, mechanical assemblages” (Shotter, 2005: 171). Purposing being a prospective concept, it is an unfinished concept that points us toward the future, telling us what to look for, but it does not tell what precisely one must see, and it does not need to be expressed in a final authoritative form (Shotter, 2005, 2011). I shared with the participants that propositions are helpful as long as they have the capacity to inspire participants to live up to their highest aspirations.

There are few core contributions of this single-case study. First, the recognition and affirmation that Purposing-as-a-process sustains self-organizing capacities and nurture new forms of organizational life—participants started relating to it. Second, it was important to understand the generative and ampliative effects that generate and enlarge Purposing concept resulting into six broader themes to inspire action and to offer new landscape for practice. Third, the research method itself offers new horizons to advance Purposing logic as a core process to enable self-organization. It embraced

strengths and struggles—it sensed and stretched aspirations, re-framed and lifted up hopes. I found this was highly appreciated by participants, who were expecting a reporting about the findings; however, the research methodology enabled a co-inquiry between equally important inquirers (researcher and practitioners) to warrant more solid inferences.

Future research could focus on understanding and studying new collective forms of life in organizations that emerge from similar Purposing enactment. Resourcing theory (Feldman & Worline, 2011) offer proper theoretical underpinnings to identify new schemas, resources-in-use and ampliative cycles to explain how living wholes are growing in intensity and extensity when purpose is perceived as a vibrant resource.

Conclusion

This study has responded to the two research questions of how Purposing is enacted in organizations and has suggested six emergent themes and propositions and future aspirations resulting from this enactment. Sharing the common challenge of organizations that are moving away from bureaucracy to self-organizing, the organizational members of the studied organization are seriously invested in learning and developing ways to manage the ongoing tensions between exploitation and exploration; reliability and adaptability; differentiation and integration; and inclusivity and exclusivity. Purposing offered a lens and some perspectives to reconcile some of the above-mentioned tensions through its enactment (responding to RQ3); additionally, it enabled the emergence of six core propositions and future aspirations (responding to RQ4).

CHAPTER 7: SECOND INTEGRATION POINT

With the second integration point of the mixed method research methodology, I am reaching the last point of integration to prepare for a concluding chapter. After having completed the single-case study, considering all findings from previous meta-inference phase, I will briefly expose the following inferences:

For Study 3, it was useful to consider a single-case study to allow in-depth inquiry with rich experiences. Moreover, the design of a consensual validation approach was very beneficial to promote a joint inquiry, together with the organizational members (interviewees). This process has fostered openness, mutual collaboration and trust which enabled more depth in understanding and validating all emergent propositions, in a way that ensured a higher validity and reliability of the findings. Additionally, the selection of an innovative organization that has similar organizing principles of self-organization, as in Study 1, made me more familiar with the dynamics of Purposing where I noticed that there is enough data saturation regarding its enactment. This has enabled me to move faster than I expected, and with a higher focus, to concentrate more on all emerging themes and to develop the propositions resulting from enacting the five factors of Purposing.

Considering the objective of the third study from the perspective of triangulating the other two studies, I was careful on paying attention not to get trapped by spending time or energy to “prove” the previous two studies; therefore, I focused more time and energy to understand and listen to voices of possibilities that are emerging. This approach enabled me to slightly stretch the findings, instead of just proving them and concluding the research. Therefore, it was a triangulation that was built on previous studies with a

bias for moving forward, considering strengths and struggles, to offer pathways for future aspirations rather than just being limited to stop short and prove the past studies.

Figure 18 summarizes the integration between the single-case study and the previous two studies. It shows that the Purposing process is nested at the core of the model, as conceptualized in the qualitative inquiry of Study 1. Study 2 shows, through the quantitative research, that enacting Purposing has positive direct effects on the dependent variables of innovative behaviors, organizational commitment, and learning. Purposing together with the three dependent variables are now becoming nested as the core of the evolving model, inviting the empirical inquiry of the single-case study. Study 3 shows emergent phenomena resulting from enacting Purposing in the workplace. The study considered strengths and struggles, and suggested six propositions and future aspirations that were all consensually validated by all participants.

It is important to note that those propositions are not signs of accomplishments or perfection of the organization, but they are future aspirations that all participants are willing to ‘live up to’—as per participants’ own words. They emerged from strengths and struggles, and they are not complete or finished. For example, if we consider one of the propositions, ‘wholeness at all levels’, it is an aspiration that participants hope to continue doing. At the same time, it is one of the core signatures of strengths of the organization, which means that it is also already present. It is not perfect, and it will not be; therefore, it needs to be continuously nurtured further.

Another example is the proposition of ‘self-steering... self-healing.’ This proposition emerged from recognizing the talents and strengths of each member and admitting the good intentions of every one; therefore, it recognizes the frustrations and

struggles that some participants have experienced from lack of inclusion on some instances. The proposition re-framed and lifted-up both strengths and struggles together, to a desired state of healing, in order to overcome distress or frustration. Similarly, for the proposition of ‘love of inquiring, together’, it captures past tolerance of uncertainties about the unknown that the founders have well experienced in the start-up phase, and that are now expanding with the help of all other organizational members, eliciting a sense of community and hope, while scaling up the business. Centered on a Purposing process, as a core source of continuity, capabilities are emerging to honor and reinforce the past and to inspire future actions.

Finally, this second integration point, after Study 3, reframes the findings as becoming now all-together a nested core of the model which is inviting new emerging, generative and collective forms of organizational life. The model keeps on expanding, and borrowing from Shotter (2011), it is a ‘living whole’ not a collection of ‘dead-assemblages,’ which is a characteristic of the prospective nature of Purposing. It is a collective, creative, inclusive and dynamic process that brings life to collective calling in an organization.

To sum up, the three studies, first integration point, meta-inference and the second integration point, they all paint a picture of how the collective, creative, inclusive and dynamic process of Purposing is a ‘living whole’ that keeps on evolving and growing to bring new collective forms of organizational life. Two perspectives are noted at this stage: The first is the ‘living whole’ that keeps on growing (Shotter, 2005, 2011) and the ‘ampliative cycles’ (Feldman & Worline, 2011) where purpose is moving from being a static resource to become a resource-in-use, building new schemas for action and giving

new life to other emerging properties such as innovative behaviors, organizational commitment, and learning, which they become, in their turn, new resources-in-use, giving life to new emergent collective forms of life. Through this lens, Purposing enabled an ongoing pattern of innovating, committing, and learning. These are all giving signs of vibrant life to the organization and its members.

Figure 18. Integration of Three Studies



CHAPTER 8: CONCLUSION

“We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time.”

— T. S. Eliot

The primary goal of this dissertation is to explore and describe the role of meaningful purpose, mission and future aspirations in effective and sustainable organizing. It has examined Purposing-as-a-process, as-a-verb and described its nature. This research—with empirical data—initiated a preliminary understanding of the concept of Purposing. The presented findings move beyond reifying and objectifying purpose as a thing, a tool, a given quality, an accomplishment, or a static event and construe that *Purposing* is a relational experience; one that nurtures collective calling, with the potential to foster innovative behavior, organizational commitment, and a passion for learning.

The continuous practice of Purposing refines the antecedents and the overall process. The antecedents create and recreate one another. Purposing is founded on the satisfaction of basic psychological needs of human beings, with a continuous inquiry into meaning, and with openness to embrace uncertainty (Study 1). Needs satisfaction fosters an intrinsic motivation which, together with meaning making and tolerance for uncertainty, fosters innovative behaviors and creative new initiatives (Study 2). The more employees purpose, the more it develops a growth mindset and new forms of life. For example, the more the quality of relationships gets finer and healthier, the higher the quality of commitment; becoming a meaningful commitment - not a blind commitment or attachment. The more people engage in Purposing, the more they become open to explore

and learn, it is a type of learning that enables a personal transformation of the heart and the will (Study 3).

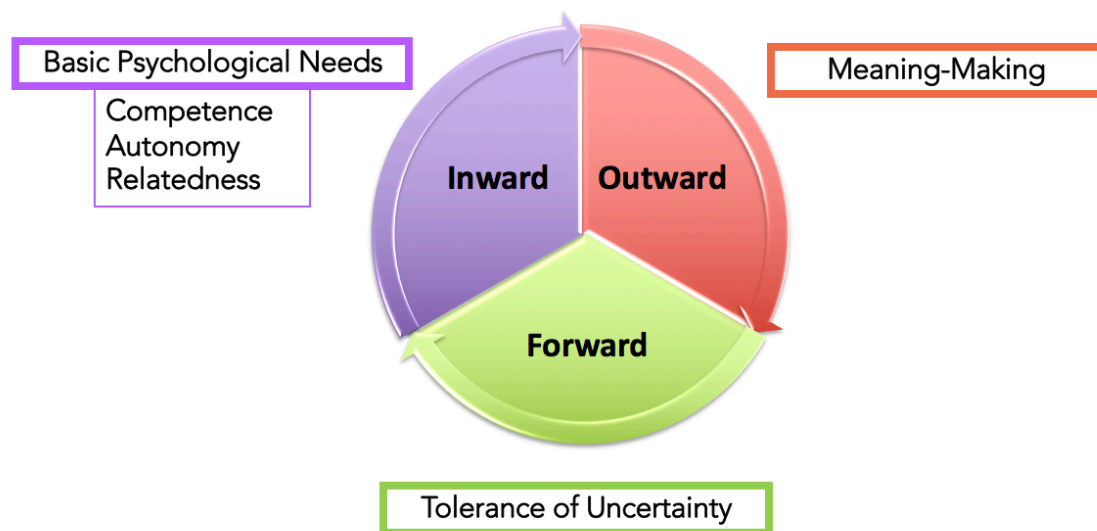
The generative nature of Purposing enables a qualitative human development which affects the mindset, challenge the existing assumptions, and lead to qualitative refinement of each of the three leadership characteristics represented in the antecedents of Study 1. The central contribution of this dissertation is a series of propositions for Purposing as a vehicle to foster intrinsic motivation that enables self-organizing capacities. Above goals have been achieved through the three studies that were presented in earlier chapters.

- Study 1 (Chapter 3): It proposed a conceptualization of the observed phenomenon that I called Purposing—through thirty-one interviews in six organizations that are practicing various forms of self-organization. The findings have identified the necessary leadership characteristics which enable Purposing process: Leaders’ guiding metaphor, guiding principles, and attitudes. Additionally, the findings show that Purposing consists of five factors, in the acronym of CARMA. When those factors are in play, they foster an intrinsic motivation to develop self organizing capacities.
- Study 2 (Chapter 4): Through a survey with 426 respondents, it measured the effects of Purposing factors on innovative behaviors, organizational commitment, and learning. Results show positive significant effects on each of the dependent variables of innovative behaviors, organizational commitment and learning. Additionally, the study shows the necessity of having all the three constructs together, constituting the five factors of Purposing, in order to have the highest predictive power for innovative behaviors, organizational commitment, and learning.
- Study 3 (Chapter 6): It put texture to the Purposing process while observing its enactment, through six interviews, in one organization that is embracing a form of self-organization. Additionally, it contributed to our understanding of the prospective nature of Purposing to emerge new collective forms of life through the development and consensual validation of six propositions and future aspirations.

