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Fun and positive experiences in the workplace:

Effects on job burnout, need for recovery and job engagement

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**Διασκέδαση και θετικές εμπειρίες στον εργασιακό χώρο: Επιδράσεις στην
επαγγελματική εξουθένωση, την ανάγκη για ανάρρωση από την εργασία και την
εργασιακή δέσμευση**

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To my grandmother

Στη γιαγιά μου

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Abstract

The overall aim of this PhD thesis is to demonstrate how the phenomenon of fun is crucial to better understanding work life. More specifically, the thesis has explored the meaning employees give to the concept, its antecedents and proximate phenomena, and examined the relationship between workplace fun and the following workplace outcomes; burnout, job engagement and the need for recovery from work. The thesis aimed to answer the following research questions: (1) Can workplace fun be considered a job resource? (2) Which are the dimensions of workplace fun? (3) Do the dimensions of workplace fun have differential outcomes? (4) Which are the antecedents of workplace fun? (5) Which are the benefits of workplace fun? and (6) Which mechanisms explain the relationship between workplace fun and organizational outcomes? This thesis is divided into five separate studies.

The first study was a meta-synthesis of the literature where workplace fun was conceptualized as a job resource and integrated into the Job Demands and Resources Model. The meta-synthesis delineated possible implications of workplace fun for employees' wellbeing and performance and organisational work practices. Overall, the synthesis revealed that there was a significant gap in the literature with regard to qualitative research exploring the meaning of fun as a workplace phenomenon. Therefore, the second, third and fourth chapter of this thesis provides important data on the meaning that individuals ascribe to the meaning of workplace fun. The second study was a qualitative study with data collected from 34 employed people via semi-structured individual interviews with open-ended questions with the goal to understand fun in the workplace as a psychological phenomenon, to list activities that are considered fun, and to explore concepts related to fun.

The third study used a qualitative approach via a semi structured interview protocol using focus groups to explore fun in the hospital as a workplace. Two focus groups were conducted with medical residents who worked in public hospitals of north Greece in order to reveal how

someone can have fun while working in a hospital, to understand the attitudes towards having fun while working in a hospital and finally to get an insight to the obstacles related to it.

The fourth study used also a qualitative approach via a semi structured interview protocol using focus groups aiming at exploring positive relationships in the school as a workplace, revealing how teachers can have fun while working and understanding whether fun based relationships can enhance collaboration among teachers. The participants were teachers who worked in public primary schools of north Greece.

The results of the qualitative research in chapters three, four and five provided the basis for the survey research described in chapters six and seven. The fifth study was a cross-sectional study and 433 employed individuals participated by filling in a questionnaire. The aim of this study was two-fold; to explore and validate a more comprehensive taxonomy of workplace fun, and secondly to examine the role of workplace fun in relation to key organizational outcomes; burnout, engagement, need for recovery from work, turnover intentions and chronic social stressors. Also, the roles of benevolent leadership, freedom of speech and trust were examined. In terms of the first aim, nine fun related variables were identified; playful fun, fun events, fun special events, management support for fun, gossip, personal freedoms, organized fun, pure organic fun, and socializing fun. These nine workplace fun factors were categorized in three clusters of fun types; (1) fun climate consisting of the dimensions (a) management support for fun and (b) personal freedoms, (2) managed fun consisting of the dimensions (c) fun events and (d) special fun events, and (3) organic fun consisting of (e) organized fun, (f) socializing fun, (g) pure organic fun, (h) playful fun, and (i) gossip. Management support for fun emerged as the most important predictor of outcomes as it correlated with and predicted all the variables of this study in accordance to the hypotheses. All categories of workplace fun functioned as a job resource confirming its enhancing role, and its buffering effects were suggested by the results of this study confirming its protective role.

Using the JD-R model as the theoretical framework this thesis provides a new understanding of the concept of workplace fun by elucidating how increasing organic, organized and managed fun can have direct and indirect effects on engagement and other positive outcomes while buffering the negative effects of job demands on well-being. Also, the data has revealed how fun can be an important indicator and determinant of workplace relationships. Workplace fun has emerged as a characteristic of the organisational climate revealing the concepts of genuineness, good communication and management support for fun as its core antecedents.

The present thesis extended previous qualitative research of workplace fun by examining the perception of workplace fun in occupations that have not been previously studied; teachers and medical residents. Also a variety of employees' experiences on the topic were discussed shedding light on aspects of fun that have not been thoroughly studied before, like small talk and gossip. The participants constructed their meaning of workplace fun relationally and apart from reporting fun activities, they were constantly building their understanding of the phenomenon in underlying assumptions of the culture and the quality of relationships between the co-workers, highlighting that the content of a fun activity or behaviour is not as important as other peripheral but directly linked notions. This finding suggests that specific activities or types are enhanced by a fun culture in which management support for fun is a key component. Workplace fun emerges as an important job resource, one that needs to be accounted for by modern human resources management practices. Fun at work is ubiquitous.

Περίληψη

Ο γενικός στόχος της παρούσας διδακτορικής διατριβής είναι να δείξει τον τρόπο με τον οποίο το φαινόμενο της διασκέδασης είναι ζωτικής σημασίας για την καλύτερη κατανόηση της επαγγελματικής ζωής. Πιο συγκεκριμένα, η διατριβή έχει διερευνήσει το νόημα που δίνουν οι εργαζόμενοι στην έννοια, τα φαινόμενα που προηγούνται και θεωρούνται βάση για την εμφάνιση της διασκέδασης, τα κοντινά φαινόμενα που συνδέονται με τη διασκέδαση άμεσα και έμμεσα και εξέτασε τη σχέση μεταξύ της διασκέδασης στο χώρο εργασίας και των ακόλουθων αποτελεσμάτων: την επαγγελματική εξουθένωση, την εργασιακή δέσμευση και την ανάγκη για ανάρρωση από την εργασία. Η διατριβή αποσκοπούσε να απαντήσει στις ακόλουθες ερευνητικές ερωτήσεις: (1) Μπορεί η διασκέδαση στο χώρο εργασίας να θεωρηθεί πόρος εργασίας; (2) Ποιες είναι οι διαστάσεις της διασκέδασης στο χώρο εργασίας; (3) Οι διαστάσεις της διασκέδασης στο χώρο εργασίας έχουν διαφορετικά αποτελέσματα; (4) Ποια είναι τα φαινόμενα που προηγούνται και μπορούν να θεωρηθούν βάση για την εμφάνιση της διασκέδασης στο χώρο εργασίας; (5) Ποια είναι τα πλεονεκτήματα της διασκέδασης στο χώρο εργασίας; και (6) Ποιοι μηχανισμοί εξηγούν τη σχέση μεταξύ διασκέδασης στο χώρο εργασίας και οργανωτικών αποτελεσμάτων; Η παρούσα διατριβή χωρίζεται σε πέντε μελέτες.

Η πρώτη μελέτη ήταν μια μετα-σύνθεση της βιβλιογραφίας όπου η διασκέδαση στο χώρο εργασίας θεωρήθηκε πόρος εργασίας και ενσωματώθηκε στο Μοντέλο Απαιτήσεων και Πόρων Εργασίας. Η μετα-σύνθεση συνόψισε τις πιθανές συνέπειες της διασκέδασης στο χώρο εργασίας για την ευημερία και την απόδοση των εργαζομένων καθώς και για τις εργασιακές πρακτικές. Συνολικά, η σύνθεση αποκάλυψε ότι υπήρχε ένα σημαντικό κενό στη βιβλιογραφία όσον αφορά την ποιοτική έρευνα που διερευνά το νόημα της διασκέδασης ως φαινόμενο του χώρου εργασίας. Ως εκ τούτου, το δεύτερο, τρίτο και τέταρτο κεφάλαιο της παρούσας εργασίας παρέχει σημαντικά στοιχεία για το νόημα που αποδίδουν οι άνθρωποι στην έννοια της διασκέδασης στο χώρο εργασίας. Συγκεκριμένα, η δεύτερη μελέτη ήταν ποιοτική μελέτη με δεδομένα που συλλέχθηκαν από 34 εργαζόμενους μέσω ημι-δομημένων ατομικών

συνεντεύξεων με ανοιχτές ερωτήσεις προκειμένου να κατανοηθεί η διασκέδαση στο χώρο εργασίας ως ψυχολογικό φαινόμενο, να μελετηθούν οι δραστηριότητες που θεωρούνται διασκεδαστικές και να διερευνηθούν έννοιες που σχετίζονται με τη διασκέδαση.

Στην τρίτη μελέτη χρησιμοποιήθηκε ποιοτική προσέγγιση μέσω ενός ημι-δομημένου πρωτοκόλλου συνέντευξης χρησιμοποιώντας ομάδες εστίασης για να διερευνηθεί η διασκέδαση στο νοσοκομείο ως χώρο εργασίας. Δύο ομάδες εστίασης πραγματοποιήθηκαν με ειδικευμένους ιατρούς που εργάζονταν σε δημόσια νοσοκομεία της Βόρειας Ελλάδας με στόχο να αναδειχθεί το πώς μπορεί κάποιος να διασκεδάσει ενώ εργάζεται σε νοσοκομείο, να γίνει κατανοητή η στάση απέναντι στη διασκέδαση κατά την εργασία σε νοσοκομείο και τέλος να αποκτηθεί μια εικόνα για τα εμπόδια που συνδέονται με το φαινόμενο.

Η τέταρτη μελέτη χρησιμοποίησε επίσης μια ποιοτική προσέγγιση μέσω ενός ημι-δομημένου πρωτοκόλλου συνεντεύξεων, και δεδομένα συλλέχθηκαν μέσω ομάδων εστίασης με στόχο να διερευνηθούν οι θετικές σχέσεις στο σχολείο ως εργασιακό περιβάλλον, να αναδειχθεί το πώς οι εκπαιδευτικοί μπορούν να διασκεδάσουν ενώ εργάζονται και να γίνει κατανοητό εάν οι διασκεδαστικές σχέσεις μπορούν να ενισχύσουν τη συνεργασία μεταξύ των εκπαιδευτικών. Οι συμμετέχοντες ήταν εκπαιδευτικοί που εργάζονταν σε δημόσια δημοτικά σχολεία της Βόρειας Ελλάδας.

Τα αποτελέσματα της ποιοτικής έρευνας στα κεφάλαια 3, 4 και 5 έδωσαν τη βάση για την ποσοτική έρευνα που περιγράφεται στα κεφάλαια έξι και επτά. Η πέμπτη μελέτη ήταν μια συγχρονική μελέτη στην οποία συμμετείχαν 433 εργαζόμενοι συμπληρώνοντας ένα ερωτηματολόγιο. Ο σκοπός αυτής της μελέτης ήταν διπλός. Να διερευνήσει και να επικυρώσει μια πιο ολοκληρωμένη ταξινόμηση των τύπων διασκέδασης στο χώρο εργασίας και, δεύτερον, να εξετάσει το ρόλο της διασκέδασης στο χώρο εργασίας σε βασικά οργανωτικά αποτελέσματα: την επαγγελματική εξουθένωση, την εργασιακή δέσμευση, την ανάγκη για ανάρρωση από την εργασία, την πρόθεση παραίτησης και τους χρόνιους κοινωνικούς στρεσογόνους παράγοντες. Επίσης, ο ρόλος της καλοπροαίρετης ηγεσίας, της ελευθερίας

λόγου και της εμπιστοσύνης μελετήθηκαν. Σχετικά με τον πρώτο στόχο εντοπίστηκαν εννέα μεταβλητές: διασκεδαστικές εκδηλώσεις, διασκεδαστικές ειδικές εκδηλώσεις, υποστήριξη για διασκέδαση από τη διοίκηση, κουτσομπολιό, προσωπικές ελευθερίες, παιγνιώδης διασκέδαση, οργανωμένη διασκέδαση, καθαρή οργανική διασκέδαση και κοινωνική διασκέδαση. Αυτοί οι εννέα παράγοντες διασκέδασης στο χώρο εργασίας κατηγοριοποιήθηκαν σε τρεις κατηγορίες διασκέδασης. (1) διασκεδαστικό κλίμα αποτελούμενο από τις διαστάσεις (α) υποστήριξη για διασκέδαση από τη διοίκηση και (β) προσωπικές ελευθερίες, (2) διαχειριζόμενη διασκέδαση που αποτελείται από τις διαστάσεις (γ) διασκεδαστικά εκδηλώσεις και (δ) διασκεδαστικές ειδικές εκδηλώσεις και (3) οργανική διασκέδαση που αποτελείται από τις διαστάσεις ε) οργανωμένη διασκέδαση, στ) κοινωνική διασκέδαση, ζ) καθαρή οργανική διασκέδαση, η) παιγνιώδης διασκέδαση και θ) κουτσομπολιό. Η υποστήριξη για τη διασκέδαση από τη διοίκηση αναδείχθηκε ως ο σημαντικότερος προβλεπτικός παράγοντας των αποτελεσμάτων καθώς συσχετίστηκε και προέβλεψε όλες τις μεταβλητές αυτής της μελέτης επιβεβαιώνοντας τις υποθέσεις. Όλες οι κατηγορίες της διασκέδασης στο χώρο εργασίας λειτούργησαν ως πόρος εργασίας επιβεβαιώνοντας τον επαυξητικό θετικό ρόλο και την ρυθμιστική επίδραση της διασκέδασης στις οργανωτικές μεταβλητές.

Χρησιμοποιώντας το Μοντέλο Απαιτήσεων και Πόρων Εργασίας ως θεωρητικό πλαίσιο, αυτή η εργασία παρέχει ένα νέο τρόπο κατανόησης της έννοιας της διασκέδασης στο χώρο εργασίας διασαφηνίζοντας το πώς η αύξηση της οργανικής, οργανωμένης και διαχειριζόμενης διασκέδαση μπορεί να έχει άμεσες και έμμεσες συνέπειες στη δέσμευση και άλλα θετικά αποτελέσματα, ενώ ρυθμίζει τις επιδράσεις των απαιτήσεων εργασίας στην ευημερία. Επίσης, τα δεδομένα έχουν αποκαλύψει το πώς η διασκέδαση μπορεί να είναι ένας σημαντικός δείκτης και καθοριστικός παράγοντας των σχέσεων στο χώρο εργασίας. Η διασκέδαση στο χώρο εργασίας έχει αναδειχθεί ως χαρακτηριστικό του οργανωτικού κλίματος που αποκαλύπτει τις έννοιες της γνησιότητας, της καλής επικοινωνίας και της υποστήριξης για

τη διασκέδαση από τη διοίκηση ως προηγούμενα φαινόμενα που θεωρούνται βάση για την εμφάνιση της διασκέδασης.

Η παρούσα εργασία επέκτεινε την υπάρχουσα ποιοτική έρευνα της διασκέδασης στο χώρο εργασίας εξετάζοντας την αντίληψη της διασκέδασης στο χώρο εργασίας σε επαγγέλματα που δεν έχουν μελετηθεί προηγουμένως; τους δασκάλους και τους ειδικευόμενους ιατρούς. Επίσης, συζητήθηκε μια ποικιλία εμπειριών των εργαζομένων σχετικά με το θέμα, οι οποίες δίνουν φως σε πτυχές της διασκέδασης που δεν έχουν προηγουμένως μελετηθεί λεπτομερώς, όπως οι μικρές συζητήσεις και το κουτσομπολιό. Οι συμμετέχοντες δόμησαν την έννοια της διασκέδασης στο χώρο εργασίας συσχετιστικά και εκτός από τις διασκεδαστικές δραστηριότητες που ανέφεραν, δομούσαν συνεχώς την κατανόηση του φαινομένου στις βασικές αξίες και παραδοχές της οργανωσιακής κουλτούρας και στην ποιότητα των σχέσεων μεταξύ των συναδέλφων, υπογραμμίζοντας ότι το περιεχόμενο της διασκεδαστικής συμπεριφοράς ή δραστηριότητας δεν είναι τόσο σημαντικό όσο άλλες περιφερειακές αλλά άμεσα συνδεδεμένες έννοιες. Αυτό το εύρημα δείχνει ότι συγκεκριμένες δραστηριότητες ή τύποι διασκέδασης ενισχύονται από μια κουλτούρα διασκέδασης που έχει ως κύριο χαρακτηριστικό της την υποστήριξη για τη διασκέδαση από τη διοίκηση. Η διασκέδαση στο χώρο εργασίας εμφανίζεται ως ένας σημαντικός πόρος εργασίας, ο οποίος πρέπει να ληφθεί σοβαρά υπόψιν από τις σύγχρονες πρακτικές διαχείρισης ανθρώπινου δυναμικού. Η διασκέδαση στην εργασία συναντάται παντού και πάντα.

Contents

<u>1</u>	<u>GENERAL INTRODUCTION</u>	<u>1</u>
<u>2</u>	<u>EXPLORING FUN AS A JOB RESOURCE: THE ENHANCING AND PROTECTING ROLE OF A KEY MODERN WORKPLACE FACTOR</u>	<u>17</u>
<u>3</u>	<u>WORKPLACE FUN: A MATTER OF CONTEXT AND NOT CONTENT</u>	<u>44</u>
<u>4</u>	<u>HAVING FUN WHILE WORKING IN A HOSPITAL: NECESSITY AND BOUNDARIES FOR MEDICAL RESIDENTS</u>	<u>68</u>
<u>5</u>	<u>WORKPLACE FUN AS A FACTOR TO ENHANCE TEACHER COLLEGIALITY</u>	<u>87</u>
<u>6</u>	<u>MEASURING WORKPLACE FUN: A COMPLEX MULTIDIMENSIONAL PHENOMENON</u>	<u>102</u>
<u>7</u>	<u>POSITIVE EXPERIENCES AND FUN IN THE WORKPLACE: ANTECEDENTS AND EFFECTS ON NEED FOR RECOVERY FROM WORK, TURNOVER INTENTIONS AND CHRONIC SOCIAL STRESSORS – THE ROLE OF BURNOUT, JOB ENGAGEMENT AND TRUST.....</u>	<u>127</u>
<u>8</u>	<u>GENERAL DISCUSSION.....</u>	<u>190</u>
<u>9</u>	<u>REFERENCES</u>	<u>211</u>
<u>10</u>	<u>APPENDIX.....</u>	<u>254</u>

1 General Introduction

Workplace Fun

Fun is everywhere (Bryant & Forsyth, 2005). People consciously seek to indulge in it, in a heliotropic way, as Cameron (2008) described the natural human inclinations toward the positive. The presence of fun, even during difficult times, indicates its catalytic ability to foster shared human experiences. Working individuals spend roughly one third of their time in the workplace, and interpersonal interaction is almost inevitable. However, workplace fun has rarely been seen as a desirable workplace behaviour, as historically, organisations have tended to perceive fun activities as behaviours that are unproductive and in fact even intrusive.

The 21st Century has witnessed a growing interest in positive psychology and a growing interest in the factors that enhance work productivity and increase job engagement. Congruently, there is a call for organizational researchers to identify the job resources that drive and maintain the optimal functioning of individuals in the workplace. This PhD thesis will demonstrate how the phenomenon of fun is crucial to our better understanding of work life. More specifically, questions like what does fun mean to people today, what does fun at work mean, what are the differences between intrinsic and extrinsically motivated fun, to what extent does having fun at work has beneficial effects on organizational outcomes that can be assessed, measured and replicated will be answered. In terms of context, it is important to note that the following PhD thesis studies the experiences of Greek employees. In 2017, Greece entered its ninth year of recession and has been operating within severely constricted fiscal limits. The macroeconomic outlook is depressing with the Gross Domestic Product decreased from 231,915,000 Euros in 2008 to 175,718,000 Euros in 2016 and unemployment rate increased from 7.8% in 2008 to 23.5% in 2016 (Hellenic Statistical Authority, 2017a,b). Moreover, the available evidence points to a substantial deterioration in mental health status.

For example, findings from population surveys suggest a 2.5 times increased prevalence of major depression, from 3.3% in 2008 to 8.2% in 2011, with economic hardship being a major risk factor (Economou et al., 2013; Papaioannou, & Bergiannaki, 2016). Thus, one might expect that fun in the workplace is more of a luxury than a necessity. There is no doubt that the morale of employees has greatly decreased, but as is evident in this thesis, workplace fun is still very important, especially in its organic forms. Collectively, Greek organizations and individual leaders have recognized the need for increased vigour among employees, and have sought to promote workplace fun despite the economic crisis and recession. Indeed, the argument could be made that fun at work has become more important during these difficult times in Greece.

A modern Psychological Concept

Workplace fun is a relatively new topic in the study of organizations and work life. The beginning of the interest in workplace fun can be dated back to Deal and Kennedy (1982) and Peters and Waterman (1982) who encouraged managers to develop corporate cultures that promoted play, humour, and fun. Since then, the philosophy of fun at work has been embraced and widely promoted in the popular and business press as a key for vigorous and productive work environments (e.g. Lundin, Paul, & Christensen, 2000). The business literature thrives on papers about workplace fun, with numerous reflective and intuitive papers on the topic and even more guides on how to promote it. During the last 20 years, workplace fun has started being considered an indicator of a good workplace. The reports from organizations who famously incorporated workplace fun in their human resources management agendas, like Google or Southwest Airlines, appear in almost every business literature paper or commentary about workplace fun (Abner, 1997; Mackay, 2010; Rasmusson, 1999). Many articles and news reports talk about workplace fun as part of the management agenda, and many times articles portray a president, owner or manager with positive attitudes towards workplace fun (Elizur,

2017; Mackay, 2010; Rasmusson, 1999; Parks & Recreation, 2008). These publications promote fun as a solution to important organisational outcomes, like performance, or as part of wellness strategies aiming at better physical and mental health (e.g. Clark, 2009; Olinger, 2016; Porter, 2013; Ryan, 2016). Not surprisingly, there has been an increasing number of ‘pop psychology’ and ‘pop business’ publications advising organisations about how to introduce fun initiatives. To comment this interest, Bolton and Houlihan (2009) noted that “*fun is autonomous, collective, naturalistic and socially produced, but a “fun” culture can be promoted, motivating and energizing workplaces that value humor, joy, and fun, so it is of little wonder that organisations now seek to harness play in ways that can be managed*”. Unfortunately, broad conceptualizations of fun have led to a wide variety of definitions.

What is workplace fun?

Researchers have proposed several definitions of fun in the context of work. According to Ford, McLaughlin, and Newstrom (2003a) a fun work environment is one that “intentionally encourages, initiates, and supports a variety of enjoyable and pleasurable activities that positively impact the attitude and productivity of individuals and groups” (p. 22). McDowell (2005, p. 9) defines fun at work as "engaging in activities not specifically related to the job that are enjoyable, amusing or playful", and a fun climate as an organizational climate that supports fun at work. According to McDowell’s conceptualization, a fun climate includes activities like management support for fun, socializing with co-workers, celebrating at work, and having personal freedoms at work. Peluchette and Karl (2005) talk about the experience of fun and define it as the extent to which a person perceives the existence of fun in their workplace (p. 269). According to Fineman (2006, p. 279), fun-at-work activities are “*literally the positive face of positivity, where the contagion of expressed joy and laughter is harnessed to increase employees’ subjective feelings of well-being at work*”. Fluegge defines fun as "any social, interpersonal, or task activities at work of a playful or humorous nature which provide

an individual with amusement, enjoyment, or pleasure” (2008, p. 5). Lamm and Meeks (2009, p. 614) define workplace fun as activities that are playful, social, interpersonal, recreational, or task activities intended to provide amusement, enjoyment, or pleasure. For Strömberg and Karlsson (2009) workplace fun consists of humour rituals like joke telling, physical joking practices (pokes, tickles, jostles, grapples, dances, tactics of scaring people), clowning, nicknaming and using satire to create a fun workplace. Strömberg and Karlsson (2009) refer to these behaviours as organic fun comparing it to organized fun or managed fun, which refers to activities like celebrating personal events and professional milestones, social events, games, competitions and community involvement (Chan, 2010; Ford et al., 2003a; Ford, Newstrom, & McLaughlin, 2004; Karl, Peluchette, & Hall, 2008; Karl, Peluchette, Hall-Indiana, & Harland, 2005). Plester, Cooper-Thomas, and Winquist (2015) have identified task related fun, which is fun that employees experience while performing their work tasks.

The above definitions present both generic and specific activities and behaviours that are evaluated as fun. At the same time the activities and behaviours are diverse, ranging from just using nicknames to getting involved in community events, and they are happening at all three levels; the individual, the group and the organizational. These heterogeneous definitions make it difficult to determine what fun is, but they do depict the many different uses of fun in the literature which are a result of the many activities and behaviours that can be considered fun. The definitions are limited to presenting a few activities and behaviours, which reflect the problems inherent in trying to find a comprehensive definition, as what is fun is both subjective and context related (Owler, Morrison, & Plester, 2010). In the literature, three main clusters of fun activities and behaviours have already been identified helping researchers to better understand and operationalize the concept of fun; managed fun (fun activities initiated or supported by the organization), organic fun (activities that the employees engage to by themselves), and task related fun, but, little has been done so far to clearly distinguish among them (Plester et al. 2015). Adding to the above, we know little regarding the interconnections

among the three categories of fun activities and behaviours; for example how is managed fun related to organic fun, or is there a difference between fun activities organized by the employees themselves and fun activities organized by the management, resulting in a fourth category, that we can call organized fun? According to Plester et al. (2015) all three forms of fun (organic, managed and task) may take place simultaneously but also compete with each other in terms of time invested, preference and appropriateness. It is clear that we need to develop a typology of fun to understand it better. Furthermore, an important observation by Pryor, Pryor Singleton, Taneja, and Humphreys (2010) with the Workplace Fun Continuum model, is that fun is a continuum from "no fun to fun" compared to an all or nothing evaluation of a situation. This observation adds one more dimension in the difficulty of categorizing an activity or behaviour as fun. Finally, the experience of fun may be influenced by individual differences. For example, Karl, Peluchette, and Harland (2007) found that people's attitudes and their personality traits predict the level of fun experienced in the workplace.

When trying to understand fun, it is important to acknowledge the importance of two closely related concepts, play and humour, which are often used interchangeably with the concept of fun to describe situations. Fun is an important when play is discussed, as fun seems to be the most common evaluation for playing (Huizinga, 1955; Tökkäri, 2015; Vanderschuren, 2010). Play is a phenomenon that is continuously important from childhood to adulthood and that is of interest to a wide array of psychologists (including social, developmental, cognitive, and clinical psychologists). Play is an important aspect of work life (Abramis, 1990; Mainemelis & Altman, 2010), especially considering that the boundaries between work and play are quite often not very clear (Yee, 2006). There is a trend to incorporate playing and having fun in the business world not as a disruption but rather as a positive addition to organizational functioning (BrightHR, 2016; Costea, Crump, & Holm, 2005). Activities that are conceptualized as play are also often considered fun and can have a positive impact on psychological health. For example, Proyer (2013) found that the fun factor of playfulness is

correlated with positive psychological status, life satisfaction and an active way of life, while others found that play in adulthood is likely to foster thriving by helping individuals develop and sustain healthy relationships, by providing mental and physical stimulation and by providing a means of reducing the impact of life stressors (Diener & Chan, 2011; Guitard, Ferland, & Dutil, 2005).

Furthermore, workplace fun is better understood in relation to humour. Humour is often a critical component in fun events in the workplace, and is defined as "amusing communications that produce positive emotions and cognitions in the individual, group, or organization" (Romero & Cruthirds, 2006, p. 59). Humour can function as an important or even main component of fun, but it is not the only characteristic; humour leads to fun, but humour is not necessary to have fun. The use of humour in the workplace has been studied extensively and has been found to correlate with the quality of functioning under stress (Bizi, Keinan, & Beit-Hallahmi, 1988) and to help in the regulation of emotions (Samson & Gross, 2012). Employees view the use of humour as a way to deal with boredom and routine in the workplace, especially in low skilled jobs, time passes faster by developing peer relationships (Korczynski, 2011). Interestingly, we don't ask employees whether they are enjoying humour or playing, we tend to ask them whether they are having fun.

The effects of humour on personal outcomes has been explained in terms of more effective biological responses as well as due to enhanced quality of social support networks (Martin, 2007). As people with a sense of humour are more enjoyable to be around, a sense of humour may help buffer the effects of stress by attracting needed social support (Factor, 1997; Nezu et al., 1988). Positive workplace interactions such as friendships and social support fulfil basic human needs and promote well-being (Dimotakis, Scott, & Koopman, 2011; Ryan & Deci, 2000a).

These positive interactions with colleagues and friends at work have been conceptualized as a social resource (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2012)

and based on this suggestion workplace fun will be conceptualized as a job resource in this PhD thesis. Heaphy and Dutton (2008) emphasized that positive interactions generate physiological resources that may provide the physical energy required for engagement. Social support has been found to play a substantial direct as well as moderating and mediating role in mitigating the stressor-strain relationship (Viswesvaranetal, 1999). Studies have shown humour may reduce burnout by helping employees deal with difficult situations, release tension, regain perspective on their jobs, and facilitate an optimistic reinterpretation of events (Abel, 2002; Mesmer, 2000; Talbot & Lumden, 2000). Thus, supportive resources are motivational, help in achieving organizational goals (Bakker & Demerouti, 2007) and fulfil an individuals' need to belong (Baumeister & Leary, 1995).

To sum up the above, we conceptualize fun in the workplace as a job resource and define it as the result of organic, organized or managed activities that cause enjoyment; these activities might be interactions that contain humour or playing with co-workers. Humour, in the form of jokes, spontaneous conversational humour and accidental or unintentional humour (Martin, 2007), and play, thus, are events that might trigger a fun evaluation of certain situations and label an event or an interaction as fun.

The positive impact of workplace fun.

In the popular business literature, workplace fun is attributed to many positive outcomes the most important and common one being the enhancement of horizontal and vertical relationships in the organizations. For example, in the business literature it has been argued that workplace fun has the potential to flatten out the organization and create better relationships thus increasing camaraderie (Parks & Recreation, 2008). Abner (1997) has noted that when "people engage in foolish banter, they are exchanging 'more than a laugh' suggesting that good workplace relationships may have deeper positive outcomes than the

laughter generated. Also, workplace fun is widely accepted as a key motivator for employees, whether it is task related fun or fun among colleagues. For example Urquhart (2005) says that *'there are three ways to motivate people to work harder, faster and smarter: threaten them, pay them lots of money or make their work fun'*. Mackay (2010) considers fun as a factor of stimulating environments, where people enjoy working. By rewarding employees with workplace fun the concept of connectedness with the organization arises, suggesting that employees will feel more engaged to the organization and its prosperity. Many business writers have connected the collective concept of workplace fun with individual characteristics like humour perception and have applied this to employee selection. For example, Mackay (2010) suggests workplace fun starts during the employee selection process where one looks for people with a good sense of humour. Mackay (2010) has also tackled the topic of customer relationships, implying that fun creates an atmosphere of hospitality, which customers are attracted to. Rasmusson (1999) suggests that the use of humour can help a sales person advance their career, because it helps create better relationships. Some advocates of workplace fun focus on its impact on performance and report that a fun workplace is productive and that it can also increase profits (e.g. Urquhart, 2005).

Fun in the workplace has also been promoted in the business literature as a stress relief practice. As stress increases, the need for relief increases accordingly. Many business thinkers (Abner, 1997; Rasmusson, 1999; Urquhart, 2005) have suggested that a humorous view of things can help deal with stressful situations that are created in performance oriented organizations. Rasmusson (1999) reported the behaviour of a company's president who found that a humorous incident could offer his employees a quick stress relief from tense situations or when stress levels increase and was applying this assumption by engaging in humorous acts, like walking on his hands during a tense meeting.

Despite the popular business writers' interest in workplace fun relatively little research on the subject exists, leaving many relationships between fun at work and outcomes at

work unexplored (McManus & Furnham, 2010). During the last fifteen years, workplace fun has begun to be considered an important part of organizational life and scholars have taken an interest in its study and its integration in the organizational processes and have done so by using both quantitative and qualitative approaches. These studies can be categorized in three clusters, first those who studied the positive effects on the outcomes by examining employee attitudes toward fun, experienced fun and fun activities (e.g. Cook, 2008; Fluegge, 2014; Ford, McLaughlin, & Newstrom, 2003a; Karl, et al., 2005; Karl & Peluchette, 2006a,b; Peluchette & Karl, 2005; Tews, Michel, & Allen, 2014), second those who have tried to understand workplace fun's components and activities associated to it based on three types; organic fun, managed fun and task related fun (e.g. Chan, 2010; Lamm & Meeks, 2009; Owler et al., 2010; Plester et al., 2015; Strömberg & Karlsson, 2009) and third those who have examined workplace fun revealing its dark side by exploring the phenomenon's complexities (e.g. Baptiste, 2009; Fleming, 2005; Fleming & Sturdy, 2009; Grugulis, Dundon, & Wilkinson, 2000; Plester, 2009; Redman & Mathews, 2002).

The Seriousness of Work and Getting the Job Done

The effects of positivity in the workplace are still not very clear, especially regarding performance or more broadly profit, and consequently positivity is not the first item on the agenda of organizations. As Urquhart (2005) has suggested there can be a thing as too much seriousness and that an organisation or department can suffer from it. The traditional work assumption that any form of play interferes with, and detracts from, productivity (Newstrom, 2002) seems outdated now, especially when one considers the expectations that Generation Y people bring to the workplace (e.g. Lamm & Meeks, 2009; Raines, Zemke, & Filipczak, 1999; Samuelson, 2001). Mackay (2010) finishes his short piece on workplace fun by stating that "*We will always take our work seriously and our customers' needs seriously*" reflecting and defending against the main criticism against workplace fun, which is that it does not have a

role in the workplace. According to Ryan and Deci (2000b) fun and challenge are of greater significance to an intrinsically motivated person than external pressures and rewards. Generally, business owners and leaders are in favour of the "*all work and no play really does make for a dull organisation*" saying and have incorporated fun in the work experience (Parks & Recreation, 2008). Dale (2010) suggests ways that companies can use to promote a positive climate without decreasing productivity; some of the tips involve creating a fun environment by incorporating in the workplace managed fun activities. But, if fun is not a part of the espoused values, it will most probably fail to bring in the desirable outcomes, as management support for fun appears to be the most crucial factor if the goal is to shift to a fun promoting culture or even proceed with fun initiatives, as studies so far suggest that it is an important component of perceived fun (e.g. Tews, Michel, & Stafford, 2013; Tews et al., 2014). Conversely, research has investigated the negative consequences of boredom (Loukidou, Loan- Clarke, & Daniels, 2009) like seeking distractions (van der Heijden, Schepers, & Nijssen, 2012), absenteeism (Kass, Vodanovich, & Callender, 2001), and even sabotage (Ambrose, Seabright, & Schminke, 2002). The above contribute to the validity of the positive impact of a fun workplace, but the data are still scarce.

Statement of the Problem and Aim of the Thesis

The workplace fun literature is in need of a robust and well accepted theoretical model that can be used to explain relationships and establish workplace fun in the organizational psychology science landscape. Inconsistencies throughout the existing fun literature potentially suffer from definitions that are not operational and not well understood, especially in the context of work, as background model on the topic are limited. The first objective of this PhD will be to integrate the concept of fun within the established organizational psychology literature. Building on the fact that fun has been conceptualized as a job resource (Fluegge, 2008; Georganta, 2012; Tews et al., 2013), the first objective is to integrate workplace fun in

the Job Demands-Resources Model (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). The Job Demands-Resources Model (JD-R model) is a well-known model in the occupational health literature describing how job strain is the result of a disturbance in the equilibrium between the demands employees are exposed to and the resources they have at their disposal. The model is greatly concerned with the factors that increase employee well-being. The JD-R model is built on the assumption that *‘whereas every occupation may have its own specific risk factors associated with job stress, these factors can be classified in two general categories; job demands and job resources.* According to the JD-R model there are two different underlying psychological processes that play a role in the development of job strain and motivation. The first is the health impairment process, that describes how poorly designed jobs or chronic job demands exhaust employees’ mental and physical resources and may lead to the depletion of energy (i.e. a state of exhaustion) and to health problems and the second is the motivational process, that describes how job resources have motivational potential and lead to high work engagement, low cynicism, and excellent performance (e.g. Demerouti et al., 2000; Demetouri, Bakker, Nachreiner, & Schaufeli, 2001). The JD-R model is a flexible and rigorous model of employee well-being that has been found to provide the best approach to understanding the relationships among work characteristics, health, and well-being (Van Veldhoven, Taris, De Jonge, & Broersen, 2005). In terms of integrating fun within the broad landscape of the occupational health psychology literature, the JD-R model is the appropriate place to start.