Purposing is a prospective, future-oriented concept. I suggest three dimensions to understand its future-orientation (Figure 19). First, an inward dimension, reflecting basic

psychological needs satisfaction for each person, namely competence development and recognition, autonomy support and relatedness and caring connections, and it is built on past and present experiences. Second, an outward dimension, representing the attention to reflect to draw meanings from current events; meaning is related to the past, present, and future. Third, a forward dimension, reflecting the ability to tolerate uncertainty while stepping into future activities and desired choices. It is a focus on the future that propels the process of Purposing. All three dimensions are complementary and reinforcing each other's, covering inward state, outward actions and forward outlook.

Figure 19. Purposing Dimensions



The three studies represent a sequential research where each study was feeding and contributing to the next study. The three studies enrich our understanding of Purposing-as-a-process and describe the role of meaningful purpose, mission and future aspirations in effective and sustainable organizing. Figure 20 presents a summary of contribution to theory, implications for practice and a future research agenda.

Contribution to Theory

As argued earlier, the literature conceptualizes purpose as a stable and static concept, which may potentially hold back organizations from pursuing other higher purposes that are more relevant to their ongoing realities. This conceptualization is not helpful to address the complexity of organizations and their changing nature. While such conceptualization provides answers; it limits the dynamics of a continuous inquiry, by diminishing the role of the collective agency. Collective agency is important to engage employees in the search for new answers; those that can potentially lead to ongoing innovations.

Purposing-as-a-process creates and recreates purpose; purpose alone constrains the Purposing process; however, the process and the outcomes together energize, create and recreate each other—this has deep linkages with the resourcing theory and its ampliative cycles (Feldman & Worline, 2011), as well as to practice-based theories (Feldman & Orlikowski, 2011; Gherardi, 2006; Nicolini, Gherardi, & Yanow, 2003; Ortner, 1984; Reckwitz, 2002; Schatzki, Knorr-Cetina, & Von Savigny, 2001). The proposed CARMA factors of Purposing inspire and guide the self-organizing design of the workplace. Those factors in their turn are enabled by the discussed leadership guiding metaphor, guiding principles and leadership attitudes. This offers important factors to the leadership literature to suit self organization structures.

Study 1 suggests a conceptualization of Purposing as an emerged phenomenon in six organizations that are embracing different forms of self-organization. The initial study of six organizations has led to the conceptualization of Purposing, and has uncovered five

factors and dimensions of Purposing that are necessary to be translated into practices in workplace design.

Study 2 proposes the scale of ‘tolerance of uncertainty’ as a scale to assess a capacity, rather than a psychological disorder. According to my knowledge and the knowledge of the scale developer when I suggested him the objective of adapting the initial scale labelled ‘intolerance of uncertainty’, he informed: “... to my knowledge the scale has never been adapted outside of clinical work - at least not yet - so I expect your project would be the first.” (personal communication with Nicholas Carleton, 9 December, 2015). This is a significant capacity that is underestimated in management training, where the opportunity lies in developing capacities to embrace the unknowability of the future rather than simplifying it and living in the illusion of the known and the controlled. Additionally, the presence of meaning-making and tolerance of uncertainty when they are rooted on basic psychological needs satisfaction showed improved statistical power to the conceptual model of Purposing (CARMA model) and their effects on innovative behaviors, organizational commitment, and learning. The statistical power of the model combining all three constructs is the highest compared with the same model when I removed each construct of the three, one at a time.

Study 3 contributes to prospective theory building to understand Purposing as a lived experience in a single-case study, through the development of six propositions and future aspirations that were consensually validated with all participants. The six propositions are re-framing and lifting up strengths as well as struggles to higher aspirations that participants are committing themselves to live up to them. Those themes of future aspirations have emerged as a result of enacting Purposing. This dynamic has

deep linkages to resourcing theory – considering that Purposing is becoming an ongoing resource-in-use that keeps on growing and expanding to emerge new collective forms of life, through ampliative cycles.

To sum up, I presented findings that are capturing the voices of the collected data and the lived experience in all the studied organizations to describe Purposing-as-a-process. This process is inviting generative, prospective, and future-forming possibilities. I was careful not to propose a rigid definition, joining Shotter (2011): “resisting... authoritative forms, [that are] claiming to offer the final, authoritative explanation of things” (p. 258). Above three studies contribute to positive organization development (POD) as they invite new organizational forms to develop and create new collective forms of organizational life. They also contribute to positive organization scholarship (POS) as they catalyze positive deviance behavior (Spreitzer & Sonenshein, 2003) to contribute to honorable business practices and leadership characteristics.

Implications for Practice

Practitioners value the importance of human engagement in the workplace; however, many of them use external motivators to engage employees which result in poor and short-term engagement that usually backfires. Some practitioners understand that purpose is one of the most important predictors for high engagement and organization performance, and they recognize the value of intrinsically motivating the workforce; however, when they approach purpose as a tool or a thing or a given accomplishment that they use to motivate; this approach leads to the previously mentioned epidemic of disengagement – as when purpose is objectified it becomes an extrinsic motivator and is perceived as a manipulating tactic. This research contributes to practice with an in-depth

understanding of Purposing-as-a-process that fosters intrinsic motivation to inspire ongoing innovations and sustainable organizing. It provides five factors (CARMA model), that when embedded in the organizational design to shape the organizational conditions, they predict innovative behaviors, organizational commitment and learning and they expand into six generative themes (as in Study3) that shape novel forms of organizational life.

Through its three studies, this dissertation construes that Purposing is a relational experience that nurtures collective calling, it fosters caring and generative connections, it moves beyond reifying and objectifying purpose as a tool or ‘a thing’ or a static event. Through the series of the developed six propositions; this dissertation provides a practical perspective for Purposing as a vehicle to foster intrinsic motivation to enable self-organizing capacities. Self-organization is important as it offers a possible frame, vehicle or ‘container’ where teleological concepts such as meaning and purpose can find a fertile soil to grow and develop.

As a generative factor, Purposing enrich our understanding of important leadership characteristics (Study 1) that have the potential to foster innovative behavior, organizational commitment, and learning. Enacting Purposing has showed the emergence of six themes that shape organizational life in a way that supports self-organization and offers serious alternatives to bureaucratic forms of organizing.

This study has revealed the significance of developing necessary capacities in today’s organizations, in order to cope with the fast pace of change that is manifested in what has been described as a VUCA world. It is important to translate the Purposing factors into practical capacities and practices in organizations. Practices that encourage

continuous inquiry into meaning and purpose, improve performance and foster innovations. For example, meaning making capacities can be built through reflection-based practices and mindfulness (Kabat-Zinn, J., 2003). In line with Gosling and Mintzberg (2003), a reflective mindset is necessary to manage daily activities and relationships; this can be nurtured through peer engagement in reflective discussions such as ‘morning reflections.’ By focusing on such practices, it fosters caring connections and trust between employees and helps developing personal and professional competences. Autonomy support can be developed through a job crafting approach (Wrzesniewski & Dutton, 2001). Similarly, tolerance of uncertainty capacities that enable experimenting and innovating can be developed through practices such as internal crowd-sourcing for new ideas, open, large-scale collective inquiries such as appreciative inquiry, future search and open space technology.

Limitations of Overall Study

(Rothschild-Whitt) (1979: 511) pointed out that “no numbers of examples ever constitute a proof”; this would be a limitation. The sample size of the six organizations and the thirty-one interviews of the first qualitative study, the 426 respondents of the surveys in Study 2, as well as the one-single case study with six interviewees are all too few to enable drawing a generalizable observation. Study 1 was concentrated in North American culture and Study 3 was in Europe, adding a limitation to generalizability of findings. Additionally, all collected data of the three studies are self-reported and biased by the halo effects of self-reporting (Rosenzweig, 2007), especially because many of the interviewees I had access to were from the upper level of their organizations. Although self-reporting in surveys (Study 2) captures individuals’ perceptions to each of the

questions, it represents a common method variance. I have addressed this by adding CLF and imputing factor scores. Moreover, qualitative data analysis depends heavily on the researcher's interpretation. Therefore, researcher bias is a potential limitation of any qualitative study.

I have addressed above limitations by using a mixed methods methodology to triangulate the findings through different lenses; for example, quantitative research's weaknesses lie in its detachment from the studied context; while qualitative research weaknesses lie in the possible biases of interpretations of the researcher. Therefore, by combining the two approaches together (QUAL → Quan → Qual), to a greater extent, one accounted for the other and improved inferences, since the study benefited from tools that one method alone cannot provide.

Future Research

Future research could assess the size of organizations, cultural, and societal factors that enable Purposing-process, and the "sweet spot" and interplay needed to balance the desire of employees to live self-determined acts filled with purpose and meaning in a way not to undermine the process by creating chaos or lack of discipline from one side, or tyranny on the other hand and abuse by employers to employees' desire to live meaningfulness at work. Further research could explore the emerging type of leadership that may be best suited to those forms of organizing in the way they enable a Purposing process and facilitate intrinsic motivation, instead of relying on forms and concepts of leadership that were mostly developed and suited to bureaucratic settings. Research supporting the development of practices and accessible tools to develop meaning-making and tolerance of uncertainty capacities are needed in organizations.

Since founders / CEO roles are pivotal to the facilitation of Purposing processes, studies on succession plans would shed light on how such models could be woven into the social fabric of organizations and continue beyond one person's sponsorship. This implies another paradigm shift in the leadership literature that will be suited to organizational forms that elevate the ongoing purposing process while achieving their economic objectives.

This research could also be extended to different cultures to test if there are any cultural influences that may affect our dependent variables and the developed propositions - considering that tolerance of uncertainty and meaning-making capacities may be different according to cultural indices, such as collectivist versus individual cultures, low power distance versus high power distance in relationships (Hofstede, 2010). Future research could also study the deep linkages of Purposing with practice-based theories such as the resourcing theory of the firm, when we consider purpose as an important resource to be developed to a resource-in-use.

Following the call of Van den Broeck et al. (2016), future research can study each component of psychological needs satisfaction separately rather than averaging the three needs together in one latent factor of needs satisfaction could help understanding in more depth each of the needs effects. This will be in line with the initial conceptualization of the needs as they are not interchangeable, and one need cannot compensate for another need (Sheldon & Niemiec, 2006). In brief the three needs are separate and non-compensatory (Deci & Ryan, 1995). Therefore, separating them could reveal further insights about each basic psychological needs' effect.