Research Question 1. Can workplace fun be considered a job resource?

To date, only a few studies have examined all types of fun and their distinct impact on outcomes, despite the literature so far suggesting that different dimensions of fun may not be of equal importance and may have a variety of results. In the present thesis I extend previous research by examining whether the types of workplace fun suggested by the international literature can be identified and confirmed. Plester et al. (2015) provide a detailed framework for types of workplace fun (organic, managed, and task fun) and their interactions. In this study

multiple facets of fun at work are examined, including fun activities and behaviors, fun social interactions, and manager support for fun. While these facets of fun have been previously studied, it is not entirely clear whether they have equivalent effects on the workplace or whether different types of fun have different effects. Understanding the different effects of these varied aspects of fun also becomes necessary for practical applications, as companies still try to create fun work environments through an infusion of presumed-to-be fun events such as ‘potluck lunches’ and team building activities, believing that they will result in happier and more engaged employees (Bolton & Houlihan, 2009). While laudable, these organizations invest time, money, and energy with no evidence based arguments to support these. Also, the samples used so far to study the issue are limited, so employing new diverse samples will benefit the advancement of the literature in the conceptual level.

Research Question 2. Which are the dimensions of workplace fun?

Research Question 3. Do the dimensions of workplace fun have differential outcomes?

Previous research has examined the impact of fun on a limited set of workplace outcomes such as job satisfaction, job engagement, turnover intentions and customer service perceptions. To date, there are relatively few studies explaining the process through which workplace fun can contribute to these outcomes. Furthermore, the buffering effect of workplace fun on negative psychological states has not been extensively studied. Identifying these moderation and mediation effects are crucial integrations in research as they contribute to building and refining theory by acknowledging the complexity of behaviour and revealing underlying mechanisms and procedures. Moderating variables can be used for manipulation checks in order to explore whether an observed relation is manifested differentially across subgroups and mediating variables can improve causal inference in cross sectional studies. If moderator or mediator effects are found, then decisions about practical implementations may depend on this information (McKinnon, 2011). This thesis will contribute to the scientific advancement of the workplace fun literature by exploring the antecedents of workplace fun, the

impact of fun in organizational life and its effects on negative psychological states and organizational variables. Finally, the quantitative part of the present thesis extends previous research by examining the explaining mechanisms that connect fun with outcomes.

Research Question 4. Which are the antecedents of workplace fun?

Research Question 5. Which are the benefits of workplace fun?

Research Question 6. Which mechanisms explain the relationship between workplace fun and organizational outcomes?

Research Design

The series of studies included in this PhD thesis are informed by work, organisational and positive psychology theories. The data have been gathered using multiple methodologies including meta-synthesis review, individual interviews, focus group interviews and survey methods. The thesis uses both exploratory and confirmatory approaches. Due to the limited knowledge of fun's antecedents and consequences provided so far by the literature, exploratory research was used in order to better understand the already identified relations between fun and other variables, to reveal potential relations between variables that have not been studied in the context of workplace fun so far and to generate a posteriori hypotheses. The advantage of exploratory research, that makes it easier to make new discoveries due to the less stringent methodological restrictions was fully utilised in this PhD thesis. Confirmatory research that tested a priori hypotheses for outcome predictions were used in the last part of this PhD thesis. The individuals participating in the research of this thesis were employed as professionals, technicians, associate professionals, clerical support and services and sales workers and were heterogeneous in terms of a wide range of demographic indicators. The samples were convenience samples that participated voluntarily, with no rewards. This thesis is divided into five studies.

The first study is a meta-synthesis of the literature where workplace fun is examined as a job resource. Job resources are aspects of the job that help employees achieve work goals by either direct positive effects on positive outcomes or buffering the effects of job demands (Demerouti et al., 2001). It is suggested that workplace fun can be considered a job resource as it functions in both these ways; it can enhance positive outcomes and/or protect against demands. Thus the first objective of this study is to collate the existing knowledge on fun and conceptualize it as a job resource. This conceptualization will help to demonstrate the possible implications of workplace fun for employees' wellbeing and organizational outcomes like performance. The second objective is to highlight the antecedents for the manifestation of positive workplace fun by building on the findings of the literature.

With the second study the aim was to explore the concept of fun, its antecedents and outcomes. Specific objectives were to understand fun in the workplace as a psychological phenomenon, to list activities that are considered fun, and to explore concepts related to fun. The participants were 34 people, who at the time of the study were employed, aiming for as much a diverse sample as possible. Semi-structured individual interviews with open-ended questions were conducted. Themes that were pervasive across the discourses of the employees interviewed are discussed.

The third study used a qualitative approach through focus groups to explore fun in the hospital as a workplace, to reveal how someone can have fun while working in a hospital, to understand the attitudes towards having fun while working in a hospital and finally to get an insight to the obstacles related to it. The study was conducted using a semi structured interview protocol and the participants were medical residents who worked in public hospitals of north Greece.

The fourth study used also a qualitative approach through focus groups to explore positive relationships in the school as a workplace, to reveal how teachers can have fun while working and understand whether fun based relationships can enhance collaboration among

teachers. The participants were teachers who worked in public primary schools of north Greece. The data were gathered using a semi structured interview protocol and were analysed using a phenomenological approach.

The fifth study was a cross-sectional study whose goal was to add to the existing literature in several ways. The primary purpose was to examine the role of workplace fun with regard to job burnout, need for recovery from work, turnover intentions and chronic social stressors. If workplace fun is indeed a mechanism that can have a positive impact on these outcomes and stop their development, it was assumed that this would be explained by vigour, dedication and absorption (job engagement). Also, workplace fun was explored under conditions of high, medium and low trust, as well as its assumed antecedents, freedom of expression and the perception of benevolent leadership. The interactive effects of trust, and the generating effects of freedom of expression and of the perception of benevolent leadership on workplace fun should be similar to their expected effects on positive affect. As noted already, there are differing types of workplace fun. Therefore, in this study fun was assessed more broadly and comprehensively. Thus, the role of different types of fun in the above variables and relationships was evaluated. Three clusters of fun types as revealed after a comprehensive factor analysis were studied; (1) fun climate consisting of the dimensions (a) management support for fun and (b) personal freedoms, (2) managed fun consisting of the dimensions (c) fun events and (d) special fun events, and (3) organic fun consisting of (e) organized fun, (f) socializing fun, (g) pure organic fun, (h) playful fun, and (i) gossip. For this study a quantitative approach was used utilising a survey with descriptive cross-sectional design. Four hundred and thirty three employed individuals reflecting a variety of occupations participated in this study by filling in a questionnaire.

The first study (meta-synthesis) is a necessary step in order to demonstrate and critically reflect on what is already known on the topic; fun at work. The goal is to identify the most important issues and their relevance to this thesis, and allow one to map the concept and

identify the gaps. Additionally, this study will be establishing the theoretical framework and methodological focus for the thesis and justify the rationale for the subsequent studies.

Following on from the meta-synthesis, which will establish the state-of-the-art and identify the overarching hypotheses to be addressed, the thesis will explore the concept in detail using qualitative techniques. Three studies will be conducted which will be interview based and reflect a deductive approach. The first one will explore workplace fun in a variety of professions and collect a wide range of data with the main goal to understand whether the literature so far can be applied in the Greek context as well as enrich the understanding of the concept. The objective is to discern similarities and differences in diverse samples that can reveal universal characteristics of workplace fun. The second and third interview based studies will examine more specific workplace environments; the school and the hospital. These environments are characterized by high stress and emotional exhaustion levels, and at the same time they require teamwork for the fulfilment of the tasks. The main objectives for these two studies will be to understand whether workplace fun activities and behaviours can have a significant impact and increase the wellbeing of the employees in these unique workplaces.

The second part of this thesis consists of a quantitative study and will be informed by the qualitative parts in three ways; first the adopted framework will reflect the one identified via the meta-synthesis of the literature, second the variables measured will be either informed by the meta-synthesis or by the results of the interviews and third the tool that will be used to measure workplace fun will reflect results and data from the interviews. The quantitative part will examine the antecedents of workplace fun, its outcomes, and the mechanisms that explain the aforementioned relationships. In the final part of this thesis four appropriate ways to implement workplace fun initiatives are reviewed and critically examined based on the findings of all studies.

2 Exploring fun as a job resource: The enhancing and protecting role of a key modern workplace factor¹

During the last decades, the corporate and consulting world has shown considerable interest in the phenomenon of fun in the workplace and a great amount of reflective pieces on how we can inject fun into the workplace have been published in the business and management literature (e.g. Rasmusson, 1999; Riordan, 2013; Urquhart, 2005). The majority of these articles on fun, while not evidence-based, highlight the importance that people give to fun, the fact that they consciously seek to indulge and gravitate towards it, as noted by Cameron (2008). Lately, studies regarding workplace fun have been published in the academic literature developing the knowledge on the issue, revealing its problematic sides and setting the ground for new research and applications. For example the work of Karl and colleagues has laid the foundations for the empirical study of fun in the workplace (e.g. Karl, Peluchette, & Hall, 2008; Karl, Peluchette, Hall-Indiana, & Harland, 2005) by both exploring attitudes of employees towards it and its effects on organizational variables. Tews and colleagues, Fluegge, McDowell and others (Bolton & Houlihan, 2009; Fluegge-Woolf, 2014; McDowell, 2005; Tews, Michel, & Allen, 2014; Tews, Michel, & Stafford, 2013) have provided more evidence on the impact of fun on wellbeing and key organizational issues, while others like Fleming and colleagues and Plester and colleagues have developed the concept even more by exploring its dark side (Fleming, 2005; Fleming & Sturdy, 2009; Plester, 2009; Plester, Cooper-Thomas, & Winqvist, 2015).

In this chapter workplace fun is presented as a job resource. Job resources are aspects of the job that help employees achieve work goals by either direct positive effects on positive outcomes or by buffering the effects of job demands (Demerouti, Bakker, Nachreiner, &

¹ Georganta, K., & Montgomery, A. (2016). Exploring fun as a job resource: The enhancing and protecting role of a key modern workplace factor. *International Journal of Applied Positive Psychology*, doi:10.1007/s41042-016-0002-7

Schaufeli, 2001). We suggest that workplace fun can be considered a job resource as it functions in both these ways; it can enhance positive outcomes and/or protect against demands. To achieve the aforementioned, I have divided this chapter into two substantive sections that address; (1) fun as a job resource, and (2) the limits of fun. In the first part of the chapter I explore the enhancing and promotion functions by analysing the literature on workplace fun so far. In the second part of this chapter I present the negative side of fun and review the literature on aspects of fun that might be problematic when attempting to promote it in the workplace. Finally. Based on these two sections, I present a theoretical model and four propositions that need to be examined in future research to more adequately understand the mechanisms of fun in relation to individual and organizational functioning

The first objective of this paper is to collate the existing knowledge on fun and conceptualize it as a job resource. This conceptualization will help to demonstrate the possible implications of workplace fun for employees' wellbeing and organizational outcomes like performance. The second objective is to highlight the antecedents for the manifestation of positive workplace fun by building on the findings of the literature.

Fun as a Job Resource

Although diverse, the definitions of workplace fun have in common a crucial factor, which is the relation of fun activities with positive feelings. It has been proposed that fun could be considered a job resource (Fluegge, 2008; Georganta, 2012; Tews et al., 2013) and it has been positively related to job engagement, which Maslach and Leiter (1997) define as a positive state characterized by energy, involvement and efficacy and has been considered the direct opposites of burnout and an indicator of wellbeing (Bolton & Houlihan, 2009; Fluegge, 2008, 2014; Simms, 2007). Congruently, the Job Demands-Resources Model (Demerouti et al., 2001) is a model that has been widely used to describe the factors that affect wellbeing in the

workplace. Specifically, the interactions between job demands and job resources play an important role; according to this model, due to the imbalance between the demands that an employee must face and the resources provided by the organization, people experience stress and other health problems.

The job demands concept refers to the psychological, social or organizational aspects of work, as well as physical activities taking place in the workplace, which require prolonged physical and / or psychological effort or skills to achieve the work objectives and not reduce performance (Schaufeli & Bakker, 2004, p. 296). Employees can replenish the extra effort that is needed in order to fulfil their tasks, with a break, by alternating tasks, or by performing less demanding activities. However, when this reset is insufficient or ineffective, it creates a long-term situation that gradually exhausts the employees physically and / or psychologically.

On the contrary, the resources offered by the organization can protect the employees from stress and promote positive effects, such as increased efficiency and motivation. The job resources are described as the physical, psychological, social, or organizational aspects of the job that are either functional in achieving work goals, reduce job demands or stimulate personal growth, learning, and development (Schaufeli & Bakker, 2004, p. 296). Job resources create incentives for the employees and have a positive impact on desired effects such as employee wellbeing and engagement and mitigate the negative impact of job demands. Through job engagement (a condition characterized by vigour and active participation) the employees have a sense of connection with the activities in their organization and see themselves as capable to face any demand. Organizations that offer many resources promote the willingness of employees to devote effort and use their abilities to perform their duties. Thus job resources are used to buffer against the problems the employees face (Bakker, Demerouti, & Euwema, 2005; de Jonge, Le Blanc, Peeters, & Noordam, 2008; Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2006) and reduce the physiological and psychological costs that are associated with work. However there isn't one recipe for everyone, but it is important

to correspond and apply appropriate interventions depending on the type of business, work tasks and other needs.

In the context of the Job Demands-Resources Model fun can function as a job resource. This happens because of its dual role in the workplace; fun can be protective and enhancing. A fun work environment has the potential to harness behaviours that are already occurring, and act as a preventive or protective mechanism against the inevitable stress associated with increasingly demanding workplaces. At the same time, by offering a fun workplace an organization may be able to enhance or create positive attitudes, feelings and behaviours towards it, for example in the form of job engagement. These ideas seem to be widespread; for example, Ford, McLaughlin, and Newstrom (2003a), in a survey of human resources managers across USA, asked the participants to rate several fun activities and behaviors in terms of their frequency and rate the effect of fun work environments on a list of organisational outcomes. They found that fun in the workplace was perceived by the human resources managers as beneficial. The participants of the study, related fun to positive organizational variables such as commitment, performance, employee retention, enthusiasm, satisfaction, strength of the organizational culture, and decreases in anxiety, stress and mistakes.

Both organic and managed fun can be considered job resources. In the organizational level, managed fun is a job resource directly allocated by the organization. An organization can promote fun activities by offering funding, time or human resources for it. Organic fun can also be considered a job resource which the organization offers in an indirect way. As organic fun stems from the employees themselves, organizations can support it by offering a fun accepting work environment, or by creating situations where organic fun can be manifested. Ford, McLaughlin, and Newstrom (2003b) have already suggested that a fun work environment is linked to both explicit and implicit managerial cues, with explicit referring to management policies, procedures, and formal reward systems and implicit referring to management actions,

informal reward and recognitions, praise, and criticism. Fun related personal resources, like a playful personality or humor may strengthen the results of the organizational level job resources (Kohn & Schooler, 1982).

The Enhancing Role of Fun on Work-Related Outcomes

Fun is expected to enhance desirable outcomes through positive affect. Indeed, fun has been found to highly correlate with positive affect (Fluegge, 2014) and as a pleasurable and positive experience it can potentially result in mood changes reflecting the positive interaction among a person and their environment. Watson, Clark, and Carey (1988) suggest that high positive affect is characterised by enthusiasm, high energy levels, mental alertness, show of interest, joy and determination. Positive affect has significant benefits in numerous outcomes, like happiness (Fredrickson & Joiner, 2002), organizational citizenship behaviour (Williams & Shiaw, 1999), attentional scope (Fredrickson, 2001) and task persistence (Tsai, Chen, & Liu, 2007).

The evidence suggesting that fun can have a positive impact at work can be reviewed under four key areas; employees' subjective wellbeing, attitudes towards the organization, group dynamics, and contextual performance.

Subjective wellbeing.

In the literature there are three types of subjective wellbeing that are mostly studied: evaluative wellbeing, which can be considered as attitudes towards one person's experiences (Kahneman & Krueger, 2006); affective wellbeing, mostly referring to positive and negative feelings; and eudemonic well-being which has to do with meaning, autonomy, control and connectedness. Evaluative well-being is mostly understood through people's evaluations regarding their life satisfaction, job satisfaction and other cognitive assessments. Affective wellbeing is a capture of a person's feelings and can encompass both positive and negative

experiences. As Csikszentmihalyi and Hunter (2003) noted these feelings can be captured at a given point in time and might not last more than several moments. Eudemonic wellbeing is an evaluation of whether people's underlying psychological needs, such as meaning, autonomy, control and connectedness (Ryff, 1989) are covered. Meeting these needs can contribute towards wellbeing.

Fun by definition is related to positive, enjoyable and pleasure generating events. The literature so far only suggests that fun can contribute to affective subjective wellbeing, as the evidence is scarce. For example, Baptiste (2009) interviewed senior managers in a governmental agency and found that fun was included in their definitions of psychological wellbeing at work, while Fluegge (2014) described, how positive fun events can lead to positive affective reactions.