Future research can examine the interplay between meaning-making and tolerance of uncertainty since too much of each may be harmful to organizational performance, individual performance and well-being. Perhaps too much of meaning-making may result in deterministic approaches that hinder tolerance of uncertainty; similarly, too much of tolerance of uncertainty may deflate any sense of meaning and lead to indifference. It is of interest to understand how to enable organizational performance to thrive on the tensions between meaning-making and tolerance of uncertainty, and to harness both capacities in order to innovate, enable commitment and nurture a thriving workplace.

Figure 20. Summary of Contribution to Theory, Implications for Practice and Future Research

	Study 1	Study 2	Study 3
Contribution to Literature	<p>Conceptualization of Purposing</p> <p>Identify antecedents and dynamics enabling self-organization</p>	<p>Adapting & Introducing ‘Tolerance of Uncertainty’ scale to management literature, as a capacity to embrace instead of a psychological deficit to be fixed</p> <p>Importance of Meaning Making & Tolerance of Uncertainty together, to improve the model’s statistical power</p>	<p>Introducing prospective theory exploring Purposing as a lived experience; linking it to elevated emergent aspirations, that were consensually validated</p> <p>Future aspirations will continue to emerge and grow to new collective forms of life, as long as they are practiced (link to resourcing theory)</p>
Implications for Practice	<p>Introducing CARMA model: five factors to consider in order to design a workplace that supports and sustains forms of self-organization</p> <p>Identifying leadership characteristics to enable and sustain self-organization: Two guiding metaphors, four leadership attitudes</p>	<p>Importance of developing practices that nurture ‘tolerance of uncertainty’ and promote ‘meaning-making’ to contribute to innovation, commitment and learning, in the workplace</p>	<p>Demonstrating through an empirical study the possible emergent themes when Purposing is enacted in the workplace – opening up more generative possibilities for self-organization as an alternative organizing model to bureaucracy</p>
Future Research Agenda	<p>Is self-organization dynamics sustained during transitions, most specifically succession of founders/CEO’s? What factors get in play either ways? How Purposing and the CARMA factors are affected?</p>	<p>Measuring the effects of each of the three basic psychological needs (competence, autonomy, and relatedness) independently to understand each of their effects</p> <p>Understanding the interplay between meaning making and tolerance of uncertainty, in sustaining the CARMA model.</p>	<p>What common patterns underlie emergent themes when same study is repeated in more organizations with different sizes & cultural contexts? Do they differ than themes in bureaucratic organizations? If so, how?</p> <p>Exploring deeper linkages with resourcing theory of the firm.</p>
	<p>Advancing the concept of Purposing Understanding the role of meaningful purpose, mission, and future aspiration in effective and sustainable organizing How future aspirations may sustain self organizing capacities and nurture thriving, in the workplace?</p>		

Appendix A. Definitions of Key Terms

Concept	Definition	Reference
Purposing	<p>“An ongoing process to continuously define and refine the purpose of an organization and nurture its collective calling – whereby the collective, creative, inclusive and dynamic process that gives life to collective meaning and aspirations is as important as ‘a purpose’ itself.”</p> <p>→ It engenders an intrinsic motivation to develop self-organizing capacity, and fosters innovative behaviors, organizational commitment and passion for learning.</p>	Boulos (2015: 24)
Self-Organizing Capacity	The capacity to take purposeful action, organize roles and activities and to coordinate human efforts without a command and control authority, and without requiring permission or sanction prior to taking action.	Boulos (2015)
Guiding Principles	These are the enduring core values and principles that shape and guide one’s beliefs, attitudes, behaviors and actions.	Boulos (2015)
Purpose	“A stable and generalized intention to accomplish something that is at once meaningful to the self and of consequence to the world beyond the self”	Damon et al. (2003: 121)
Meaning	“The subjective kind of sense that people make of their work. It responds to the questions of role: What am I doing? Membership: Where do I belong? Identity: Who am I? And meaningfulness: Why am I here?”	Pratt and Ashforth (2003: 313)
Calling	“It involves role, identity & meaningfulness... [it] often translates into a purpose that serves a collective larger than just the organization, such as ‘society.’” “Those with callings often feel that their work makes the world a better place.”	(Pratt & Ashforth, 2003: 320-321) and Wrzesniewski (2002: 232), respectively.
Sense-Making	Sensemaking involves “ongoing retrospective development of plausible images that rationalize what people are doing”.	Weick et al. (2005: 409)
Goal Setting	According to Latham and Yukl (1975), “a goal is defined simply as what the individual is consciously trying to do” (p. 824) and “goal setting was correlated with high performance only when it was accompanied by close supervision” (p. 828).	Latham and Yukl (1975: 824 and 828)

Appendix B. Interview Protocol – Study 1

Interview Protocol

Step 1: Introduction

Introduction (Interviewer): *“Hello (name). My name is Hani Boulos. Thank you so much for taking the time to meet with me today. I appreciate the time and attention. Before getting started, there are a couple of things I would like to cover.”*

Purpose and Format for the Interview (Interviewer): *“As you may know, I am interested in flourishing organizations and specifically on how they organize to create both economic and social values. Please note that I am not interested in any confidential information. I am specifically interested in what influences your organization to thrive and people to flourish, its leadership styles, culture, decision-making processes. This is the focus on what we are going to talk about today. I will ask you a series of open-ended questions on this topic, and I may also ask one or more follow-up questions as you respond. The interview will last approximately 60 – 90 minutes.”*

Confidentiality (Interviewer): *“Everything you share in this interview will be kept in strictest confidence, and your comments will be transcribed anonymously – omitting your name, anyone else you refer to in this interview, as well as the name of your organization. Your interview responses will be included with all the other interviews I conduct.”*

Audio Taping (Interviewer): *“To help me capture your responses accurately and without being overly distracting or distracted by taking notes, I would like to record our conversation with your permission. Again, your response will be kept confidential. If at any time, you are uncomfortable with this interview, please let me know and I will turn the recorder off.”*

“Any questions before we begin?”

Interview Questions – A

Step 2: Opening Icebreaker Question

1- Interviewer: *“Great, first I’d like to learn a little about you. Please tell me about yourself and how did you come to be where you are right now, doing what you do?”*

Step 3: Experiential questions about culture, way of organizing & decision making:

[DISCOVER]

2- Interviewer: Tell me about a memorable high moment showing the best in your organization... A time when you felt most proud, effective, and alive leading your activities or the organization.

Probes:

- Tell me more about that.

3- Interviewer: How do you describe your organizational structure?

Probes:

- Tell me about a recent issue that was resolved successfully that shows your organization structure at work.

4- Interviewer: What makes your organization special, or different from other organizations that you know? Please share with me an example of a time or an incident that exemplifies those qualities.

Probes:

- Tell me more about that.
- What part of your work do you think your clients value most?

5- Interviewer: Tell me about a time when you have been recently involved in a decision-making process in the company.

Probes:

- Tell me more about that

6- Interviewer: Can you tell me your favorite story about one of the organization's best decision?

7- Interviewer: If we now had a conversation with people that know your organization the very best, and asked them to share: what are the 3 best qualities they see in the organization – what would they say?

Step 4: Design inspired (what is and what can be):

[DREAM]

8- Interviewer: Put yourself 10 years in the future, it is 2024, visualize 'company name' as you really imagine it could be. What is happening that is new, better or different? Describe what is happening in 2024 that is new, changed, or better? What is the evidence you see for this?

Probes:

- *Tell me more about that.*

[DESIGN]

9- Interviewer: *If the management team of a new 'organization' that was just starting out wanted to learn from your experience – no constraints whatsoever - to design a NEW organization, what's the best piece of advice that you could give them to make a real difference?*

Probes:

- *Tell me more about that.*
- *What was it about the team?*
- *What was it about the organization? (Policies, procedures, resources, leadership, equipment, communications, training, etc.)*

Step 5: Closing

Interviewer: *“Thanks so much for that! “Well, I’ve had a wonderful time this afternoon. We’ve certainly covered a lot of ground and I have found it so helpful. On the off chance that I have missed anything, would it be possible to contact you again to meet if needed to fill in a gap or two? That would be fantastic. Thank you again for your help and time. I really appreciate it.”*

Is there anything that we didn't cover that you would like to add before we leave?

“THANK YOU VERY MUCH FOR YOUR TIME”

Interview Questions – B (Case Studies)

Step 2: Opening Icebreaker Question

1- Interviewer: *“Great, first I'd like to learn a little about you. Please tell me about yourself and how did you come to be where you are right now, doing what you do?”*

Step 3: Experiential Questions about current culture, way of organizing & decision making:

[DISCOVER]

2- Interviewer: Tell me about a memorable high moment showing the best in your organization... A time when you felt most proud, effective, and alive leading your activities or the organization.

Probes: Probing questions to selectively ask only if respondent does not provide responses to:

- *Please share key elements in the story... what happened? When? Where? Feelings? Challenges? How were they overcome? Insights?*

3- Interviewer: How do you describe your organizational structure?

Probes:

- *Tell me about a recent issue that was resolved successfully that shows your organization structure at work.*

4- Interviewer: What makes your organization special, or different from other organizations that you know? Please share with me an example of a time or an incident that exemplifies those qualities.

Probes

- *Tell me more about that.*
- *What part of your work do you think your clients value most?*

5- Interviewer: Tell me about a time when you have been recently involved in a decision-making process in the company

Probes:

- *Tell me more about that*

6. Interviewer: Can you tell me your favorite story about one of the organization's best decision?

Probes:

- *Tell me more about that*
- *What makes it the best decision?*

7- Interviewer: If we now had a conversation with people that know your organization the very best, and asked them to share: what are the 3 best qualities they see in the organization – what would they say?

Step 4: Design inspired questions (what is and what can be):

[DREAM]

8- Interviewer: Put yourself 10 years in the future, it is 2024, visualize 'company name' as you really imagine it could be. What is happening that is new, better or different? Describe what is happening in 2024 that is new, changed, or better? What is the evidence you see for this?

Probes:

- *What enables your team / organization to be more effective, successful and people more fulfilled?*
- *Is there an innovative way to convert the company to be more progressive and people more fulfilled? What would it be?*
- *What strengths and resources will best help you to achieve these goals?*

[DESIGN]

9- Interviewer: If the management team of a new 'organization' that was just starting out wanted to learn from your experience – no constraints whatsoever - to design a NEW organization, what's the best piece of advice that you could give them to make a real difference?

Probes:

- *What would make this organization a great place to work or be a member of?*
- *What would make the organization distinct and different from similar organizations?*
- *What do you think is at the heart of your organization's success?*
- *What was unusual, unique?*
- *What was it about the people?*
- *What was it about the team?*
- *What was it about the organization? (Policies, procedures, resources, leadership, equipment, communications, training, etc.)*

Step 5: Closing

Interviewer: *“Thanks so much for that! Well, I’ve had a wonderful time this afternoon. We’ve certainly covered a lot of ground and I have found it so helpful. On the off chance that I have missed anything, would it be possible to contact you again to meet if needed to fill in a gap or two? That would be fantastic. Thank you again for your help and time. I really appreciate it.”*

Is there anything that we didn’t cover that you would like to add before we leave?

“THANK YOU VERY MUCH FOR YOUR TIME”

Appendix C. Online Survey – Study 2

1. Please choose what reflects best your personal experience of at your current work (or recent work):

Strongly disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Strongly agree

- I feel my work is meaningful
- I prefer not to think about the meaning of events that I encounter at work
- I actively focus on activities and events that I personally find valuable and meaningful
- Self-reflection helps me to make my work meaningful
- I have an understanding of what makes my work meaningful
- I actively take the time to reflect on events that happen at work
- I feel we are continuously trying to search for meaning and purpose in my work

2. Please choose what reflects best your personal experience of at your current work (or recent work):

Strongly disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Strongly agree

- Unforeseen events in my work upset me greatly
- The smallest doubt in my role stops me from acting
- I feel we encourage an atmosphere of tolerance of uncertain things in my work
- When I am uncertain about my work, I can't function very well
- I can't stand being taken by surprise in my work for any unplanned event
- I must get away from uncertain situations in my work
- Uncertainty keeps me from living a full life and seeing new opportunities in my daily work
- Being uncertain means that I am not first rate (or qualified)
- These page timer metrics will not be displayed to the

3. Please choose what reflects best your personal experience of at your current work (or recent work):

Strongly disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Strongly agree

- I feel free to do my job the way I think it could best be done
- I feel like I can be myself at my job
- I feel competent at my job

- I am good at the things I do in my job
- I have the feeling that I can even accomplish the most difficult tasks at work
- At work, I feel part of a group
- At work, I can talk with people about things that really matter to me

4. Please choose what reflects best your personal experience of at your current work (or recent work):

Strongly disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Strongly agree

- I see that creativity is encouraged in my work
- I feel my ability to function creatively is respected by the leadership in my work
- I feel that assistance in developing new ideas is readily available in my work
- I feel that this organization is open and responsive to change and innovations

5. Please choose what reflects best your personal experience of at your current work (or recent work):

Strongly disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Strongly agree

- I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful
- I would accept almost any type of job assignment in order to keep working for this organization
- I am proud to tell others that I am part of this organization
- For me, this is the best of all possible organizations for which to work
- I really care about the fate of this organization

6. Please choose what reflects best your personal experience of at your current work (or recent work):

Strongly disagree; Somewhat disagree; Neither agree nor disagree; Somewhat agree; Strongly agree

- I find myself learning often in my workplace
- I continue to learn more as time goes by in my work
- I see myself continually improving and learning at my work
- I am not learning in my work
- I am developing a lot as a person in my work
- I feel alive and vital in my work

- I have energy and spirit in my work
- I do not feel very energetic in my work
- I feel alert and awake in my work

7. In which country you are working now (or recent 6 months):

8. How many employees in your organization (recent 6 months):
Below 100 101 - 300 301 - 1000 1001 or Above

9. What is the type of industry of your current work (recent 6 months)
Manufacturing Services Education; Other, please mark below and write it

10. Please indicate your legal gender: Male – Female

11. Please indicate your current age group:
18 to 25 years old; 26 to 35 years old; 36 to 45 years old; 46 and older

12. How many years of professional experience in current organization (or recent last 6 months in case of left company):
1 – 5; 6 – 10; 11 – 15; 16 or more

13. Please indicate highest education achieved:
High School Diploma; Bachelor degree; Master Degree; Doctoral Degree
Other, please mark below and write it

Thank you for investing your time in participating in this survey. Your responses were recorded confidentially so we have no ability to identify you or to send you the results unless you request the data. Even if you request the survey results we cannot link or compare your actual responses to the final data.

Appendix D. Online Survey Questionnaire – Study 2

English

Block 2

Introduction:
This study attempts to understand the effects of self-determination, meaning making, and tolerance of uncertainty that employees experience in the workplace on innovative behaviors, organizational commitment and individual thriving. The survey is open for every person who has a professional working experience in any organization.

Procedures:
The survey consists of 40 questions directed towards your experiences, and perceptions within the work environment. There will also be 7 demographic centered questions. The survey will take approximately 10 - 15 minutes or less. Questions are designed to capture your experiential insight, and perceptions, within your work environment. This survey will be conducted using an online survey tool.

Risks/Discomforts:
There are no known risks, harms or discomforts associated with this study beyond those encountered in normal daily life. However, you may feel uneasy when asked to share your experiences and perception of the questions presented.

Benefits:
There are no direct benefits to you, for taking part in this survey study. It is hoped that through your participation, researchers will learn more about the effects of meaning and purpose, freedom of autonomy and tolerance for uncertainty to drive innovation, commitment and thriving in the work environment.

Confidentiality:
All data obtained from participants will be kept confidential and will only be reported in an aggregate format (by reporting only combined results and never reporting individual ones). All survey responses will be concealed, and no one other than the primary investigator and co-investigator listed below will have access to them. The data collected will be anonymous; the identity of participants will not be linked to the survey responses. All data collected via Qualtrics will be stored on Qualtrics secure database, only de-identified data will be download by the co-investigator listed below, after which it will be deleted by the co-investigator from Qualtrics database.

Compensation:
There is no direct compensation for your participation from the researchers.

Participation:
Participation in this research study is completely voluntary. You have the right to withdraw at any time or refuse to participate entirely without jeopardy to you, it will not affect any current or future relations you may have with the University. If you desire to withdraw, please close your Internet browser and notify the principal investigator or co-investigator at the emails listed below if you want to identify a specific reason or concern.

Questions about the Research:
If you have any questions, you are welcome to contact the Principal Investigator, Kalle Lyytinen by email at kalle.lyytinen@case.edu or the Co-Investigator, Hani N. Boulos by email at hani.boulos@case.edu.

I have read, and understood, the above consent form and desire of my own free will to participate in this study.

Yes
No

1. Please choose what reflects best your personal experience of at your current work (or recent work):

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I feel my work is meaningful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I prefer not to think about the meaning of events that I encounter at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively focus on activities and events that I personally find valuable and meaningful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-reflection helps me to make my work meaningful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have an understanding of what makes my work meaningful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively take the time to reflect on events that happen at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel we are continuously trying to search for meaning and purpose in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Block 3

2. Please choose what reflects best your personal experience of at your current work (or recent work):

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
Unforeseen events in my work upset me greatly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The smallest doubt in my role stops me from acting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel we encourage an atmosphere of tolerance of uncertain things in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am uncertain about my work, I can't function very well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can't stand being taken by surprise in my work for any unplanned event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I must get away from uncertain situations in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uncertainty keeps me from living a full life and seeing new opportunities in my daily work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being uncertain means that I am not first rate (or qualified)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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3. Please choose what reflects best your personal experience of at your current work (or recent work):

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I feel free to do my job the way I think it could best be done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I can be myself at my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel competent at my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at the things I do in my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the feeling that I can even accomplish the most difficult tasks at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At work, I feel part of a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At work, I can talk with people about things that really matter to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Block 5

4. Please choose what reflects best your personal experience of at your current work (or recent work):

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I see that creativity is encouraged in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my ability to function creatively is respected by the leadership in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that assistance in developing new ideas is readily available in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that this organization is open and responsive to change and innovations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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5. Please choose what reflects best your personal experience of at your current work (or recent work):

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I am willing to put in a great deal of effort beyond that normally expected in order to help this organization be successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would accept almost any type of job assignment in order to keep working for this organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud to tell others that I am part of this organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For me, this is the best of all possible organizations for which to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really care about the fate of this organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Block 7

6. Please choose what reflects best your personal experience of at your current work (or recent work):

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I find myself learning often in my workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I continue to learn more as time goes by in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself continually improving and learning at my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not learning in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am developing a lot as a person in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel alive and vital in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have energy and spirit in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not feel very energetic in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel alert and awake in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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7. In which country you are working now (or recent 6 months):

8. How many employees in your organization (recent 6 months):

Below 100

101 - 300

301 - 1000

1001 or Above

9. What is the type of industry of your current work (recent 6 months)

Manufacturing

Services

Education

Other, please mark below and write it

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10.

Please indicate your legal gender:

Male

Female

11. Please indicate your current age group:

18 to 25 years old

26 to 35 years old

36 to 45 years old

46 and older

12. How many years of professional experience in current organization (or recent last 6 months in case of left company):

1 - 5

6 - 10

11 - 15

16 or more

13. Please indicate highest education achieved:

High School Diploma

Bachelor degree

Master Degree

Doctoral Degree

Other, please mark below and write it

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Version: 44.0
Operating System: Macintosh
Screen Resolution: 1280x800
Flash Version: 21.0.0
Java Support: 1
User Agent: Mozilla/5.0 (Macintosh; Intel Mac OS X 10.8; rv:44.0) Gecko/20100101 Firefox/44.0

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Thank you for investing your time in participating in this survey. Your responses were recorded confidentially so we have no ability to identify you or to send you the results unless you request the data. Even if you request the survey results we cannot link or compare your actual responses to the final data.

If you would like the results from the survey, we are happy to share it with you. You can leave your email in below case.

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First Click: 0 seconds
Last Click: 0 seconds
Page Submit: 0 seconds
Click Count: 0 clicks

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Appendix E. Scales References – Study 2

Scales References
Meaning-Making
Reference for scale: van den Heuvel, M., Demerouti, E., Schreurs, B. H., Bakker, A. B., & Schaufeli, W. B. (2009). Does meaning-making help during organizational change? Development and validation of a new scale. <i>Career Development International</i> , 14(6), 508-533.
Tolerance for Uncertainty
Reference for ADAPTED scale: Carleton, R. N., Norton, M. P. J., & Asmundson, G. J. (2007). Fearing the unknown: A short version of the Intolerance of Uncertainty Scale. <i>Journal of Anxiety Disorders</i> , 21(1), 105-117.
Self-Determination
Reference for scale: Broeck, A., Vansteenkiste, M., Witte, H., Soenens, B., & Lens, W. (2010). Capturing autonomy, competence, and relatedness at work: Construction and initial validation of the Work-related Basic Need Satisfaction scale. <i>Journal of Occupational and Organizational Psychology</i> , 83(4), 981-1002.
Innovative Behavior
Reference of scale: Scott, S. G., & Bruce, R. A. (1994). Determinants of innovative behavior: A path model of individual innovation in the workplace. <i>Academy of management journal</i> , 37(3), 580-607.
Commitment
Reference of scale: Mowday, Steers & Porter, 1979, The measurement of organizational commitment, <i>Journal of Vocational Behavior</i> , 14, 224-247.
Thriving (encompassing Learning & Vitality)
Reference for Scale: Porath, C., Spreitzer, G., Gibson, C., & Garnett, F. G. (2012). Thriving at work: Toward its measurement, construct validation, and theoretical refinement. <i>Journal of Organizational Behavior</i> , 33(2), 250-275.