Fun events are common in everyday life. These events can be conceptualized as momentary experiences that result in certain affective, cognitive and behavioural outcomes. Building on the literature so far and the episodic nature of fun, as well as the notion in Csikszentmihalyi's and Hunter's (2003) theory that wellbeing can be understood in terms of single events that create affective reactions, we can expect that fun events will have a significant effect on both moods and feelings, manifesting this way improved affective wellbeing. It is important to note here that a growing body of research shows that the level of subjective wellbeing fluctuates significantly on a within-person level. For example, Bakker, Oerlemans, Demerouti, and Sonnentag (2013) studied intra-individual, daily fluctuations in subjective wellbeing (in terms of happiness, vigour, state of being recovered). Results showed that 59% of the variance in happiness, 66% of the variance in vigour, and 88% of the variance in recovery before sleep (i.e., a combination of feeling relaxed and recovered) could be attributed to fluctuations on a within-person and day level. Another example is the study of Ilies and Judge (2002), where employees completed momentary job satisfaction measures at different times during the day for a period of four weeks. Results showed that the within-

individual variance for daily job satisfaction was 36%. These fluctuations of subjective wellbeing can be attributed to very specific events, activities, social interactions, or other “momentary” indicators that vary within individuals, on a day-to-day basis. For instance, Dimotakis, Scott, and Koopman (2011) showed that momentary positive interactions in the workplace had a positive effect on daily positive affect at work, whereas momentary negative interactions in the workplace were positively related to daily negative affect at work. Fun events in the workplace can lead to the above described fluctuations in employee affective wellbeing.

Attitudes towards the organization and the job.

A fun and relaxing work environment may have a positive impact on people’s perceptions, emotions, and motivations (Amabile & Kramer, 2007) leading to positive attitudes towards the organisation, translating to evaluative wellbeing. Many researchers have supported this notion, especially in relation to experienced workplace fun and job satisfaction (Fisher, 2000; Karl & Peluchette, 2006a, 2006b; Karl, Peluchette, & Harland, 2007; Peluchette & Karl, 2005; Tews et al., 2013). Similarly, Lundin, Christensen, Paul, and Strand (2002) report that after introducing a fun philosophy at a hospital, results of an in-house survey showed that the number of employees expressing “strong” satisfaction changed from 25% to 75% within a year. Tews et al. (2013) found significant positive correlations between fun activities and management support for fun with affective commitment. Tews et al. (2013) also found a low but significant negative correlation between management support for fun and turnover, while later (Tews et al., 2014) they also found that socializing with co-workers was negatively related to negative turnover. Furthermore, being considered a fun workplace has been found to be positively associated with organizational attraction (Pierce, Karl, & Brey, 2012). Tews et al. (2014) have showed that fun activities may be of great value particularly in entry-level jobs with a relatively young workforce.

Group dynamics.

Fun could be a key to facilitating human relations and nurturing connectivity with all the positive effects that it involves (Losada & Heaphy, 2004). Beck (1997) in written descriptions of nurses' experiences in using humour while providing nursing care, found that people that had fun seemed to also experience sense of belonging to the group, acceptance and better connection to each other. The use of humour and having fun with co-workers and others is considered one of the characteristics of a good day at work (Jackson, 2005). The nurses that were interviewed in Jackson's study, mentioned that being able to share a laugh with a co-worker even without the use of humour, made them perceive higher levels of teamwork in their group and reported that they are getting along well with their co-workers. Stromberg and Karlsson (2009) used a variety of methods including observations, field notes, and individual and group interviews in a food preparation company, and found that the employees were constantly creating through organic fun, a working environment that seemed to enhance solidarity among them, increase feelings of acceptance and strengthen their group's cohesion. Recently, Mesmer-Magnus, Glew, and Viswesvaran (2012) in their meta-analysis of positive humour found that supervisor humour relates in a positive way to workgroup cohesion.

Fun may function as a form of identification with an individual or a group, and may play an important role regarding their belonging within the organization, defined as "the experience of personal involvement in a system or environment so that persons feel themselves to be an integral part of that system or environment" (Hagerty, Lynch-Sauer, Patusky, Bouwsema, & Collier, 1992, p.173). If we consider the subjective nature of fun, the perception of the same activity or behaviour as fun, can lead to perceived similarity and familiarity. These two characteristics of interpersonal relations have been found to cultivate a sense of belonging (Zhao, Lu, Wang, Chau, & Zhang, 2012). The occurrence of fun in a group might be a way for the person to express themselves and can lead the individual to feel as a part of that group. If people perceive as fun the same activities or the same situations, this can cause them to think

that they have other characteristics in common and will probably lead to identification by self-categorizing themselves as part of the same group (Turner, Hogg, Oakes, Reicher, & Wetherell, 1987). Plester and Hutchison (2016) using a qualitative design found that "fun facilitates connectedness with others at work" (p. 345) as it increases enjoyment on the team level. Considering the above, fun's impact on group dynamics may be the key to explaining a variety of its positive effects on outcomes, like turnover.

Contextual performance.

Considering the high correlation among fun events and positive affect and job engagement that have been found in the literature, we do expect fun to have a positive impact on contextual performance related variables (Motowidlo & Van Scotter, 1994). Contextual performance or extra-role performance are behaviours that are usually not referred to in job descriptions or role requirements reports. Motowidlo and Van Scotter (1994) have distinguished two types of performance in their model; task performance and contextual performance. Behaviours that have to do with altruism, courtesy, conscientiousness, sportsmanship, compliance and civic virtue in the workplace, like organisational citizenship behaviour (Organ & Konovsky, 1989), have been used as indicators of contextual performance (de Boer, van Hooft, & Bakker, 2015) and have been shown to have an effect on the social and affective climate of the organisation and attitudes towards it (see Podsakoff, MacKenzie, Paine, & Bachrach, 2000 for a review and meta-analysis). Good relationships among employees, in the terms of trust, cohesiveness and perceived support have been considered as antecedents of organizational citizenship behaviour (Podsakoff, MacKenzie, Paine, & Bachrach, 2000), leading scholars to hypothesize that relationships that include other types of positive activities, like fun, could lead to increased organizational citizenship behaviour. For example, Fluegge (2008, 2014), Lamm and Meeks, (2009) and Tews et al. (2013) found that the frequency of fun activities, the existence of personal freedoms and general perceptions of a fun environment (global fun) have been positively correlated with organizational citizenship behaviour, which

can be explained by fun's enhancing role in the group relations and specifically the feeling of belonging to the team. Furthermore, Karl and Peluchette (2006a, 2006b) found that employees who have experienced workplace fun are more likely to be motivated to work with others and provide better customer service, extending the positive effects of fun from the colleagues to the customers. Moreover, Avolio, Howell, and Sosik, (1999) found that transformational leadership, which consists of extra role leadership behaviours, like attending individually to each employee, is related to experiencing a fun workplace.

But how is fun associated with contextual performance? In the context of the Job Demands and Recourse model, job engagement is the main motivational process that links the resources with the positive outcomes. Workplace fun has been linked with job engagement notably in Plester's and Hutchison's (2016) approach, who found that employees associated the concept of engagement when talking about fun, and associating both with positive feelings. In specific, Plester and Hutchison (2016) revealed that the two concepts are linked through the positive feelings that are generated towards the organization and the team, which in turn increase organizational engagement. Both workplace fun and job engagement are characterized by enthusiasm and positive energy that function as motivational processes and help employees deliver more positive outcomes.

Improving employee performance can be challenging for organizations and many interventions targeting either the individual or the group have been developed to address this issue. While the literature on workplace fun promotion and its association with performance is in its infancy and there are a few studies so far demonstrating its relevance, I suggest that maintaining a fun climate might help alleviate toxic environments and improve wellbeing that will in turn effect other individual and organizational results. As Fluegge (2014) highlighted, an organization that supports the occurrences of fun events in the workplace will be able to capitalize on the positive affect and high activation that these will create, and improve

employees' contextual performance and innovative behaviour (Madrid, Patterson, Birdi, Leiva, & Kausel, 2014).

Taking into consideration the above, a fun activity or behaviour seems to be a positive experience, resulting in beneficial outcomes for the individual and the organization.

Proposition 1a: Fun through job engagement will enhance the positive aspects of a workplace having an impact on individual, group and organizational level variables

Proposition 1b: Fun will have impact on job engagement through positive affect.

Protective Role of Fun at the Individual and Organizational Level

While work can be highly rewarding, it can also drain people emotionally (dealing with difficult clients or facing an abusive manager are some examples) and it has several adverse effects as it can increase the likelihood of employees' turnover or early retirement intentions, poor self-rated health, poor workability, and stress symptoms (Harju, Hakanen, & Schaufeli, 2014). One of the main propositions of the Job Demands and Resources model is that the resources buffer the negative effects of the demands (Bakker, Demerouti, Taris, Schaufeli, & Schreurs, 2003). Fun seems to function in a similar way; having the freedom to have fun in the workplace maybe be a catalytic factor in terms of preventing the negative consequences of the demands in the individual and organizational level in two ways; via coping with stress and by protecting one from emotional exhaustion. Fun may function as a short mental fix, which would be carried through the day, and make it easier to deal with demands that cause stress, emotional exhaustion and negativity.

Consistent with the above, Karl and Peluchette (2006 a, 2006b) in a series of surveys found that employees who reported that they experienced workplace fun were more likely to experience less stress and were less likely to be absent or leave the organization. Fun can play a critical role in helping people cope with work stress, as 'sharing a laugh' can be helpful in

many cases (Charman, 2013; Plester, 2009). Fun could help relieve feelings of anxiety, stress and even insecurity as well as creating a sense of belonging in a group, with consequences in many sensitive issues that the organization has to deal with, like the introduction of new employees and their socialization process or “surviving” transition periods. Furthermore, Karl et al. (2007) found that people that were experiencing more fun at work reported less emotional exhaustion.

Conceptualized as a job resource, and taking into consideration the buffering effects of job resources to phenomena like stress, fun is expected to ameliorate burnout, and especially decrease emotional exhaustion. We can expect that a fun activity or behaviour could also decrease the need for recovery from work, because employees who will have experienced fun incidents in the workplace will not need to detach from it after the work hours, but in fact remember it and share the positive climate with others outside of work. Moreover, we suggest that the feeling of having a good day at work could easily be transferred at home, while also increasing feelings of anticipation of going back (to work) where fun is accepted, especially organic fun. Thus we assume that different amounts of fun should assist in a stronger positive effect of crossover/ spillover as defined by Rodriguez-Munoz, Sanz-Vergel, Demerouti, and Bakker, (2014) and reduce the need for recovery from work.

Fun can function in such a way as it can be used as a form of social support. Taking into consideration the way that fun affects the dynamics of groups and my argument that having fun creates bonds, we can hypothesize that these elements will manifest in difficult cases when employees are under pressure or face difficult situations in the same way as other social support behaviours manifest. For example, playing a game, sharing a funny story or small talk can create experiences and form dyads or small groups that share a common background. In cases of stress these dyads or groups could be deployed as a support network to help relieve the strain. The interactions that took place during fun incidents can function as a basis for future communications in work matters or in cases that relief is needed. This relief

can take the form of either a new fun event, like telling a joke, or other types of support like information providing. The key concept is that sharing fun experiences categorizes the people in the same network (or group), making them available for offering or receiving support by increasing the sense of belonging.

Proposition 2: Fun can protect employees against the negative impact associated with high job demands by functioning as a buffering social support mechanism.

The Negative Side of Fun

Promoting workplace fun might be expected to result in purely positive outcomes. But there might be a negative side to it in terms of keeping employees from work, annoying others while there is increased workload, or in the form of negative or racist comments about others and even the development of cliques which may lead to mistrust. A common negative side, though, might be the consequences of having to be the protagonist of a fun event. Making 'fun' of someone can be enjoyable and bonding for the actor and their co-actors but might have negative consequences for the person receiving the fun comments or being the epicentre of the negative jokes. Also, fun by nature seems to be characterized by spontaneity, thus generating a contradiction when talking about managed fun. Furthermore, workplace fun might seem as a luxury for many employees and organizations due to excessive demands that they believe that they need to deal with first. The above highlight three issues to take into consideration when implementing fun initiatives; the fact that the line between offending and fun can be a thin one, the risks of controlled fun, and the incongruity that might arise when the management of an organisation leaves energy draining demands unaddressed while promoting fun initiatives.

The Need for Boundaries

Supporting the above, Plester (2009) spent one month inside four companies that had declared their interest in exploring, maintaining and creating workplace fun and found evidence highlighting the importance of boundaries in fun related activities. She observed that employees, analysed electronic forms of humour, she recorded examples of humour and fun verbatim, and collected brochures, e-mails, cartoons, posters, web texts and material with interviews. The result of this extensive mixed methods study was to reveal the importance that the employees themselves give to boundaries when having fun. These boundaries not only derive from the organizational culture of each company (for example some cultures may be more tolerant towards certain types of behaviours) but also have to do with the time and space and most importantly the type of fun related activity in question (e.g. a racist joke). In a later analysis of their data Plester and Hutchison (2016) found that employees considered fun as both helpful and distracting, showing how complex workplace fun is, especially in terms of task performance.

Where does this need for boundaries stem from? Fun is subjective and contextual and its ethics seem blurry for this reason. The need for boundaries reflects the fact that fun can certainly have a negative impact if all actors are not respected. If we would like to analyse the concept a little bit deeper, being able to have fun in the workplace entails feeling free and safe to express oneself and reveals a background of respect, which is a key issue here. When employees have fun by mimicking for example their supervisor there are two levels of analysis to be mindful of; first is the relationship of the employees with each other and the second concerns the relationship of the employees with their supervisor (Korczynski, 2011). Making fun of the supervisor entails trust and lack of respect at the same time; there is trust and feelings of safety among the employees but there is a hint of disrespect towards the supervisor or the organization. This leads to an interesting paradox concerning the experience of fun.

Controlled Fun

Fleming and his colleagues (Fleming, 2005; Fleming & Sturdy, 2009, 2011) mentioned what they called neo-normative control programmes of fun in organizations which try to imitate positive non-work experiences and that this may not always be effective; in case studies, they found that although some employees internalised the philosophy of a culture of fun, some others perceived these programmes as patronizing and degrading. Individuals could intuitively understand that such programmes were cynically motivated and aimed at results other than the employees' wellbeing, like achieving marketing goals (Waren & Fineman, 2007). Statler, Heracleous, and Jacobs (2011) have noted the paradox of intentionally using play in the workplace as a serious job. Furthermore, in one of The Economist's blogs Schumpeter (2010) states that "as soon as fun becomes part of a corporate strategy it ceases to be fun and becomes its opposite—at best an empty shell and at worst a tiresome imposition" and that "compulsory fun is nearly always cringe-making". Taking into consideration the above and the definition elements of fun we can understand why controlled fun like described in the above studies can't be effective. As fun is the expression of the true self and freedom of speech is one of its components, any attempt to promoting it without expressing corresponding values might have opposite results. However, understanding the underlying elements, the basic pillars of fun, which are freedom and trust, can inform our approach to managing people. For example, we can expect that the relationship between fun and job engagement, burnout, need for recovery from work and performance will be different depending on the levels of trust that is perceived in the organization or among the group. Fun and trust seem to have a cyclical relationship, with people who trust each other to be able to have more fun in the workplace while people who have fun are cultivating trust. The absence of trust might lead to cynicism as we have described above.

Managed fun has the potential to result in adverse outcomes, as it may be viewed as a burden rather than a resource. An organization that offers resources to help deal with the

demands and protect the employees from stress is desirable and as we have argued above, fun can be one of these resources. But while fun seems to have positive effects on several variables, as a job resource we hypothesize that it only moderates the impact of demands on outcomes. Thus, it seems hard to accept it as a medicine for curing all ills in the organization, especially in situations where; demands are high and chronic, freedom of expression is a luxury and mistrust is present.

Tackling Other Demands First

In a workplace where there is an imbalance among demands and resources in favour of demands, what is the role of fun? Baptiste (2009) has warned us regarding "a silence in the fun at work literature" (p. 609) on this matter. By interviewing managers she found a widely accepted perception that many factors need to be addressed before a fun at work culture that aims at employees' wellbeing could be promoted. According to the senior managers that participated in the study, other aspects of employment needed to be addressed before fun at work interventions could be meaningful for their workplace. Taking into consideration the above, an emerging negative side of workplace fun is that organisations may attempt to promote workplace fun without trying to address basic work related problems like for example workload, time pressure, negative employment relations or abusive behaviours. A fun activity or behaviour can have a short-term, day level positive impact on mood or feelings, but in a workplace with excessive job demands if it is employed as a long-term wellbeing tool, it might not have the desired results, as it can only moderate the impact of demands on well-being. Long term wellness programmes should also decrease demands while increasing resources like workplace fun. To add to this, what emerged from Baptiste's study and from the series of studies by Fleming (Fleming, 2005; Fleming & Sturdy, 2009, 2011), was a hierarchy of needs in the workplace. Fun promoting programmes or organized fun, are not considered a basic workplace need, but they appear as a luxurious service on the top of the pyramid or needs or

even as an extra, effort requiring demand. In these studies fun in the workplace, especially managed fun, sometimes generates cynicism, when employees consider that initiatives for fun events should not be a first priority, and most importantly at the expense of initiative for decreasing workload for example.

Freedom of Expression

Plester (2009) proposes that genuine workplace fun is spontaneous, contextual and has an unmanaged, liberated element that defies control. Congruently, Fineman (2006) notes that fun typically gains its “funness” from its spontaneity, surprise, and often subversion of the extant order. Also, Fleming and Sturdy (2009) conceptualized fun as an expression of the authentic self and associated it with diversity. Fun and concepts of freedom of expression are evident in the above. When talking about fun, freedom of expression seems to be a core factor which suggests that workplace fun, especially organic fun, is less likely to manifest in a workplace that doesn’t practice freedom of expression. While managed fun, can function without freedom of expression, the positive affective result of positive events will happen if the culture of the organization favours emotional displays (Robert & Wilbaks, 2012).

Proposition 3: Freedom of expression is a prerequisite of workplace fun.

Trust

Fun as described above seems to have a cyclical relation with trust, in the way that people in the workplace who trust each other seem to be able to have more fun in the workplace and at the same time people who have fun are cultivating trust. Plester and Hutchison (2016) found that workplace fun can contribute to better relationships in terms psychological safety by increasing camaraderie, a notion that includes concepts like trust, loyalty and goodwill. The absence of trust might lead to cynicism. The organizational culture

itself seems to play an important role. Owler, Morrison, and Plester (2010) based on Schein's framework for understanding organizational culture described how espoused values (second level) like fun at work might not reflect the underlying assumptions and values that exist at a deeper organizational level (third level) and thus cause contradictions, incongruities and dissonance. The probability of controlled fun resulting in negative outcomes is possible when they do not reflect the values of the organization or when management is not perceived as benevolent. Opposite results might be generated if respect and dignity are not part of the equation (Fleming, 2005) or when the needs of the employees are not taken into consideration (Everett, 2011). I thus propose the following:

Proposition 4a: Trust will moderate the relationship between workplace fun and job engagement.

Proposition 4b: Trust will function as a distal indicator between job demands and negative outcomes.

To summarize, fun will function as a job resource in the workplace and will protect employees from job stress by buffering job demands, while at the same time it enhances key aspects of work life via positively impacting affect, group dynamics, performance, and attitudes towards the organization. But when talking about fun we need to take into consideration the need for boundaries, with respect as the key element, as well as the risks that controlled fun carries. For a fun culture to exist and be effective, two key characteristics of the climate are important; trust and freedom of expression. In Figure 1 I present a model that represents our ideas about the protective and enhancement potential of fun in the workplace.

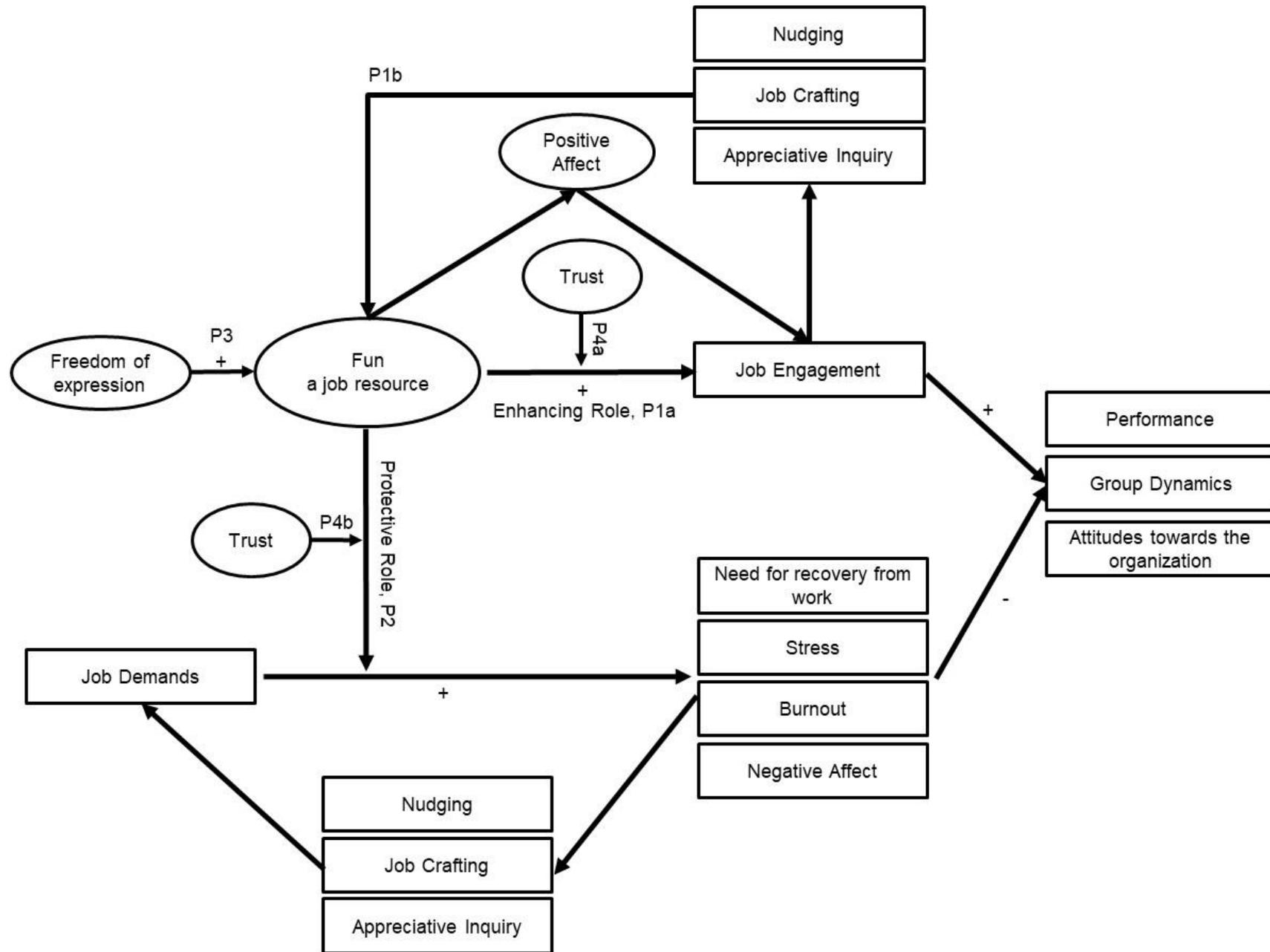


Figure. 1. Theoretical model of workplace fun

Discussion

This paper has uncovered conceptual, theoretical, and empirical connections between workplace fun and organizational outcomes, and integrated them into the Job Demands and Resource Model. I conceptualized fun as a job resource and contribute to the literature in this area by elucidating how increasing organic, organized and managed fun can have direct and indirect effects on engagement and other positive outcomes while buffering the negative effects of job demands on well-being. Also, I analysed how fun can be an important indicator and determinant of workplace relationships.

Theoretical implications and directions for future research.

Empirical and theoretical work in the domain of workplace fun originated in the disciplines of management science, organizational behaviour and service quality. This paper has related fun to relevant theories and broadened its usability by integrating the phenomenon in a well-accepted model of work psychology, contributing to the growing literature on the topic by shedding light on the psychological processes that underlie the phenomenon. In particular, I have explored the role of fun as a job resource through the lens of the Job Demands and Resources model and have presented four propositions related to organic, organized and managed fun that can be tested by future researchers.

To date the majority of work on fun has identified the types of fun activities (organic or managed) that have desired effects in a variety of variables like job engagement, job satisfaction and turnover, but has not fully identified the processes through which these are achieved. Yet, further understanding of the fun phenomenon in connection with issues of interest to the human resources management field could prove fruitful. By integrating fun in the JD-R model and conceptualizing it as a job resource we are setting the base for a better understanding of how, when and why workplace fun can have these desired effects, because the JD-R model explains the positive effects of job resources on positive organizational

outcomes through a process of motivation. I thus suggest that workplace fun can function as a motivational factor if considered as a job resource, contributing to an increase in the outputs the employees receive from their work environment, which according to Equity Theory (Adams, 1963) may lead to increased perceived input (the source of the positive input can be the organization, leading to organization oriented positive outcomes, or a person -e.g. colleague- resulting in individual oriented positive outcomes). Future studies need to focus on understanding the process through which workplace fun impacts outcomes and we encourage researchers to do so in the theoretical framework that we have already outlined.

Furthermore, much of the research connected with fun has been focused on the outcomes, but we have relatively few empirical studies that can help us understand the factors that enable and encourage the manifestation of fun in the workplace. In my analysis I examined the role of freedom of expression as an antecedent to the expression of fun. Thus, future research should focus on exploring the antecedent conditions for workplace fun. We can expect that fun will manifest itself when positive conditions exist and contribute to them, in line with Fredrickson's (2001) broaden-and-build theory. Also, given the relational nature of fun, studies should give more emphasis to team level variables like sense of belonging, psychological safety and trust that I suggest function as moderators in the associations between workplace fun and other variables. These social context variables can be the basis for explaining the process and mechanisms through which fun has an impact on outcomes. Similarly, boundary conditions to the effects of workplace fun like imposed fun, or fun that crosses subjective limits set by the participants of fun activities or the actors of fun behaviours should be taken into consideration in future studies.

Future research should further illuminate to what extent objective business indicators (e.g. work performance, customer satisfaction, sickness absenteeism and sales) are predicted by workplace fun. It would also be interesting to examine whether workplace fun is associated with objective health outcomes, e.g. cardiovascular risks. Furthermore, I urge future research to

disentangle the negative outcomes of workplace fun, by studying its relation to rudeness, incivility and bullying, as well as to reduced direct productivity due to lost work hours.

Individuals experience fun while doing their work. Such task related fun may function as an important job characteristic that can motivate employees and lead to desirable outcomes (Plester et al., 2015). The JD-R model has its roots in Hackman and Oldham's (1976) job characteristics model, which places meaningfulness of the job in its core, defined in terms of skill variety, task identity and task significance. Fun infused activities are imbued with meaningfulness. Based on the above, future research should examine the degree to which fun may influence perceptions of meaningfulness with regard to in-role tasks and extra-role activities.

On a more general note, studying workplace fun instead of only humour consists of a fresh and more substantial look on what brings pleasure to the modern organization, as new ways of having fun, like playing games during working hours has emerged in the last decades. These activities often do not include humorous interactions per se, but enable enjoyment and pleasure similar to what humour begets.

Practical implications.

Fun as a phenomenon involves complex relations that can be organically driven (Strömberg & Karlsson, 2009), and it originates and grows in workplaces that valorise freedom and trust. Fun as a natural tendency of humans should be nurtured and promoted in light of the objective of cultivating the wellbeing of people at work. An organization that will choose to follow this path should first address the issues of freedom and trust, while ensuring that important basic needs of the employees are also met. In the absence of the above, attempts to create a fun workplace might not result in the desired outcomes. The above are certainly in need of further examination, as fun, as an explicit concept is much too serious to be taken

lightly. In terms of managed fun specifically, offering alternatives, instead of imposing them, is the significant factor in delivering effective fun programs.

Management support for fun appears to be the most crucial factor if the goal is to shift to a fun promoting culture or even proceed with fun initiatives, as studies so far suggest that it is an important component of perceived fun (e.g. Tews et al., 2013, Tews et al., 2014). The managers' position should be such that they can address the balance between work and leisure (Tews et al., 2014) while applying the fun promoting notion. Managers should take into consideration the negative effects of the absence of fun in the workplace and view the promotion of a healthy fun culture not only as an investment in the employees' psychological capital and consequently in the human capital of their organization, but also as a way to protect the organization itself, as organizations and teams obviously benefit from fun activities and behaviours, so encouraging fun is enticing from a managerial perspective. Management are aware that fun is an indicator of the social and psychological undercurrents in a team (when fun is absent, it can be an indication of a disturbance in good relationships) may be readily able to spot the absence or withdrawal of fun manifestations. Therefore, by examining the prevalence or absence of fun, managers can have information about the well-being of their teams and employees. Furthermore, managers can properly intervene to prevent further damage by creating opportunities for fun. These opportunities though should be explicitly purposed for fun and make sure that they are not perceived simply as extra work for the employees. As tempting as it might be, leaders should not attempt to force fun activities, as this is opposite to the very notion of what fun can be.

Fun can enhance the sense of belonging in the team as it fosters behaviours beyond mere collaboration that can lead to meaningful social support. Social support which has been linked to good health as it buffers the negative effects of stress is a well-known job resource, but according to Berkman, Glass, Brissette, and Seeman (2000) social support is protective when it occurs in the context of a naturally occurring social network into which the individual

is well integrated. Fun infused social relationships can prove significant during crisis management at the team level. The concept of social capital is relevant at this point as it refers to the benefits and obligations that being a member of a network entails. Workplace fun can contribute to an organization's social capital (Glover, Shinew, & Perry, 2005).

Studies clearly suggest that fostering the well-being of the employees is in the best interest of the employer, as organizational performance is related to the level of employee well-being (e.g. Breevaart, Bakker, Demerouti, & Van den Heuvel, 2015; Christian, Garza, & Slaughter, 2011; Demerouti, Verbeke, & Bakker, 2005; Gorgievski, Moriano, & Bakker, 2014; Judge, Thoresen, Bono, & Patton, 2001; Taris, 2006; Wright & Cropanzano, 2000). Although fun is a positive addition to work life, it does not always translate into positive outcomes. Practically speaking, the more fun activities happen in the workplace the more work hours are spent in tasks not related directly to work. Also, higher performance is sometimes thought to be associated with less fun, as there is the idea that employees who have fun are distracted from their in-role tasks, and don't actually do their job. But if we take into consideration the effects that fun might have on job engagement we should be able to shed light on more complex associations with performance. By integrating workplace fun in the JD-R model, we propose that as a job resource workplace fun will have an impact on job engagement, which in turn effects in-role and extra-role performance (e.g. Bakker & Bal, 2010; Halbesleben & Wheeler, 2008; Harter, Schmidt, & Hayes, 2002; Salanova, Agut, & Peiro, 2005). The empirical evidence so far explicitly shows the connection between types of fun and job engagement supporting my argument.

Leaders must also be aware of circumstances where fun activities are neither desired nor contribute to positive outcomes. For example, in one sense, fun activities could be seen by the organization and the employee as a reduction of resources (like time and energy), thus creating an aversion to them. In another sense, fun activities can be seen as contributing to a positive climate. The point here is to ensure that employees retain a sense of balance between

what is gained by organic, organized and managed fun activities and what is lost, taking into consideration the potential indirect and long term effects of fun on the individual, team and organizational level, for example in terms of job engagement, as discussed above. We can appreciate that some employers and employees may view the promotion of fun with scepticism and also associate it either with a less professional approach in the workplace or a topic not deserving of serious consideration. It is up to decision makers of the organization to weight the benefits and losses and decide whether employees engaging in fun activities is an investment that the organization needs.

On the person level, playfulness has been considered a personality trait, and it is used to explain the heterogeneous play behaviour observed, while many studies have tried to reveal the attributes of a playful person (e.g. Barnett, 1990; Barnett 2011). We thus expect playfulness to have an important role in terms of attitudes towards workplace fun, and be the key factor to differentiate the outcomes of workplace fun among employees. Furthermore, Lamm and Meeks (2009) found generational differences in terms of workplace fun that moderate the association between workplace fun and individual outcomes. The above individual and generational differences should be taken into consideration along with organisational factors when promoting workplace initiatives or designing wellness programs as key moderating variables that can affect the outcomes.

While fun can create a positive climate in the workplace, practitioners should be cautious of encouraging strategies that focus on enhancing job resources without altering the level of job demands. According to the JD-R model, job resources buffer the effect of job demands on strain. However, what happens in situations where job resources are unable to buffer high levels of strain? In such situations, fun activities may not be enough to tackle the impact of demands, thus making it increasingly important to understand what happens in terms of strain when job demands and job resources are both high (Van Vegchel, de Jonge, Bosma, & Schaufeli, 2005). When increasing resources, like promoting more fun activities,

useful by itself and when tackling several demands first is necessary? Based on Equity Theory the connection between the resources that the organization provides and what the employee gives back is important to understand, but this might have a limitation. Engaging the Human Resources departments to promote workplace fun while monitoring the demands can feed the need for balance in giving and taking and result in more energy invested by the employees towards the organization that they work for and the teams they belong to.

3 Workplace fun: A matter of context and not content

Introduction

What is the difference between a pleasant workplace, and one that individuals perceive as a living hell? One answer might be the fun workplace; a workplace where events that include activities that are playful, social, interpersonal, recreational, or task activities intended to provide amusement, enjoyment, or pleasure are common (Lamm & Meeks, 2009). These activities can be classified into two categories, organic and managed fun (Strömberg & Karlsson, 2009). Organic fun occurs naturally between organizational members through interactions that arise spontaneously (Plester, Cooper-Thomas, & Winqvist, 2015) and consists of humor rituals like joke telling, physical joking practices (pokes, tickles, jostles, grapples, dances, tactics of scaring people), clowning, nicknaming, using satire and horseplay. Managed fun is consciously and even strategically organized by managers to fulfil organizational objectives (Plester et al., 2015) and refers to activities like celebrating personal events and professional milestones, social events, games, competitions and community involvement (Chan, 2010; Ford, McLaughlin, & Newstrom, 2003a; Karl, Peluchette, Hall-Indiana, & Harland, 2005). According to Ford and his colleagues (Ford, McLaughlin, & Newstrom, 2003b; Ford, Newstrom, & McLaughlin, 2004) a fun work environment is one that intentionally encourages, initiates, and supports the above activities.

In this paper, I conceptualize fun in the workplace as the result of organic or managed activities that cause enjoyment; these activities might be interactions that contain humour or playing with co-workers. Humour, in the form of jokes, spontaneous conversational humour and accidental or unintentional humour (Martin, 2007), and play thus are events that might trigger a fun evaluation of certain situations and label an event or an interaction as fun.

The degree to which fun activities are accepted and encouraged in an organization is influenced by the organizational culture, because culture determines how individuals behave in an organization, what they pay attention to, how they respond to different situations and most importantly whom they include or exclude (Spataro, 2005). Organizational culture is dictated by the shared beliefs and assumptions, a shared background and the shared understandings of it that makes clear how things are getting done (Deal & Kennedy, 1982; Schein, 1996). A shared understanding is also a key characteristic of interactions that involve humour (Westwood & Rhodes, 2007) in the way that people that share common experiences are more likely to perceive as humorous the same jokes or situations.

But, fun has been presented as a paradox by many authors (Fleming, 2005; Fleming & Sturdy, 2009; Plester et al., 2015) because of the negative feelings that imposed activities might create. In the group and dyadic level, fun is attributed with several characteristics, the most common being that is subjective and contextual (Plester, 2009).