Appendix F. Items & Factor Loadings of Used Items – Study 2

Items	Factor Loadings
MM1: I feel my work is meaningful	.680
MM4: Self-reflection helps me to make my work meaningful.	.754
MM5: I have an understanding of what makes my work meaningful.	.880
MM6: I actively take the time to reflect on events that happen at work.	.626
TU2: The smallest doubt in my role stops me from acting.	.609
TU6: I must get away from uncertain situations in my work	.680
TU7: Uncertainty keeps me from living a full life & seeing new opportunities in my daily work	.838
TU8: Being uncertain means that I am not first rate (or qualified)	.700
SD1: I feel free to do my job the way I think it could best be done	.442
SD2: I feel like I can be myself at my job	.767
SD3: I feel competent at my job	.865
SD4: I am good at the things I do in my job	.887
SD6: At work, I feel part of a group	.938
SD7: At work, I can talk with people about things that really matter to me	.605
INO2: I feel my ability to function creatively is respected by the leadership in my work	.753
INO3: I feel that assistance in developing new ideas is readily available in my work	.893
INO4: I feel that this organization is open and responsive to change and innovations	.838
CO3: I am proud to tell others that I am part of this organization.	.823
CO4: For me, this is the best of all possible organizations for which to work.	.616
CO5: I really care about the fate of this organization	.740
THL1: I find myself learning often in my workplace	.874
THL2: I continue to learn more as time goes by in my work	.884
THL3: I see myself continually improving and learning at my work	.786

Appendix G. Q-Sort – Snapshot – Study 2

These dimensions are about the INDIVIDUAL experience at work:

- SD** **Self-Determination** - The extent of (1) Autonomy, (2) Competence, and (3) Relatedness
- MM** **Meaning-Making** - The extent of continuously making meaning and purpose alive
- TU** **Tolerance of Uncertainty** - The extent one tolerates uncertain and unpredictable events
- IN** **Innovative Behavior** - The extent of one exhibits creativity, innovation, new ideas and actions
- LE** **Learning** - The extent of one learns
- VI** **Vitality** - The extent of one feels alive and experiences energy and vigor
- CO** **Commitment** - Feeling membership, *sense of community*, exerts efforts, care for and commitment to work

Total: 45 Items

FINAL 10 Respondents

- SD-> 85% 6-items
- MM->84% 7-items
- TU-> 87% 9-items
- IN-> 85% 4-items
- LE-> 86% 4-items
- VI-> 90% 4-items
- CO-> 90% 5-items

% CO 90 % SD 63 Eliminate 2 items to reach 85 % for 6 items

% IN 85 % TU 87

% LE 86 % VI 90

% MM 70 Eliminate 2 items to reach 84 % for 7 items

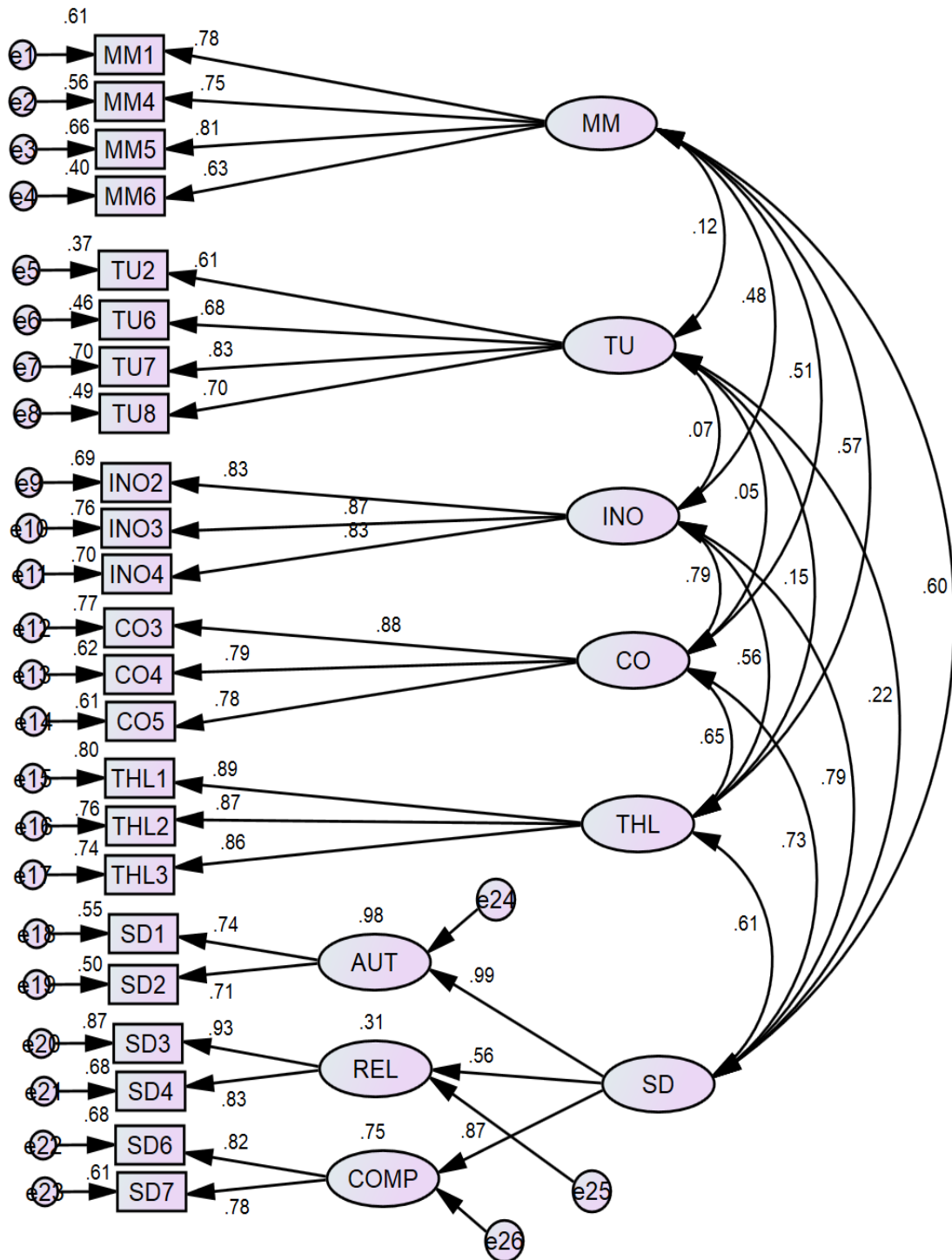
3 six
1 five
2 four
0 three
1 two
0 one
2 zero
9 Total1

6 seven
5 eight
9 nine
16 ten
36 TOTAL2
9 TOTAL1
45 TOTAL Items

FIRST CHOICE **Hit Rate** **5-point Likert scale: Level to which you Strongly Disagree to Strongly Agree that:**

Item	Choice	Hit Rate	Correct	MA	JL	RW	NP	DC	RG	CC	YW	TC	CS	Res. Rate	YW	YW	CS	CS
CO	6	90	CO 6	80	CO	VI	CO	CO	co	CO	VI	co	CO	CO	CO	CO	CO	CO
CO	11	90	CO 11	90	CO	CO	CO	LE	co	CO	CO	co	CO	CO	CO	CO	CO	CO
CO	16	90% OK	CO 16	100	CO	CO	CO	CO	co	CO	CO	co	CO	CO	CO	CO	CO	CO
CO	27	90	CO 27	90	CO	MM	CO	co	co	CO	CO	co	CO	CO	CO	CO	CO	CO
CO	33	90	CO 33	90	CO	CO	CO	CO	co	co	CO	co	CO	SD	CO	CO	CO	CO
IN	21	85	IN 21	100	IN	IN	IN	IN	in	IN	IN	in	IN	IN	IN	IN	IN	IN
IN	29	85	IN 29	80	IN	MM	IN	IN	in	CO	IN	in	IN	IN	IN	IN	IN	IN
IN	38	85% OK	IN 38	90	IN	IN	IN	IN	sd	IN	IN	in	IN	IN	IN	IN	IN	IN
IN	42	85	IN 42	70	IN	IN	IN	IN	le	IN	IN	in	IN	CO	CO	CO	CO	CO
LE	4	86	LE 4	100	LE	LE	LE	LE	le	LE	LE	le	LE	LE	LE	LE	LE	LE
LE	9	86	LE 9	70	LE	LE	LE	MM	le	MM	SD	le	LE	LE	LE	LE	LE	LE
LE	15	86% OK	LE 15	100	LE	LE	LE	LE	le	LE	LE	le	LE	LE	LE	LE	LE	LE
LE	26	86	LE 26	60	LE	SD	LE	MM	le	LE	SD	sd	LE	LE	LE	LE	LE	LE
LE	37	86	LE 37	100	LE	LE	LE	LE	le	LE	LE	le	LE	LE	LE	LE	LE	LE
MM	3	70	MM 3	70	MM	MM	MM	VI	co	MM	VI	mm	MM	MM	MM	MM	MM	MM
MM	8	70	MM 8	60	MM	LE	MM	MM	mm	MM	SD	le	LE	MM	MM	MM	MM	MM
MM	12	84% OK	MM 12	90	MM	MM	MM	MM	sd	MM	MM	mm	MM	MM	MM	MM	MM	MM
MM	17	Eliminate	MM 17	0	MM	LE	CO	LE	co	CO	LE	le	CO	CO	IN	0	0	0
MM	19	7 items	MM 19	90	MM	MM	MM	MM	mm	MM	MM	mm	MM	MM	MM	MM	MM	MM
MM	24	Eliminate	MM 24	0	MM	MM	SD	MM	sd	CO	MM	sd	MM	SD	CO	4	4	4
MM	31	Eliminate	MM 31	100	MM	MM	MM	MM	mm	MM	MM	mm	MM	MM	MM	10	10	10
MM	34	Eliminate	MM 34	80	MM	MM	MM	LE	mm	MM	MM	mm	MM	MM	MM	8	8	8
MM	39	Eliminate	MM 39	100	MM	MM	MM	MM	mm	MM	MM	mm	MM	MM	MM	10	10	10
SD	2	63.3	SD 2	70	SD	SD	SD	SD	in	SD	TU	sd	SD	CO	SD	7	7	7
SD	7	Eliminate	SD 7	0	SD	CO	CO	CO	co	CO	CO	co	CO	CO	CO	0	0	0
SD	13	Eliminate	SD 13	90	SD	SD	SD	SD	in	SD	SD	sd	SD	SD	SD	9	9	9
SD	18	85% OK	SD 18	70	SD	VI	SD	SD	sd	VI	SD	sd	SD	IN	SD	7	7	7
SD	30	6 items	SD 30	80	SD	SD	SD	SD	sd	SD	VI	sd	SD	IN	SD	8	8	8
SD	32	Eliminate	SD 32	0	SD	CO	CO	CO	co	CO	MM	sd	CO	SD	CO	2	2	2
SD	35	Eliminate	SD 35	0	SD	SD	CO	MM	sd	MM	VI	sd	MM	SD	MM	4	4	4
SD	40	Eliminate	SD 40	100	SD	SD	SD	SD	sd	SD	SD	sd	SD	SD	SD	10	10	10
SD	43	Eliminate	SD 43	100	SD	SD	SD	SD	sd	SD	SD	sd	SD	SD	SD	10	10	10
TU	1	86.7	TU 1	50	TU	SD	TU	SD	tu	IN	MM	tu	TU	TU	TU	5	5	5
TU	3	87% OK	TU 3	100	TU	TU	TU	TU	tu	TU	TU	tu	TU	TU	TU	10	10	10
TU	14	87% OK	TU 14	100	TU	TU	TU	TU	tu	TU	TU	tu	TU	TU	TU	10	10	10
TU	22	87% OK	TU 22	100	TU	TU	TU	TU	tu	TU	TU	tu	TU	TU	TU	10	10	10
TU	25	87% OK	TU 25	60	TU	TU	TU	LE	tu	CO	le	TU	TU	CO	6	6	6	
TU	28	87% OK	TU 28	100	TU	TU	TU	TU	tu	TU	TU	tu	TU	TU	TU	10	10	10
TU	36	87% OK	TU 36	70	TU	IN	TU	TU	tu	TU	IN	tu	TU	MM	TU	7	7	7
TU	41	87% OK	TU 41	100	TU	TU	TU	TU	tu	TU	TU	tu	TU	TU	TU	10	10	10
TU	44	87% OK	TU 44	100	TU	TU	TU	TU	tu	TU	TU	tu	TU	TU	TU	10	10	10
VI	10	90	VI 10	100	VI	VI	VI	VI	vi	VI	VI	vi	VI	VI	VI	10	10	10
VI	20	90	VI 20	90	VI	VI	VI	VI	vi	VI	VI	vi	SD	VI	VI	9	9	9
VI	23	90% OK	VI 23	90	VI	VI	VI	VI	vi	VI	VI	vi	CO	VI	VI	9	9	9
VI	45	90% OK	VI 45	80	VI	CO	VI	VI	vi	VI	VI	vi	SD	VI	VI	8	8	8