The present study.

In this study the aim was to explore the concept of fun, its antecedents and outcomes. The objectives were to understand fun in the workplace as a psychological phenomenon, to list activities that are considered fun, and to explore concepts related to fun and the way they do. Specifically:

Research Question 1. What is workplace fun?

Research Question 2. What types of fun people experience in their workplace?

Research Question 3. Can workplace fun lead to desirable organizational outcomes?

Research Question 4. What is the role of the organization in promoting workplace fun?

In order to answer the above, themes that were pervasive across the discourses of the employees I interviewed are discussed.

Methods

Participants.

For this study 34 employed people were interviewed. A convenience snowball sampling method was utilised and we attempted to access a diverse sample. The sample size was determined by data saturation in the sense that conducting further interviews would be unlikely to reveal pertinent new data (Francis et al. 2010; Fusch & Ness, 2015; Guest, Bruce, & Johnson, 2006). The sample was comprised of 21 women and 13 men. The mean age was 35 years old, ranging from 24 to 65 years. In terms of the marital status, 9 participants were married, 6 were living with a partner, 1 was divorced and 18 were single. Twenty-eight participants had a degree from third level education and six had completed the secondary education level. The size of the organizations in which the participants described their experiences varied from self-employed to 300000 globally. The size of the working teams also varied, ranging from working alone to working in a team of 25 people. Tenure in the organizations varied from 3 weeks to 35 years. We interviewed people who worked both part time and full time, so the work hours per week range from 25 to 85. The participants were all Greeks but only 27 of them worked in Greece, 1 was working in Albania, 1 in Switzerland, 3 in the United Arab Emirates and 2 in the United Kingdom. The participants interviewed were employed in the following professions: shipping agent, guest relations officer, sales representative, electrical engineer, researcher, pharmacist, office worker, super market employee, teacher, waiter, airplane cabin crew, assistant accountant, tax officer, nurse, physiotherapist, marketing & sales executive officer, media planner, social scientist, doctor, vacation planning officer, director of sales, bank employee. During the interview many recalled and described experiences from previous or secondary professions, which were as follows:

secretary, English language teacher, accountant, office employee, waiter, consultant, doctor primary care, doctor hospital, senior manager, product marketing manager, exhibition planner.

Procedure.

We conducted 34 semi-structured individual interviews with open-ended questions (see Appendix A). The interviews were conducted either in person or through video chat. An example question is: "When was the last time that you had fun at work?" The interviews' duration varied from 20 minutes to 70 minutes. The interviews were audio taped and transcribed verbatim. The participants were asked to fill in a questionnaire with demographics related questions.

Data were analysed by using thematic analysis that allows the organization of data in themes (Braun & Clarke, 2006). The six-phase process of analysis as described by Braun and Clarke (2006) was followed: first the analysis involved detailed and repeated readings of interview transcripts (phase 1. familiarise with the data) and the initial coding was produced (phase 2). For phase 2, I conducted readings relevant to the theme of 'sources of workplace fun', based on three a priori identified categories, managed fun, organic fun and task related fun. I then proceeded to identify clusters of codes and thus superordinate themes across interviews (phase 3). I then reviewed and refined the identified themes (phase 4) and defined and named them (phase 5). Within an analytical narrative, specific extracts of the transcripts were selected and quoted for the readers to verify or question the interpretations provided (phase 6). To maintain the anonymity of participating in a research, participants' names were replaced with pseudonyms.

Results

To approach the first question the a priori identified categories, managed fun, organic fun and task related fun were used to code the data on a first level. Then further readings

revealed a fourth type of workplace fun; organized fun. The appearance of fun was evident in all the interviews. The majority of participants mentioned the occurrence of organic and organized fun events in their workplace, but organized fun was reported relatively less often. Managed fun and task related fun were also mentioned but by fewer participants and with lower power and intensity or even with a negative valence. The initial identified codes were:

- | | | |
|--|---|---|
| - Abusing the limits | - Flirt | - Moderation is the best thing |
| - Activities in the context of social responsibility | - Flow | - Music |
| - After work drinks/ dinner | - Free food and drinks | - Negative comments about others |
| - Animals | - Freedom | - No competitiveness / No jealousy |
| - Annoying the others, while there is workload | - Friends that visit the workplace | - Not everyone understands the jokes of all |
| - Boredom | - Fun at work and performance | - Not something extreme, small things |
| - Break areas | - Fun is context specific | - Open communication |
| - Characteristics of the people that we don't have fun with | - Fun is different from routine | - Open minds |
| - Characteristics of the people that we have fun with | - Fun is people oriented | - Open space work environments |
| - Chatting | - Gaffes | - Opportunities to meet |
| - Clients / Passengers / Patients / Students | - Games | - Out of the ordinary situations |
| - Cliques | - Gossiping about the others | - Parties (Christmas, farewell, birthday) |
| - Colleagues from other offices / other companies/ suppliers | - Intrigue | - Physical activities (yoga, other exercises) |
| - Cooperation / We finished the job successfully / Things are normal, are going well | - It's more than being good to each other | - Positive Atmosphere / Climate |
| - Coping | - Jokes | - Racist comments |
| - Culture of company | - Long term teams | - Recreation room |
| - Doing things together | - Making coffee | - Sense of belonging |
| - Eating lunch together | - Making fun of difficult situations | - Supportive |
| - Excursions | - Making fun of the colleagues | - Task related fun |
| - Family like relationships | - Managed and organized fun is needed | - The need for limits |
| - Flexibility | - Micro-breaks | - Tolerance |
| | - Middle management | - Trust |
| | - Mimics | |

- Unofficial character
- Working as a team / Collaboration / Team spirit/
- Workload
- You can't be friends with everyone

What is fun: moments and general climate perceptions.

The issue of what is a fun workplace is unresolved in the literature, mostly due to the subjectivity of experiencing fun (Aldag & Sherony, 2001; Ford et al., 2003a,b; McDowell, 2005; Plester & Sayers, 2007; Warren & Fineman, 2007). Although research has started developing concepts and understandings of its meaning in robust ways (e.g. Plester et al., 2015) the interplay of meanings between fun activities and climate perceptions of a fun workplace is not clear. In this study, most participants reported being very familiar with the concept of fun in the workplace, and described it as a general pleasant climate, where fun small things, very context specific, were taking place. Plester (2009) has found that organizational culture is an important factor in terms of workplace fun, which greatly affects the occurrence and perceived appropriateness of humour and fun activities. Additionally, Plester et al. (2015), in their typology of workplace fun activities, suggest that fun can be categorized in three ways; managed/official fun, organic fun and task related fun. In the present research, the descriptions of organic fun manifestations were more frequent; only a few of the participants described management led activities to promote fun. The majority of the participants mentioned that workplace fun for them is related to 'small' things, for example small talk, joking and laughing and random events that at the moment they considered fun. At the same time, the participants were describing a general climate of their team or organization that they labelled as fun. Consistent with Plester's (2009) findings it appears that there were cultural "rules" around the appropriateness and acceptability of fun, where boundaries were set regarding the times (e.g. respecting others people's workload) and contexts in which humour and fun were deemed suitable, and there was a general feeling about the precedents of fun, where themes like

psychological safety, trust and respect were prominent. One of the participants of this study answered the following to the question ‘What do you consider fun in the workplace?.’:

Um, first when there is no pressure and when we have a good climate among colleagues, which has to do with respecting each other's work, understanding each other. When there are no disputes, thinking that someone may want to hurt you and all that, and from there if the characters match, it is possible for humour to exist, and co-workers to coexist outside of work. Well, if all the above exist I consider it ideal thereafter. (Efi)

Sources of fun experiences in the workplace.

Organic fun.

Colleagues – The importance of dyadic communications.

Participants described a wide variety of sources for fun events. The most common sources were their colleagues. Most of the participants mentioned that an event might be fun but it was funnier when the experience was shared with other people, highlighting that fun is a social activity.

[...] you might receive the stimuli, but if there is no one to share it with, you might not give it too much attention. [...] I wish I could choose the people I work with [...] even if you wake up in a good mood and you go to your work just fine, it takes two to tango. You might try to create a positive climate but if there is no response from the colleagues it is not easy. (Barbara)

Several people developed a mode of communication, creating a shared understanding of situations and common reactions to these. Fun is usually conceptualized as an activity that encompasses the whole team or organization, but the findings of this study suggest that

analysing dyads might reveal communication processes and activities that can help understand workplace fun's meaning in a deeper way.

With the grocer we have great communication. Let's say someone enters, who is strange, by the time he will enter, the grocer will look at me, we will understand each other with a glance, and when the client will say something we start laughing. (Ioanna)

[...] After some point, with one of my colleagues we were communicating with the eyes, because we knew that every day at 13:00 our other colleague would eat a chewing gum, every day. So this, when we were seeing the clock showing 13:00 we were looking at each other. And this was obviously fun. (Barbara)

In these dyads or groups the same types of jokes are enjoyed, implied jokes are understood quickly, and inside jokes are developed. The key in these relationships is twofold. First, the jokes are accepted by the receivers as they lie within their boundaries of acceptance, and second at the same time the person who is making the joke knows very well these boundaries. In dyads and groups who share this relationship, the sense of belonging is a feeling very often reported by the participants.

Ok, you belong in a work group, but if you also have people that share the same type of humour, the same experiences and these make you have fun, creating experiences, this I believe makes you feel like a team. (Barbara)

Sometimes these fun dyads or groups develop a type of trust that lets them gossip in a way that not only serves the purpose of informing about events but also of enjoyment.

Consider the below quote:

(Question: Can fun at work be considered a bad thing?) If you consider gossip bad, then yes, because it is obvious that you will comment on the fact that someone has been wearing the same shirt for 3 days, or that he stinks, or what did someone say or do. Gossiping is the biggest fun at work. And regardless whether you are a gossip in your personal life, the moment you enter the office you will ask ‘what did the one do, what did the other do’.

(Sally)

Clients, patients and students.

Multicultural environments, different customs, different foods, different behaviours, miscommunication among people from different cultures, children and elderly are sources of fun for the participants. But fun that comes as a result of these interactions has a negative valence to it, mostly characterized by satire and mocking.

I was [...] in a [...] clinic and at around two in the morning we heard a voice and we went to see what was happening. It was a lady that was in delirium, she was seeing God, she was saying the Lord’s Prayer, and all the other old ladies were awake [...] and were chatting [...] and then one other colleague said ‘grandma say the Lord’s Prayer’ and she started saying it and we were laughing. (Abby)

When I will close the shop, I will write a book [with stories about her clients]

(Alexandra)

A strange question from a client, that it has no meaning [...] their ignorance [...], the irrationality [...] [is fun] (George)

Out of the ordinary or difficult situations.

Most of the participants couldn't remember the small things that according to them consist a fun workplace, or a fun workday, so I decided to ask them to describe a situation they remember from their current job that they thought was fun. The majority of the participants reported situations that were out of the ordinary and were disturbing the normal procedure of things in the workplace or were altering the status quo.

[...] some drug addicts entered the store and the girl from the cashier called me because something happened. While I was approaching I saw that he had taken something and was going towards the street, so he runs, I run, I couldn't reach him, and there were some old men on a balcony and started calling my name, "run run to catch him" [...] a little bit further there is a car garage and I started calling the guys from there for help. (Ioanna)

A colleague has a very difficult case to examine, and we make fun of him; that he will go to prison. (Theodore)

We had a patient that the police brought [...] he had drank too much, and there was the resident asking him "what type of insurance do you have, what type of insurance do you have?" [...] We were trying to help him, he was strained, we were fighting [...] At that point we were doing our job, but after that we were laughing all day, whoever was coming we were asking them what type of insurance they have. (Anastasia)

Organized and managed fun.

Organized and managed fun were reported less frequently by participants. Managed fun activities are those which are consciously and even strategically organized by managers to fulfil organizational objectives (Plester et al., 2015). Most of the organized activities had to do with going out for lunch or after work drinks or dinner with the colleagues. Managed activities

that were mentioned were in the context of social responsibility, excursions and parties (Christmas, farewells, birthdays).

The CEO organized it [an excursion to the mountains]. He likes hiking himself so he thought “why don’t I take the bank with me”. (Sofia)

It was my birthday [...] and although I have this team only for 3 weeks, they organized lunch for me, they took me outside, it was like a surprise, then they brought a cake, they sang, they wrote a card. And this was fun because in three weeks I managed to build a culture [...] something like an extended family and this was that made it more fun. (Steve)

It was a party where we all danced together without taking into consideration the hierarchy. (Sara)

All the shop owners of the neighbourhood we were gathering at the tavern of this street, we were eating together, we had fun [...] now (after the economic crises) things are very different. (Alexandra)

The group activities organized by the organization as a whole or by a group of employees create the time and offer a space for interactions outside of the regular work routine, decreasing the cultural boundaries that affect appropriateness and acceptability of fun activities. This type of fun can be labelled as organized fun.

Attempting though to create workplace fun runs the risk of backfiring, chasing fun away and creating instead discomfort, ridicule and dismay – again highlighting the complex and paradoxical perceptions of fun.

[...] A Christmas party that the company did was like a gathering [...] for 5000 employees to all complain like a group [...] this was not a party, this was not fun, it was a gathering of 5000 angry people discussing how bad the environment is. (Steve)

The organizational culture itself thus plays an important role. Owler, Morrison, and Plester (2010) based on Schein's framework for understanding organizational culture described how espoused values (second level) like fun at work might not reflect the underlying assumptions and values that exist at a deeper organizational level (third level) and thus cause contradictions, incongruities and dissonance. The probability of orchestrated fun resulting in negative outcomes needs to be examined as it is possible, especially when respect and dignity are not part of the equation (Fleming, 2005) or when the needs of the employees are not taken into consideration (Everett, 2011). Thus indirect ways or bottom up approaches to incorporate fun, like action research, might have a better result.

Task related fun.

Some participants described as fun several tasks and others reported that even only the fact that they were in the workplace was fun for them. Their descriptions included notions of self-development and a sense of accomplishment.

Being able to do something. [...] to do something new [...] that you contribute in some way. [...] It was a challenge. Rewarding. (Sara)

Liking and being motivated to do what you do. Because every job can be a routine, they were letting us allocate some of our time to do whatever project we wanted. (Steve)

Something that helps in my development (Mary)

Being at my job is fun, that's it. Every day is different. (George)

This type of fun, where employees find the tasks themselves as fun has been established in the literature as task related fun (Hunter, Jemielniak, & Postuła, 2010; Plester et al., 2015; Tews, Michel, & Bartlett, 2012).

Emerging themes.

Workplace fun is more than being funny.

The participants in this study have described fun in the workplace as a characteristic of the organization's climate that sometimes is difficult to achieve. Many have mentioned that it is not the content of a joke or the happenings of an event that make it fun, but the context, the liberation, the freedom to express oneself and as noted above the feeling of being part of a team. The literature supports these claims. For example, according to Cohen (1990), laughter is the shortest distance between people, as lines of communication are opened through humour. Laughter can enhance feelings of closeness, togetherness, warmth, and friendliness (Parse, 1993).

[...] chasing a fly is not funny by itself, but it has to do with how you express yourself (Christine)

Several others have mentioned that they only have fun with people with whom they have honest relationships and which they respect.

[...] and I can't have fun with the people that are not 'what you see is what you get', with people who have second, third thoughts hidden. (Helen)

Many participants mentioned that they see fun as a level of good relationship above kindness and good collaboration. They have described being able to have real and genuine fun with someone as a difficult thing to occur in the workplace from the one side but very rewarding and positive feelings generating if it happens.

Fun is an investment. (Mary)

It is easier to collaborate with someone than to have fun with them. So if you reach the point of being able to have fun with someone, then the collaboration is smoother. (Kelly)

[...] Things like that, plus all the micro jokes, are these that bind us, because I feel that after something like this [...] you feel more comfortable to talk to this colleague even for work related issues, because you have developed this friendly relationship, this informal relationship, we are not just colleagues anymore and I am afraid to ask you something, to talk to you [...] I feel more comfortable to 'bother' you. (Mary)

With those that we had fun with, we collaborated better [...]. Of course when you have fun with someone you might say something bad to them and they will not be offended. (Abby)

There is the objectively good behaviour, when you will be kind to the other, but reaching the point to say something stupid (joke) to the other, to make fun of them in a positive way, you need to be familiar with the other to do it. (Adrianna)

The participants, especially those working in teams, have mentioned that being able to have fun within a team builds upon good communication, a virtue that is transferred in the work related communications. Fun can promote better working relationships between employees which can increase information exchange, organizational efficiency and ultimately performance (Lehmann-Willenbrock & Allen, 2014; Tews et al., 2012).

In the beginning when our team wasn't very cohesive, I was productive but I would have been more if we could have fun, because communication would have been better. [...] The relationships among the colleagues is important and can impact on performance. (Kelly)

I think that with people, with whom you have fun with, work relations are better, because you know how far you can go with them. [...] you show more tolerance. The collaboration is better with those that you have fun with. [...]

This is the good thing, with those that you have communication outside of work, you feel more comfortable at work to say can you give me this, or can you do this for me, or I will do this for you. (Anna)

The functionality of fun lies beyond respite.

The participants mentioned that fun is helpful. One of the most valued functions of fun is that it is used to relief stress, functioning as a coping mechanism. Many participants have mentioned that sharing a laugh when things are difficult helps them feel that they are not alone in the situation and that there is understanding.

Because it was so difficult to cope [...] many times you were connected with the colleagues because you needed it, many times because my manager couldn't understand me during a problem, automatically, I would discuss it with the other people in the team [...], so the fun or the happiness that I could have were the friendships that I was creating because of the circumstances, because we couldn't channel our complains anywhere else. (Steve)

[...] it will relax me for a moment, and it will make me for a moment forget the pressure that I feel. (Ben)

[...] the other person knows that you are under pressure and that he is under pressure too, so it is mutual, a mutual need for fun. (Sally)

[...] you might be fed up with something and make fun of it. [...] After very long work hours everything seems funny [...] I was chasing a fly in the office with another colleague, which to me was very funny [...] (Stella)

You make fun of a situation in order to deal with it (Adrianna)

The participants mentioned that fun not only helps with relieving stress but also it changes their perception of time. They have described that time passes faster when they are

having a good time in the workplace. Csikszentmihalyi's (2000) concept of "flow" might provide some insight on why participants reported this. Flow is an experience in which the individual is fully immersed in a feeling of energized focus, full involvement, and enjoyment.