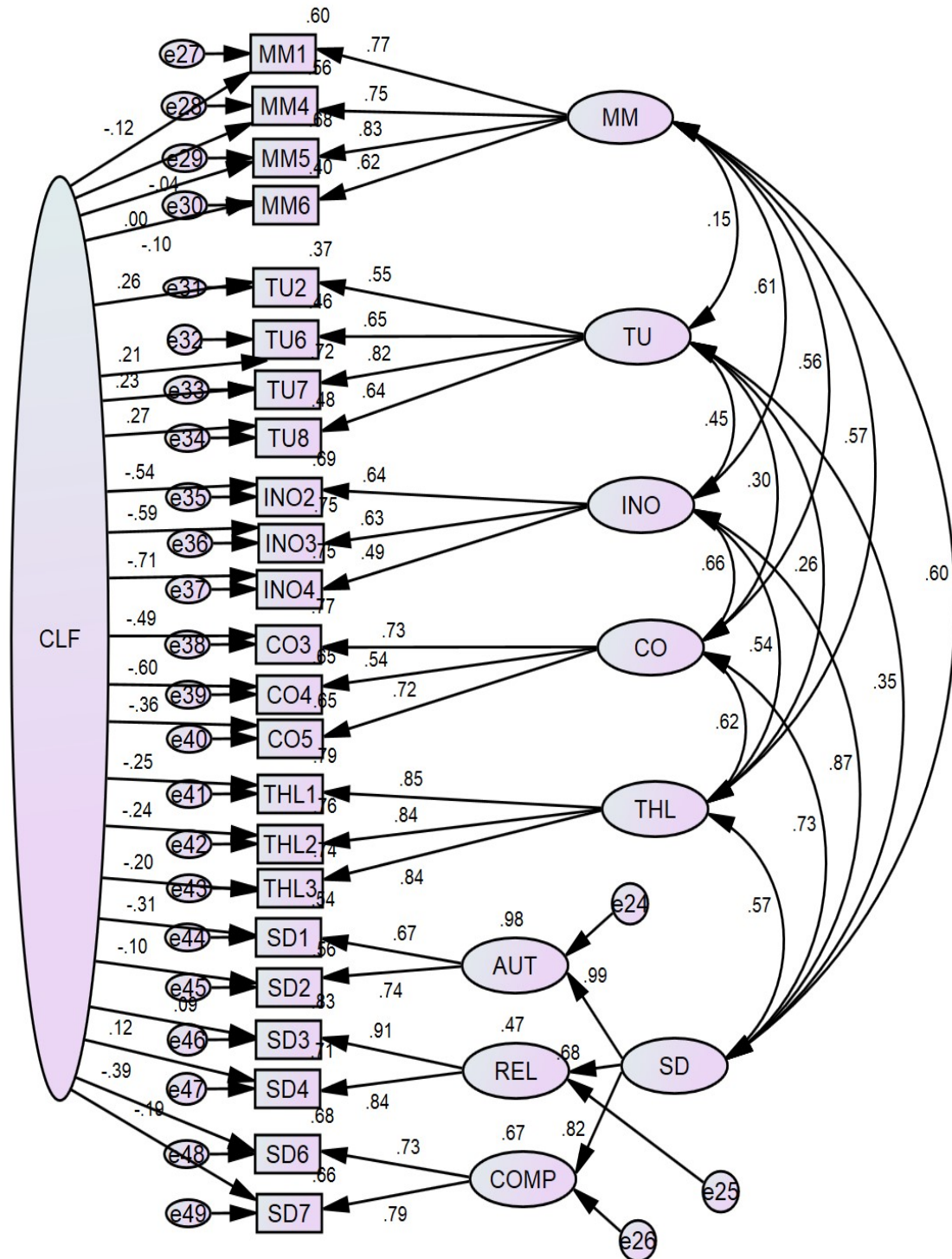
Appendix H. Confirmatory Factor Analysis – Study 2



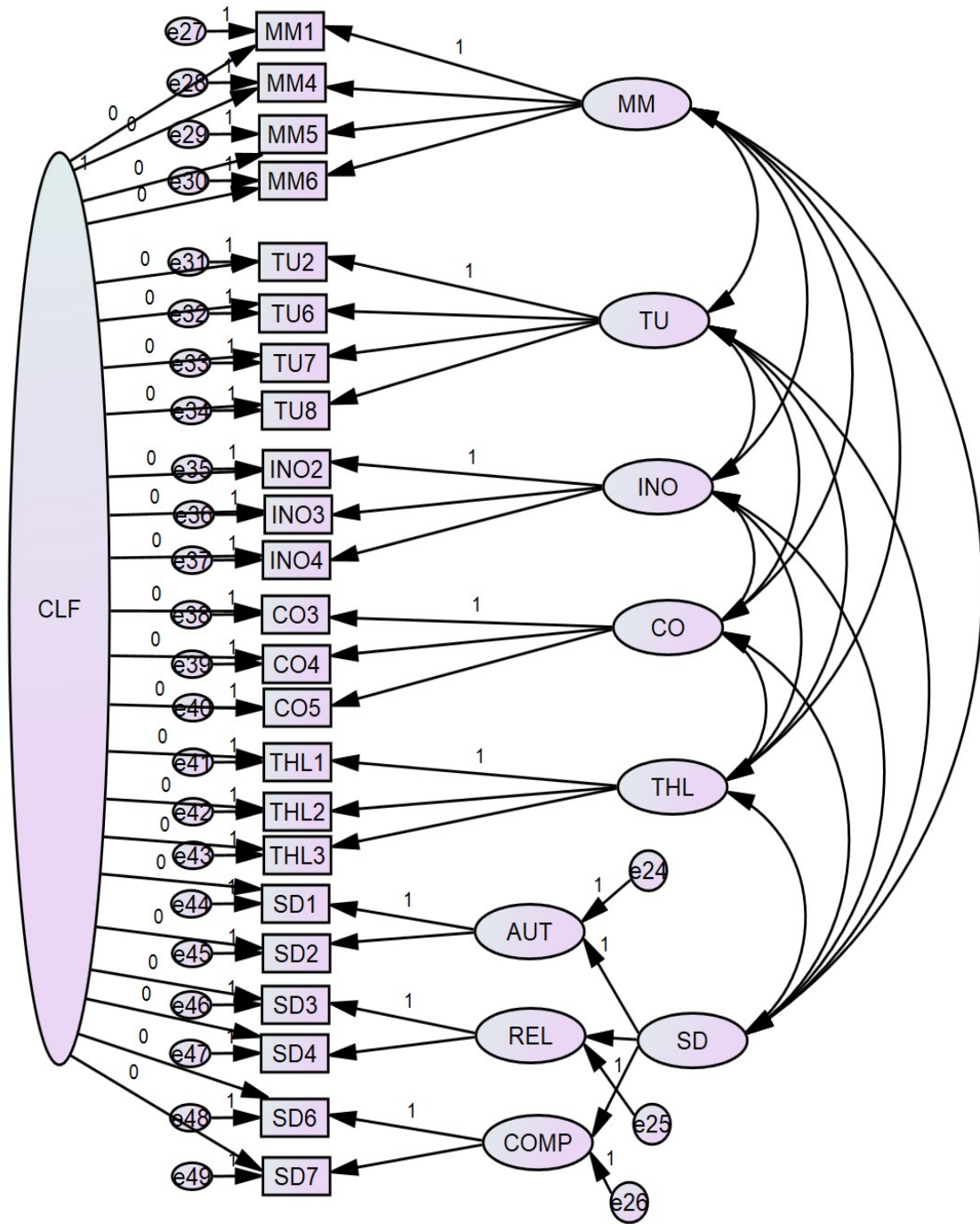
Appendix I. Constructs Definitions– Study 2

Definitions & References
Meaning-Making
Definition as per van den Heuvel (2009): “...we conceive meaning-making as the ability to integrate challenging or ambiguous situations into a framework of personal meaning using value-based reflection” (p. 509).
Tolerance for Uncertainty
Definition of Carleton et al. (2007): Intolerance of uncertainty is the tendency of an individual to consider the possibility of a negative event occurring unacceptable, irrespective of the probability of occurrence” (p.105) Adapted Definition: Capacity of an individual to tolerate the probable outcomes of any given situation, with calmness and openness to the new and unknown, irrespective of the probability of occurrence.
Basic Psychological Needs
Ryan and Deci (2000) define three basic psychological needs according to SDT: “Inductively, using the empirical process, we have identified three such needs--the needs for competence (Harter, 1978; White, 1963), relatedness (Baumeister & Leary, 1995; Reis, 1994), and autonomy (de Charms, 1968; Deci, 1975)--that appear to be essential for facilitating optimal functioning of the natural propensities for growth and integration, as well as for constructive social development and personal well-being.” (Ryan & Deci, 2000: 1)
Innovative Behavior
Definition: Innovative behavior is defined as creating something new or for the first time; it includes ideas, knowledge, products, services or processes (Scott & Bruce, 1994).
Organizational Commitment
Definition: An individual's commitment to his or her employing organization along the dimensions of: (a) a strong belief in and acceptance of the organization's goals and values, (b) a willingness or motivation to exert considerable effort on behalf of the organization, and (c) a strong desire to maintain membership in the organization. (Mowday et al., 1982, as cited in Bozemam & Perrewe, 2001)
Learning (Part of Thriving Scale)
Definition of Thriving: “Thriving is defined as the psychological state in which individuals experience both a sense of vitality and learning” (Porath et al., 2012: 250). Definition of Learning: “The activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something” (Webster's Revised Unabridged Dictionary, 1998b)

Appendix J. Common Method Bias – Unconstrained Model – Study 2



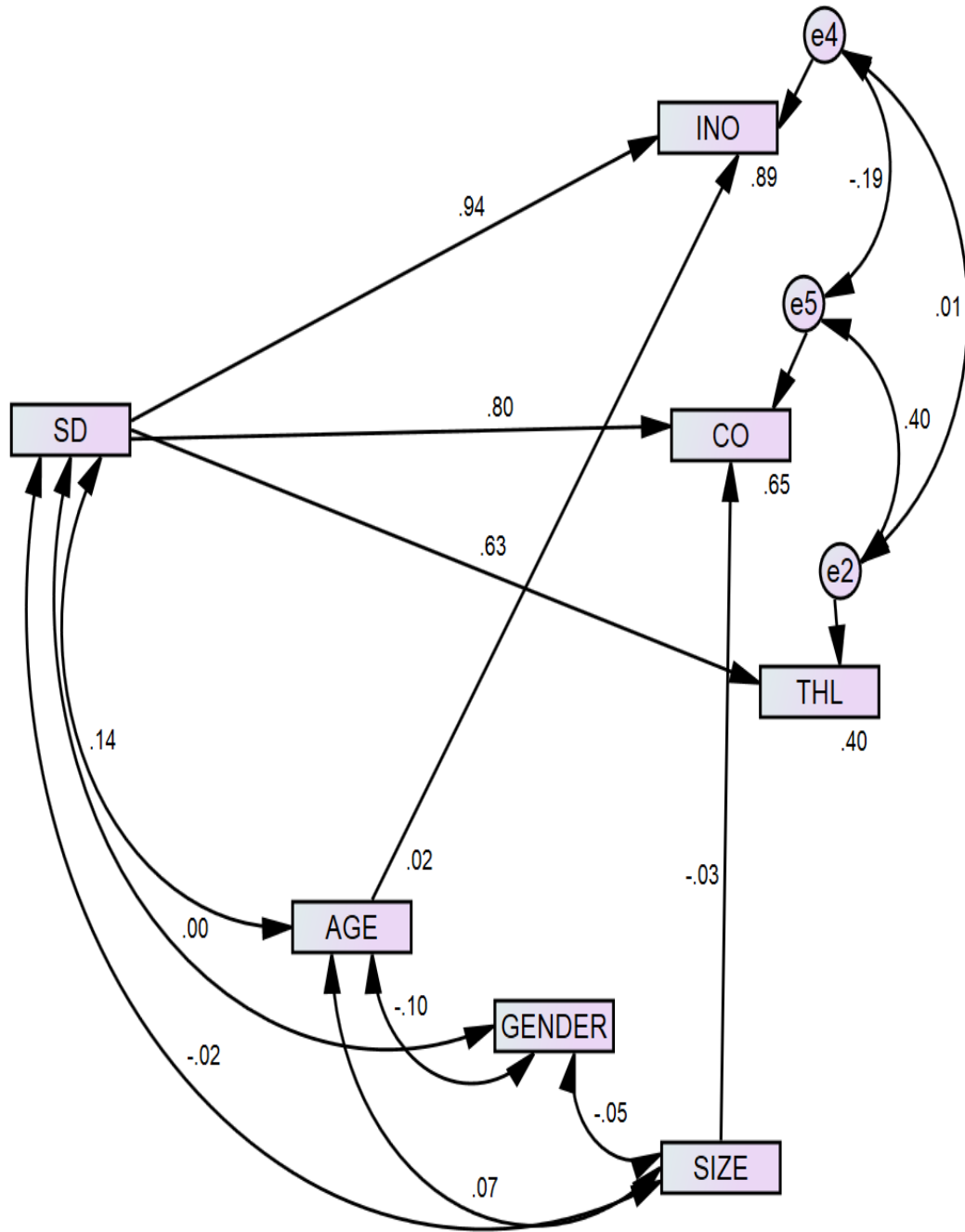
Appendix K. Common Method Bias – Fully Constrained method – Study 2



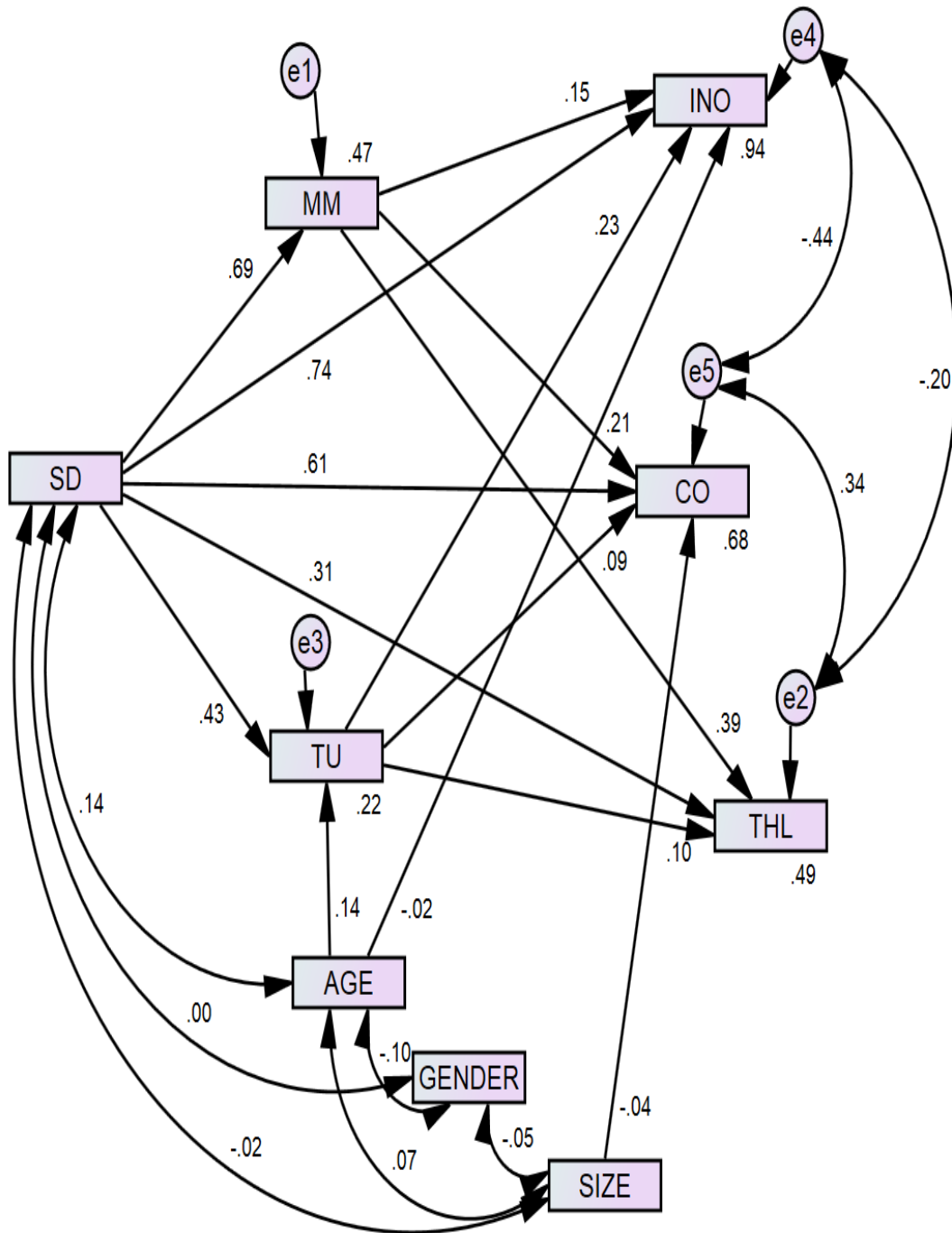
Appendix L. Standardized Regression Weight Comparison – Study 2