Without some fun, the 8 hours don't pass. (Anna)

Fun changes the relativity of time. (Elias)

Culture of the organization and management attitudes.

Another important theme that emerged was that even though the colleagues might be people with whom they feel good to have fun, the culture of the company as well as the attitudes of the direct supervisors towards fun were critical in promoting or accepting it. Such culture generated negative feelings and in the worst case reported in this study, it resulted in constant turnover, with the average stay in the company being two years.

[...] It was a company that didn't mind saying "I want to exhaust you". [...]

We don't pay you to make friends. [...] she wanted to see me suffer [...] to prove that she is the boss [...] (*later for another company*) [...] It was a company whose first priority was to keep their employees [...] so they did everything to keep their employees. The salary was not the highest [...] but you had a job that kept you energized. (Steve)

When I went there the first thing that they told me was "we have a lot of workload, the pace is fast, and your heart should run". (Sara)

The company has created a forum in which we all 100 employees can talk about our interests and organize activities. For example there is a football team, a cricket team [...], diving, [...] these have brought people closer.

(Mary)

Middle management plays an important role in the creation of subcultures within an organization, and fun as we mentioned above seems to be very much related with the context, especially with the issues of freedom of expression. This results in different departments in the same organization having diametrically opposite cultures towards fun. The participants of this study attributed the differences to the direct supervisor of each department.

There are some departments that are like a church, not even a whisper is heard [...] they are more oppressed [...] these people can talk only when they go for lunch. (Anna)

Fun is not the thing of this particular manager. And this is our problem, because even in the activities that already exist in the workplace, for example this happy hour every two months, or whenever the company says let's go outside to celebrate Christmas for example, he doesn't come.[...] But he doesn't stop the organic fun [...] he participates, although he is at this level (Mary)

(in order to have more fun) I would kick my manager out of the office (Sultana)

Although in one case, the participant mentioned that even though freedom to communicate was decreased after a change in the team's supervisor, who didn't allow them to talk to each other during work, the employees continued to make jokes and use humour using alternatives way, like communicating through skype, which was a tool of their work.

Negative side of fun.

Fun in the workplace is not always a positive thing. Many participants mentioned that there is a dark side to it in terms of noise and annoyance, especially when the people who don't participate in the fun activities have high workload. Also, it was mentioned that there is a limit to the positivity of fun, when humour includes negative or racist comments about others. The

development of cliques was also mentioned as a negative side of fun. For example, humour that was understood only within a particular group contributed to feelings of exclusion, for those outside such groups. Making ‘fun’ of someone can be enjoyable and bonding for the actor and their co-actors but might have negative consequences for the person receiving the fun comments or being the epicentre of the negative jokes. This highlights an issue to take into consideration, that is, that the line between offending and fun can be a thin one. These observations by the participants might be the main reason for expressing very eagerly the need for limits or moderation in relation to fun in the workplace.

Barbara: Many times it is fun when we comment about these personalities, or these people from specific groups. So this might be the group ‘mother and child’, or the group ‘Asian couple’, or the group ‘old man from another country’ let’s say.

Researcher: Why was it so difficult to say this?

Barbara: Because it might sound racist.

The concept of moderation has been also mentioned in relation to effectiveness and productivity, as well as in relation to workload. Several participants have described how it is very easy to not work at all and only have fun, something that most of them disapprove.

If you only have a good time in the workplace, I think that you forget the job
[...] you are distracted [...] (Sofia)

When you see that something is important to be finished, and the others are busy, you can’t distract them by saying something funny, even if it is the funniest thing. (Adrianna)

The assumption that fun is not work, and belongs outside of work practices was reflected in answers to the question ‘in which way fun affects your relationships with your colleagues’. Many participants felt an urge to defend their behaviour, by suggesting that it is

kept within limits and boundaries. Feelings of guilt can be discerned here and maybe this has to do with manager's support for fun in the department or organization level. Plester et al. (2015) examined this using management paradoxes theory (Clegg, da Cunha, & Cunha, 2002).

It doesn't mean that if you go out with someone for drinks that you will stop being responsible. Work is work and fun is fun. [...] (Anna)

It is a fine line between having a good time and having fun. Sometimes a situation might have become fun but because we have too much workload we don't continue it. (Kelly)

When these limitations are not respected by the colleagues, negative feelings and attitudes towards the persons seem to appear.

It is very easy to take advantage of all the benefits and not work, you can be sluggish, and not see it really as a job but only as a playground. [...] Just don't abuse the freedom that the workplace offers. (Steve)

[...] they live in their own world, they only have this in their mind [...] we will go to the trip, we will have fun, we will land [...] we will see the city and that's it. But this can be tiring for the others - ok they want to have fun but also they want to do their job effectively [...] Some people end up working more than the others and because it is customer service the quality might drop. (Barbara)

Discussion

The main goal of this study was to explore the meanings attributed to the concept of workplace fun by employees and exploring whether the different participants shared similar perspectives on what represents the phenomenon of fun. Overall, the analysis revealed that the process and not the content issues emerge as the most important.

In terms of our a priori themes, we have re-confirmed the three types of workplace fun that have been already discussed in the literature and identified a fourth type, organized fun. According to Strömberg and Karlsson (2009) workplace fun that consists of humour rituals like joke telling, physical joking practices (pokes, tickles, jostles, grapples, dances, tactics of scaring people), clowning, nicknaming and using satire to create a fun workplace) can be referred to as organic fun. Organized fun activities have to do with going out for lunch or after work drinks or dinner with the colleagues and generally socializing with colleagues outside of work. Managed fun has to do with the organisation consciously and even strategically organizing (e.g. by managers or human resources departments) events to fulfil organizational objectives (Plester, Cooper-Thomas, & Winquist , 2015) and refers to activities like celebrating personal events and professional milestones, social events, games, competitions and community involvement (Chan, 2010; Ford, McLaughlin, & Newstrom, 2003a,b; Karl, Peluchette, Hall-Indiana, & Harland, 2005). Task fun, as defined by Plester et al. (2015, p. 384), is the notion of fun being experienced while performing work tasks.

Organized fun is clearly distinct from the other types in two ways; it is organized by the employees at some level, but it is not management led and at the same time it is organic but not work disruptive. This is an important distinction as it can help future literature provide better understanding of various fun activities and their characteristics that have an impact on desirable outcomes. The boundaries between work and play have often been discussed in the literature, and although having fun with the co-workers and others is considered one of the characteristics of a good day at work (Jackson, 2005) and most importantly is very much desired by the workers, it can have negative consequences. Organized fun, has the best characteristics of organic fun, in the sense that it includes co-workers who are close to each other and at the same time the best characteristics of managed fun, in the sense that it can help the employees take their mind off of work and detach, making the boundary of work and play clear.

While initially I approached workplace fun as a concept that reflects activities consistent with the previous literature, the participants constructed their meaning relationally and apart from reporting activities, they were constantly building their understanding of the phenomenon in underlying assumptions of the organisational culture and the quality of relationships between the co-workers, highlighting that the content of a fun activity or behaviour is not as important as other peripheral but directly linked notions like genuineness, spontaneity and trust. The participants of this study who were having fun in their workplace described it as the tip of the iceberg that was reflecting a climate that respects or even promotes freedom of expression, and an environment where genuine fun seems to be the manifestation of honest relationships. These aspects of fun were manifested in the narratives of the participants in agreement with the literature (Beck, 1997), in the sense that those who were having fun also experienced a sense of belonging to the group; they felt accepted and connected to each other. Adding to the above the participants mentioned that teamwork and effective collaboration are higher among people with whom they have fun with. Fun also seems to have a cyclical relation with trust, in the way that people in the workplace who trust each other seem to be able to have more fun in the workplace and at the same time people who have fun are cultivating trust. The findings of the present study are in agreement with Fleming and Sturdy (2009) who conceptualised fun as an expression of the authentic self and associated it with diversity. Understanding these underlying elements, the basic pillars of fun, which are freedom, trust, open communication and tolerance, can inform our approach to managing people, while taking into consideration the probability of orchestrated fun resulting in negative outcomes, especially when respect and dignity are not part of the equation (Fleming, 2005). These underlying beliefs and values add to our understanding of the phenomenon, by highlighting that most of the times the activity or behaviour itself is not as important as shared understandings that underlie it.

Research indicates that fun is positively associated with well-being (Baptiste, 2009), job satisfaction (Fisher, 2000; Karl, Peluchette, & Harland, 2007; Peluchette & Karl, 2005),

organizational citizenship behaviour (Fluegge, 2008; Lamm and Meeks, 2009), performance (Avolio, Howell, & Sosik, 1999; Lamm & Meeks, 2009) and better customer service (Karl and Peluchette, 2006a,b). Fun can play a critical role in helping people cope with work stress, as ‘sharing a laugh’ can be helpful in many cases (Charman, 2013; Plester, 2009). This enhancing role of fun has been extensively expressed by many participants in this study as both a long term effect, by building for example good lasting relationships characterised by trust and respect, and as a short-term effect, functioning as a mental fix which is carried through the day, and makes it easier to deal with stress, emotional exhaustion, routine and negativity. In accordance, Karl and Peluchette earlier (2006 a, b) had found that employees who have experienced workplace fun are more likely to experience less stress and are less likely to be absent or leave the organization. Furthermore, Karl et al. (2007) found that people who were experiencing more fun at work reported less emotional exhaustion. The use of humour, another important phenomenon that is related to fun in the workplace has been studied extensively and has been found to correlate with the quality of functioning under stress (Bizi, Keinan & Beit-Hallahmi, 1988) and to help in the regulation of emotions (Samson & Gross, 2012). This mental fix notion provides support to previous research suggesting the protective role of workplace fun.

Two important aspects should be pointed out: the importance of management issues and the interaction among the different types of fun. Direct managers have a considerable role when it comes to implementing fun activities or engaging in fun behaviours in the workplace. Manager support for fun was conceptualized by Tews, Michel and Stafford (2013) as the extent to which managers allow and encourage employees to have fun on the job. Tews et al. (2013) found that manager support for fun was a dominant predictor of employee turnover attributing it to the fact that managerial behaviour is a more constant feature of an employee’s day-to-day experiences. Thus we understand that management support for fun can function as a facilitator, and help employees to interact in a friendly manner without the fear and guilt that the

participants of the present study expressed. Specifically, the participants of this study very early during the interviews sought to note that having fun during the work hours did not translate into playing around whereby productivity and service quality suffer. In this sense, when fun happens with the support from management it can have different results on desirable outcomes. This finding is consistent with the positive impact on turnover that Tews et al. (2013) found which was present only after the interaction between manager support for fun and fun activities was taken into consideration.

Limitations.

This study has several limitations. The sample was a convenience one and our ability to generalise is limited. Because of the qualitative nature of the study subjective views and opinions are being captured and the interpretations are prone to interviewer bias. This study is based on self-reported data and can contain several potential sources of bias prominently selective memory, attribution biases and exaggeration. Also, the data are culturally specific so it is difficult to generalize the results in other cultures. Our results are limited by the few participants with management positions participating in the interviews. However, future research should take into consideration the differences between the roles of manager and employees.

Implications.

Implications for practitioners can be drawn from this study, the most important being nurturing freedom of expression so that organic fun can flourish and so that employees can benefit from its enhancing and protective functions. Also, it is common nowadays for organizations to organize fun events and activities. But without safeguarding virtues like respect and honesty, they will remain a superficial event, and might not lead to positive results. On the contrary other types of solutions might be valued more, like the establishment of breaks, or the introduction of play areas.

Future research.

A suggestion for future researchers is taking into consideration that discussions around fun might involve the identification of negative behaviours too. For example the participants in our study were aware of and reported several negative implications of workplace fun including the creation of cliques, the use of negative gossip and the disruption of the work pace confirming the work of Plester et al. (2015) that the ‘simple idea of workplace fun starts to emerge as complex, paradoxical and problematic’. The above should prompt us to consider that fun may also have a dark side. In order to understand the concept, important issues regarding fun need to be disentangled, especially regarding organic fun and its manifestations, as they are those inherent to human nature and less controllable. Future research should shed more light to these negative aspects of fun. In addition, different behaviours that entail organic, organized and managed fun should be identified and importantly, the emotions that follow the experience of organic versus organized and versus managed fun should be distinguished.

4 Having fun while working in a hospital: Necessity and boundaries for medical residents

Introduction

A hospital is a difficult place to work as healthcare workers face aspects that often include pain and tragedy, and are challenged by emotional labour and exhaustion. Studies show that medical residents in Greece report working conditions, the hospital environment and heavy duties as key factors for low job satisfaction (Antoniou, Cooper, & Davidson, 2016) and fear of mistakes as the most important stressor (Antoniou, Davidson, & Cooper, 2003). Thus when thinking about fun culture initiatives in organizations it is certainly difficult to think of a hospital as a fun place. However, humour within the health care profession is well documented and has a variety of functions. For example, Zussman (1992) described how healthcare workers used humour (even humour about their patients, while they were not present) to deal with pressure. Anspach (1997) showed the use of humour among health care personnel even under the stress of making life and death decisions. Also, humour in these professions is used even in the early stages of their education. For example, Smith and Kleinman (1989) described how humour was used in medical schools to help manage the discomfort that could arise when examining patients.

Thus, we can speculate that the gravity of life-and-death situations in hospitals lends itself to a need for humour and fun as coping mechanisms. Recently, socialising with colleagues has been found to predict job satisfaction of medical residents (Antoniou et al., 2016). In terms of workplace fun in specific, Peluchette and Karl (2005) after surveying health care and health care administration professionals found that they had positive attitudes towards organized and managed workplace fun (e.g. food gatherings, contests, outings) in terms of the appropriateness of these activities in healthcare settings, the importance and desirability of

workplace fun, and its consequences. Peluchette and Karl also found that those health care professionals with more positive attitudes towards fun were more likely to exhibit greater job satisfaction, while in a following study they found that having fun in the workplace mediates the relationship between emotional exhaustion and job satisfaction and results in less perceived emotional labour (Karl & Peluchette, 2006a,b).

Despite these, only a few have studied the effect that workplace fun has on medical students and residents as they mature into physicians.

Objectives.

The objectives of this study was to qualitatively explore fun among medical residents in the hospital, to reveal how they can have fun while working in a hospital, to understand the attitudes towards having fun while working in a hospital and finally to get an insight to the obstacles related to having fun.

Method

Participants.

The participants were 15 medical residents who worked in various public hospitals in north Greece. The sample consisted of 9 women and 6 men. The mean age was 30 years old. All the participants were attending a course in the context of a master program in a medical school and were recruited through it. Participation was voluntary, anonymous and without compensation of any form. The residents were split into two groups based on the years of work experience in a hospital clinic, which resulted in conducting 2 focus groups (those with less than two months experience and those with more).

Procedure.

The focus groups were conducted using a semi structured interview protocol based on 10 initial questions. An example question is: When was the last time that you had fun at work? The questions and their order were shaped according to the participants' responses. The discussions lasted 1 hour each and were audio taped and transcribed verbatim.

Analysis.

The data were analysed with the use of the software Atlas.ti. Thematic analysis was utilized to organize the data in themes (Braun & Clarke, 2006). The six-phase process of analysis as described by Braun and Clarke (2006) was followed; the analysis involved detailed and repeated readings of the interview transcripts which resulted in the initial coding. Then, all relevant codes were collated into themes, and the data relevant to the themes were reviewed to ensure that themes worked in relation to the coded extracts. Specific extracts of the transcripts were selected and quoted.

Results

Initial codes.

First, an initial list of items from the data set that had a reoccurring pattern were generated. These items were significant in terms of prevalence across the entire data set and order of appearance. A total of 36 codes were identified from the transcripts. Three of the codes were identified a priori, based on the literature on the topic so far and 33 codes were extracted a posteriori. In Table 1 a list of the identified initial codes is presented.

Table 1

Identified Codes

A priori	A posteriori	
Managed fun	Animals	Keeping a distance from the patient
Organic fun	Central	Laughing
Organized fun	Chatting	Making fun of other colleagues
	Contextual	Management
	Coping method	Music
	Cynicism	Performance
	Difficulty of the medical cases	Personal limits
	Eating together	Pleasant
	Ethics	Positivity
	Gatherings	Right place
	Going out	Right time
	Head of clinic	Smile exchange
	Inevitable	Simplicity
	Joking	Social interactions
	Joking about the difficulty of the medical case/ the result	Stress
	Joking about the patients	Subjective
Joking about the shortage of supplies		

Themes.

By creating clusters of meaning of the above initial a posteriori codes 6 categories emerged regarding experiencing fun in a hospital. I have identified 3 clusters in the explicit level, where the surface meaning of the data were interpreted, and 3 clusters at the latent level,

where underlying ideas, patterns, and assumptions were interpreted, resulting in 6 themes

(Table 2).

Table 2
Themes

Explicit level	Latent level				
Anything can be a source of fun	Small talk & simple activities	The need for boundaries	Fun is necessary	It's all about the people	Characteristics of workplace fun
Animals	Chatting	Personal limits	Coping method	Head of clinic	Central
Music	Eating together	Keeping a distance from the patient	Stress	Management	Contextual
Gatherings	Smile exchange	Difficulty of the medical cases	Performance	Making fun of other colleagues	Inevitable
Going out	Laughing	Ethics		Keeping a distance from the patient	Pleasant
Social interactions		Cynicism		Joking about the patients	Simplicity
Joking in general		Right place			Subjective
Making fun of colleagues		Right time			Positivity
Joking about the patients					
Joking about the shortage of supplies					
Joking about the difficulty of the medical case					

Explicit level.