Standardized Regression Weights: CLF				Standardized Regression Weights: NO CLF				
			Estimate				Estimate	DELTA
AUT	<---	SD	0.988	AUT	<---	SD	0.991	0.003
REL	<---	SD	0.684	REL	<---	SD	0.559	-0.125
COMP	<---	SD	0.817	COMP	<---	SD	0.869	0.052
MM1	<---	MM	0.767	MM1	<---	MM	0.78	0.013
MM4	<---	MM	0.75	MM4	<---	MM	0.75	0
MM5	<---	MM	0.826	MM5	<---	MM	0.814	-0.012
MM6	<---	MM	0.622	MM6	<---	MM	0.631	0.009
TU2	<---	TU	0.547	TU2	<---	TU	0.607	0.06
TU6	<---	TU	0.648	TU6	<---	TU	0.681	0.033
TU7	<---	TU	0.816	TU7	<---	TU	0.834	0.018
TU8	<---	TU	0.641	TU8	<---	TU	0.7	0.059
INO2	<---	INO	0.635	INO2	<---	INO	0.832	0.197
INO3	<---	INO	0.632	INO3	<---	INO	0.872	0.24
INO4	<---	INO	0.494	INO4	<---	INO	0.835	0.341
CO3	<---	CO	0.727	CO3	<---	CO	0.88	0.153
CO4	<---	CO	0.541	CO4	<---	CO	0.788	0.247
CO5	<---	CO	0.72	CO5	<---	CO	0.782	0.062
THL1	<---	THL	0.855	THL1	<---	THL	0.892	0.037
THL2	<---	THL	0.838	THL2	<---	THL	0.872	0.034
THL3	<---	THL	0.836	THL3	<---	THL	0.859	0.023
SD1	<---	AUT	0.671	SD1	<---	AUT	0.744	0.073
SD2	<---	AUT	0.741	SD2	<---	AUT	0.709	-0.032
SD3	<---	REL	0.909	SD3	<---	REL	0.933	0.024
SD4	<---	REL	0.837	SD4	<---	REL	0.827	-0.01
SD6	<---	COMP	0.726	SD6	<---	COMP	0.825	0.099
SD7	<---	COMP	0.787	SD7	<---	COMP	0.784	-0.003
SD7	<---	CLF	-0.193					
SD6	<---	CLF	-0.392					
SD4	<---	CLF	0.117					
SD3	<---	CLF	0.088					
SD2	<---	CLF	-0.097					
SD1	<---	CLF	-0.306					
THL3	<---	CLF	-0.205					
THL2	<---	CLF	-0.241					
THL1	<---	CLF	-0.251					
CO5	<---	CLF	-0.356					
CO4	<---	CLF	-0.601					
CO3	<---	CLF	-0.493					
INO4	<---	CLF	-0.714					
INO3	<---	CLF	-0.59					
INO2	<---	CLF	-0.535					
TU8	<---	CLF	0.271					
TU7	<---	CLF	0.228					
TU6	<---	CLF	0.206					
TU2	<---	CLF	0.259					
MM6	<---	CLF	-0.103					
MM5	<---	CLF	0					
MM4	<---	CLF	-0.044					
MM1	<---	CLF	-0.12					

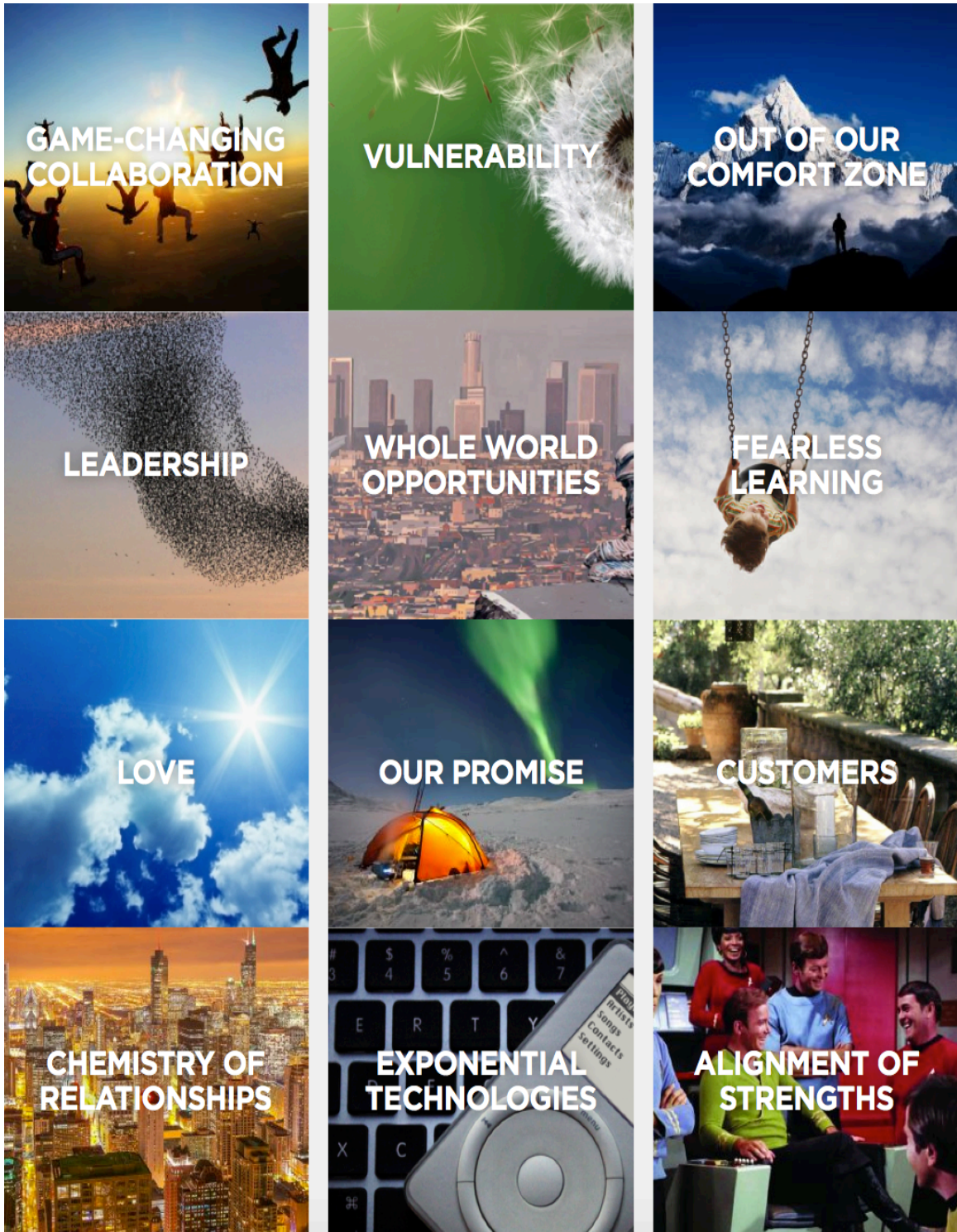
Appendix M. SEM of Hypothesized Model – Direct Effects Only – Study 2



Appendix N. SEM of Hypothesized Model – Study 2



Appendix O. Photos of The Studied Company – Guiding Principles - Study 3



Appendix P. Interview Protocol – Study 3

Interview Protocol

Step 1: Introduction

Introduction (Interviewer): *“Hello (name). My name is Hani Boulos. Thank you so much for taking the time to meet with me today. I appreciate the time and attention. Before getting started, there are a couple of things I would like to cover.”*

Purpose and Format for the Interview (Interviewer): *“As you may know, I am interested in understanding why some companies adopt purposing in their organizations and how they enact purpose in their activities. Please note that I am not interested in any confidential information. I am specifically interested in how your organization has grown in purposing during the last few years, considering its leadership styles, culture, and decision-making processes. This is the focus on what we are going to talk about today. I will ask you a series of open-ended questions on this topic to develop a case study, and I may also ask one or more follow-up questions as you respond. The interview will last approximately 60 minutes.”*

Confidentiality (Interviewer): *“Everything you share in this interview will be kept in strictest confidence, and your comments will be transcribed anonymously – omitting your name, anyone else you refer to in this interview, as well as the name of your organization. Your interview responses will be included with all the other interviews I conduct.”*

Audio Taping (Interviewer): *“To help me capture your responses accurately and without being overly distracting or distracted by taking notes, I would like to record our conversation with your permission. Again, your response will be kept confidential. If at any time, you are uncomfortable with this interview, please let me know and I will turn the recorder off.”*

“Any questions before we begin?”

Interview Questions

Step 2: Opening Icebreaker Question

1) Please tell me about yourself and how did you come to be where you are right now, doing what you do?

Step 3: Experiential Questions about culture, way of organizing & decision making:

[DISCOVERY]

2) Tell me about a memorable high moment showing the best in you and your organization... A time when you felt most proud, effective, aligned and alive leading your activities or the organization.

- 3) Tell me about a time when you have been recently involved in a successful decision that really added innovation, meaning and value to business & society.
- 4) Please tell me your favorite story about one of the organization's best decision?
- 5) If we now had a conversation with people that know your organization the very best, and asked them to share: what are the 3 best qualities they see in the organization – what would they say?

[Case Study Focus 1 – General]

- 6) How do you measure success in your organization?
- 7) How would you describe your way of organizing? What type of organization chart? What forms of job descriptions?
- 8) How successful is your organization in its market sector? Was it profitable during the last 5 years? What, in your opinion, has most contributed to this success?

[Case Study Focus 2 – Antecedents to Purposing]

- 9) What are the most important and enduring principles or values in the organization?
- 10) What is the closest examples or metaphors, through which, you see and describe your organization?

[Case Study Focus 2 – Purposing Process]

- 11) How has the purpose of your organization been developed... or evolved? Was it the same over the last 3, 5 and 10 years?
- 12) How do you understand and enable freedom and autonomy in your organization? Is it conflicting with accountability? Please share stories...
- 13) How are you developing the potential of human talents and competence? Are there ways to show recognition to those competences?
- 14) How do you describe the level of connectedness and relationship in your organization? Please share stories highlighting the quality of relationships and support within your organizations... competence development, recognition, autonomy support...
- 15) What practices are you engaging in to develop meaning and purpose? Are there specific times or practices for personal or collective reflection, getting together...?
- 16) How people get motivated in this company? What motivate them? How do you instill motivation in your people? Please share a story?
- 17) How tolerant to uncertain events is this organization? Please share a story...

[Case Study Focus 2 – Outcomes to Purposing]

- 18) How innovative is your organization? Please share recent innovations, if any.
- 19) How would you describe commitment level of employees in this organization? What makes you think so?
- 20) How do you engage in learning and education in your organization? What is the most impactful learning you have had during your experience in this organization? And which part of it did you enjoyed the most?

Step 4: Design inspired (what is and what can be):

[DREAM]

21) Put yourself 10 years in the future, it is 2027, visualize ‘company name’ as you really imagine it could be. What is happening that is new, better or different? Describe what is happening in 2027 that is new, changed, or better? What is the evidence you see for this?

[DESIGN]

22) If the management team of a new ‘organization’ that was just starting out wanted to learn from your experience – no constraints whatsoever - to design a NEW organization to have a positive impact on all its stakeholders (employees, customers or clients, community and society, etc.), what’s the best piece of advice that you could give them to make a real difference? What was it about the team? What was it about the organization? (Policies, procedures, resources, leadership, equipment, communications, training, etc.)

Probes:

- *What do you think is at the heart of the organization’s success?*
- *What would make this organization a great place to work or be a member of?*
- *What would give the organization a distinctive edge to all its stakeholders (employees, customers, suppliers, etc.) over similar organizations?*

Step 5: Closing

Interviewer: *“Thanks so much for that! “Well, I’ve had a wonderful time this afternoon. We’ve certainly covered a lot of ground and I have found it so helpful. On the off chance that I have missed anything, would it be possible to contact you again to meet if needed to fill in a gap or two? That would be fantastic. Thank you again for your help and time. I really appreciate it.”*

Is there anything that we didn’t cover that you would like to add before we leave?

“THANK YOU VERY MUCH FOR YOUR TIME”

Appendix Q. Photos of The Studied Company – Design Attitude - Study 3

DNA Room



Auditorium



Photos of Employees' Kids Displayed All Over the Company



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