(1) Anything can be fun; sources of fun experiences while working in a hospital.

The most common sources of fun experiences for the residents while working in the hospital were parts of incidents that happened while they were performing their tasks; many stories that the participants shared had to do with their patients and were mostly at their expense. The incidents that were shared by the participants described in humorous ways the behaviours of their patients that were a result of their ignorance of standard hospital procedures or of their own medical situation, something that someone would argue that is strange, as one would not expect patients to know the standard operating procedures. Several residents described situations in which they were laughing at the patients' requests and/or their appearance.

‘Once two came at 4 at night, all dressed up, with heels, and the one was saying that she had a bounce in the belly.... We laughed so much because they had nothing and they didn’t understand why they came at the hospital.... We were laughing with the way they were dressed, the tights....’

‘They say crazy things.’

Joking is a common activity for the purpose of having fun while working in a hospital. The residents that participated in this study have mentioned several sources for their jokes content, like the medical cases that they dealt with and organizational elements, like the shortage of supplies:

‘...especially if you are doing a CT scan and the patient is 109 years old...’.

One more specific source has to do with the difficulty of the case. For example, while describing the death of a patient, a group of participants mentioned the following joke:

‘... one way ticket...’

Most people would not appreciate or perceive it as a joke, and some would find inappropriate such a comment regarding death, while at the same time doubt the ethics of the persons involved in the conversation. Francis, Monahan and Berger (1999) argued that such humorous interactions can help in terms of in-group bond building (among the health care providers) and function as a way to reduce the threat of a close call and decongest the situation. Medical humour like this consists of subtle communication that researchers suggest enhances solidarity among health care professionals, emphasizing the perception of belonging in the in-group (physicians) and not in the out-group (patients) (Nelson, 1992; Parsons, Kinsman, Bosk, Sankar, & Ubel, 2001). This dichotomous perception that often results in negative portrayal of the patients has been discussed in the literature where other studies have also found this strong group categorization (Yoels & Clair, 1995).

The participants have mentioned many other sources of fun in their hospitals like listening to music or laughing with animals that they see during their workday.

‘...we have a cat, with whom we laugh very much, Penny. She is a white cat that goes under the beds, inside the drawers, in the folders...’

Organic, organized and managed fun.

For the analysis of this data set I searched for three a priori identified codes; organic, organized and managed fun. I define organic fun consistently with Strömberg and Karlsson (2009) who note that workplace fun consists of humor rituals like joke telling, physical joking practices (pokes, tickles, jostles, grapples, dances, tactics of scaring people), clowning, nicknaming and using satire to create a fun workplace. I conceptualized organized fun as activities that are organised by the employees themselves like going out for lunch. Managed fun is defined as activities like celebrating personal events and professional milestones, social events, games, competitions and community involvement (Chan, 2010; Ford, McLaughlin, & Newstrom, 2003a; Ford, Newstrom, & McLaughlin, 2004; Karl, Peluchette, & Hall, 2008;

Karl, Peluchette, Hall-Indiana, & Harland 2005). I discern between the two later types based on who initiates the activity; managed activities have a top bottom direction and refer to initiatives taken by the management, while organized activities refer to activities that the employees prepare by themselves.

All the participants worked in public hospitals, where it is not common to have fun events organized by the management. For this reason managed fun was not common in these discussions. Some participants mentioned that they organized outings, especially for lunch or dinner with their colleagues. When discussing about other fun activities organized by their colleagues they expressed reluctance in terms of their effectiveness compared to organic fun interactions, concluding that this type of fun doesn't work for them.

‘...it starts with people, the communication that they have, anything else seems staged...’

‘...if there is no chemistry among us, a connection, with whatever else, gift exchanges, etc., nothing will happen...’

Small talk and simple activities.

The participants have mentioned that simple interactions like chatting, exchanging a smile or eating together are considered fun for them.

‘Even just exchanging smiles...in a difficult workplace, it is enough to feel this fun and get away from stress.’

Many participants have mentioned that simply gathering together in one room is enough to create a fun atmosphere and help them to relax.

‘Sometimes many people gather at the lab, and what is happening is very nice’.

Small talk in the workplace as reported above is intertwined with main work related talk. These seemingly trivial conversational interactions occurring in many settings, including the medical ones (Hudak & Maynard, 2011) are commonly referred to as “small talk” (e.g., Mantoux & Porte, 1980) as well as “schmoozing,” “rapport building,” or “social lubrication” (Drolet & Morris, 2000; Morris, Nadler, Kurtzberg, & Thompson, 2002) and can build positive relationships (i.e., Tinsley, O'Connor, & Sullivan, 2002). Holmes (2000) divides the occurrence of small talk in the workplace into four main content related categories; core business talk, work-related talk, social talk and phatic communion or small talk (p.38).

Small talk functions in a number of ways in building, maintaining, and reinforcing rapport and solidarity, it can help in establishing more positive working relations and also set a favourable tone for ensuring business talk. Pullin (2010) states that of all forms of interpersonal communication, so-called small talk is one of the best at promoting rapport and good relationships between workers (p.456). Coupland (2003) has shown that small talk at work helps to build rapport among workers and creates solidarity in the workplace. Thus, small talk is closely related to the concept of “rapport” in building and nurturing relations and creating a sense of community among colleagues. Spencer-Oatey (2002, 2005) uses the term rapport in referring to ‘the relative harmony and smoothness of relations between people’ and ‘rapport management’ in connection with the management (or mismanagement) of relations between people.

Management and staff’s awareness of the need for social talk and the creation of opportunities for this, for example during the break, or when celebrating with a birthday party, or eating and sharing food, is significant. Face-to-face communication plays an important role in this regard as colleagues, when getting things done, often talk with their superiors, peers, and subordinates. These interactions can be work related, task promoting, and at the same time relation building, as they contribute to constructing, maintaining, facilitating and repairing the relationships among colleagues, so their value should be recognized by the team leaders.

A key characteristic of the above described interactions with colleagues was making fun of each other. Scogin and Pollio (1980) attempted to take into account groups' perceptions of humorous events in their observational study of humorous episodes within six different group settings, including both short-term and pre-existing, continuous (ongoing) groups. Their findings illustrate that both positively and negatively toned humour can have positive effects on group cohesion. Depending on the relationship of the group members, ongoing groups used both types of humour, while short-term groups avoided negatively toned humour, as negatively toned humour may be more risky if there is no background history among participants. On top of that Karl et al. (2005) found that employees with a high level of trust in their co-workers, compared to those with a low level of trust, had more positive overall attitudes toward workplace fun and felt that workplace fun was more appropriate. The same pattern was found for the supervisor; employees with a high level of trust in their supervisor compared with those with a low level of trust, had more positive overall attitudes toward workplace fun and also felt that workplace fun was more appropriate.

(2) Boundaries; when fun is acceptable and when it is not.

The participants focused a big part of their discussion in the theme of setting limits in terms of having fun in the hospital. Most of the limitations had to do with the emergency nature of their work, especially during their on-call duty, when they feel and believe that they can't stop what they are doing or delay their interference in a case just to have fun. They explicitly talked about setting limits, while mentioning that there is a right time and place for workplace fun too. One important issue was concentration and attention. The participants mentioned that when fun interactions take place around them, it makes it more difficult for them to concentrate in their work, so they have to stop executing their tasks in order to prevent a mistake from happening.

‘... it is very important how you perceive the immediate part of your job, what I must do, and what I must not.’

‘We talk about joking at some points of time, not being like that all day.’

‘...when everybody is going for coffee and relax...it is very nice, but if it is the room with the machinery [where the fun interaction sometimes happen] then it changes.’

‘...you can’t play backgammon and have the patients waiting outside.’

The difficulty of the medical case has been mentioned as a burden for a fun atmosphere to occur or continue. The participants mentioned that working in a hospital is not an easy task, as it is common for medical cases to require special attention or provoke a large spectrum of negative feelings to the health care providers and great amount of tension.

‘... it is just that because of this specific job, sometimes everything might be good, and one incident might ruin everything. This is the factor, everything goes well, professionally, friendly, teamwork, and while everything is perfect and you say to yourself it is 1 minute before 15:00, something unpleasant might happen and it will ruin your mood.’

The literature provides many examples of health care providers using humour with their patients and there are many studies demonstrating the positive effects that such interactions can have (Dean & Gregory, 2004; Francis et al., 1999; Haskard Zolnierek, et al. 2009; Sala, Krupat, & Roter, 2010; Scholl, 2007; Scholl & Ragan, 2003). But on the contrary, the participants of this study described their desire to keep a distance from their patients. Keeping a distance from the patient was imperative for them. Although they mentioned that they joke *about* them often, having fun *with* them was not a common practice. One of the participants started describing the way such an interaction would impact on the doctor-patient relationship, concluding that it will negatively affect their professional status. They explained

this behaviour, as a manifestation of their professionalism. The difference between this case and the literature so far might be that the participants of this study were medical residents. There might be a status building issue here and the participants may feel the need to keep a power distance between themselves and their patients. Many of the participants agreed with the below opinion.

‘The patient is something different, they are –inverted commas- the clients, so issues of professionalism are coming forward, so the relationship is more locked, more official, even if you want to be friendly, it is something different, from losing the upper hand in the relationship, not in a dominant way, but being able to guide the other, because sometimes the patient misunderstands certain issues in treatment, in diagnosis, for the benefit of the patient there has to be this distance, which is a safety distance...’

The above seem to be in accordance to previous findings on the reasons for not using humour in the workplace (Baptiste, 2009; Lyttle, 2010). Specifically, the participants in that study avoided using humour when there was a need for clients to see the organization as serious and the participants of this study expressed similar attitudes. Humour directed from patients to health care providers was not mentioned at all.

(3) Fun is a necessity.

Fun interactions in the hospital occur despite the stressful nature of the tasks. The participants described that these interactions are needed as they function as a relief from stress and a way of preserving positivity during the day. The participants mentioned that they have been using fun as a coping strategy, as a way of helping them to deal with difficult situations in the hospital.

‘...during continuous night on call-duties many stressful things can happen, at moments like these, this (fun) provides pleasure...’

‘...the batteries don’t discharge...’

‘...it decompresses the situation...’

Coping.

The beneficial effects of humour on health and well-being are well established. The literature identifies two forms of coping: problem-focused and emotion-focused (Folkman & Lazarus, 1985). Folkman and Lazarus (1985) suggest that problem-focused coping is in general the more effective kind, as it addresses the problem that is actually causing the distress. If the distressing problem itself is eliminated, the emotion is self-evidently less likely to recur.

Emotion-focused coping, on the other hand, addresses only the emotion, not the emotion's source. Yet the authors also found relations between problem- and emotion-focused coping, in which respondents reported using emotion-focused coping to deal with stress or anxiety before being able to proceed to more problem-oriented actions. This indicates that in some cases, mastering the emotion is an essential first step to mastering the problem.

Coping humour has been considered a protective psychological function and was associated with less negative mood ratings after a sad stimulus (Moran & Massam, 1999).

Apart from the above role of fun, the participants associated it with a sense of effectiveness, too.

‘...we work more effectively...’

‘... we finish the job faster...’

Latent level.

(1) Colleagues and social support.

Colleagues are an important part of work life and seem to have important effects on job attitudes and organizational outcomes especially through affective support (see Chiaburu & Harrison, 2008 for a detailed meta-analysis). Thus, it is not a surprise that interactions with

colleagues were greatly mentioned when describing fun in the workplace and were associated with better coping and getting through the day easily. This is in accordance to perceived support emerging from ordinary social interaction. Thus, perceived support is expected to be strongly related to perceived workplace fun, especially organic fun. Indirect evidence suggests that ordinary conversation and shared activities (i.e., ordinary social interaction) play an important role in the relationship between perceived support and mental health. For example, generic relationship satisfaction, but not enacted support (enacted support is a key mechanism in stress and coping theory) could explain the effect between low perceived support and psychological distress (Kaul & Lakey, 2003). Very early in the literature, mental health was more strongly linked to companionship than to enacted support (Rook, 1987). Also, conversation regarding positive events, but not negative events, was linked to more positive affect (Georganta, Panagopoulou, & Montgomery, 2014; Hicks & Diamond, 2008). Recently, Woods, Lakey, and Sain (2015) found that providers of support who shared ordinary conversation and activities with recipients of support were seen as supportive even without enacted support. In their study, before statistical control, perceived support accounted for 50% of the variance in positive affect and 31% of negative affect. After ordinary conversation and shared activity were controlled, perceived support accounted for only 2% of positive affect and 1% of low negative affect. In other words, providers who were parts of the ordinary conversation or shared activity were seen as supportive.

The role of the head of the clinic and upper management.

In contrast with other colleagues, the head of the clinic is rarely a source of fun. The participants mentioned that it is rare for a clinic director to be open to humorous interactions. But, they reported that the management style of the head of the clinic plays an important role in creating a relaxed and fun atmosphere in the hospital. Restrictions by the management in terms of sources of fun are common and most often the participants seemed disappointed with them.

‘They prohibited access to YouTube and we can’t listen to music.’

There was a rare example of one clinic director that was remembered in a positive way by a group of participants who had previously worked with him.

‘... the head of the clinic had nicknames for each one of us...’

‘...(the head of the clinic) was taking us for drinks, he was the exception, and we were laughing a lot with him...’

On the contrary studies show that leader's humour is beneficial. For example, Avolio Bass, and Jung (1999) looked at humour, other leadership behaviours (e.g. transformational and transactional behaviours), and various outcomes within a large Canadian financial institution and found that the use of humour moderated the effect of leadership style on individual and unit-level performance. Also, Cooper (2005) found a correlation between a leader's use of humour and certain dimensions of leader–member exchange quality (i.e. relationship quality).

(2) Fun is contextual.

In the beginning of the discussion, the participants found it difficult to remember fun interactions that happened in their workplace. Their unanimous reply was that it wouldn't sound that funny now and that it would be hard to understand the situation as an external observer.

‘...it was that moment, it is not a whole story...’

‘...it is not something amazing, so much that we could laugh now...’

The contextual factors in the use of humour have been discussed in the literature and have to do with the person, place and time. For example, removing the humour from its context denies the richness and subtlety of its use (Francis et al., 1999). This difficulty to express such interactions to outsiders like the facilitators of a focus group depicts the underlying connections of fun interactions and the importance of the shared background. As the participants have

mentioned, fun interactions don't happen with everyone, but are the result of built relationships and previously set unspoken rules between dyads or groups of people. Apart from these, it also depicts the shared background, a history that these people have in common and helps them understand each other's jokes, or laugh with the same situation. The participants mentioned how fun interactions are very common in their workplaces, because they share many things with their colleagues due to the nature of their work. Having the same understanding of the dynamics in a situation is important when speaking about fun, especially in an environment like the hospital where balance is sensitive. The participants expressed the opinion that when seeing someone very often, fun is most likely to occur, concluding that fun is inevitable, especially with someone that you see so often.

(3) Fun related dissonance.

Having fun in the workplace is desired as it can promote a positive atmosphere, relaxation and relief. But when the workplace is a hospital, having fun can be complicated. There seems to be a unanimous opinion among the participants that ethics in fun are subjective, especially among colleagues. Literature so far has shown that medical students specifically identify hospital humour as ethically problematic (Feudtner, Christakis, & Christakis, 1994), and they believe that cynical humour and slang are not always appropriate (Wear, Aultman, Varley, & Zarconi, 2006). A participant described that they know with whom of their colleagues they can have fun with, and that this knowledge was the result of perceived dyadic norms that were developed through time, and had to do with the shared background/history.

‘You understand the limits, the other will not give permission (to have fun with them in a certain way).’

Fun and cynicism are separated by a thin line. The participants were very conscious of the difference between the two and have mentioned feelings of regret when they thought that they have crossed that line. Cynicism is one of the three components of job burnout, a

psychological syndrome with high prevalence in health care professionals. The participants of this study seemed to be aware of this issue and its potential negative effects in quality of care and mentioned that sometimes they regretted the way that they reacted in a situation. The development of this cynicism that starts in the student years has been suggested that is part of the professional socialisation process where cynical attitudes develop when students experience abuse and powerlessness (Doulougeri, Panagopoulou, & Montgomery, 2016; Testerman, et al., 1996). These experiences then ‘create ethical dilemmas unique to the medical student’s role, in the way that students have to grapple with the double messages of the overt versus the “hidden curriculum”, experiencing pressure to compromise their personal ethics. Studies have shown that residents and attending physicians show similar actions and attitudes towards this type of humour (Wear, Aultman, Zarconi, & Varley, 2009).

‘Sometimes you might feel bad with how you dealt with a situation at a certain time and feel a little bit cynical.’

A key issue here is to distinguish between the adaptive and maladaptive forms of humour and fun. For example, joking can sometimes be aggressive and can be used to criticize and manipulate others (Martin et al., 2003). Research has shown that these types of humour can have different, often contrasting effects with positive valence joking (e.g., Kuiper & McHale 2009; Kuiper, Grimshaw, Leite, & Kirsh, 2004). In a recent study, Guenter, Schreurs, Van Emmerik, Gijbbers, and Van Iterson (2013) found that on days that employees were expressing maladaptive humour they were more emotionally exhausted. On the contrary, adaptive humour seems to function as an emotion regulation mechanism (Blau et al., 2010) that facilitates well-being (Romero & Pescosolido, 2008). To sum up the above, the question ‘does using derogatory and cynical humour about patients as a stress reliever ward off or lead to burnout’ has been posed in the literature but is still not answered (Wear, Aultman, Zarconi, & Varley, 2009).

Discussion

The aim of this study was to explore how medical residents have fun while working in a hospital, their attitudes towards having fun in this context and the obstacles related to it. The present findings provide several interesting observations regarding the role of fun interactions and activities in the hospital, especially in respect to employees' well-being. The themes are consistent with previous findings in the literature as described above. Six themes were identified, three in the explicit level and three in the latent level. In the explicit level the themes were; anything can be fun, boundaries for fun and fun is a necessity. In the latent level the themes were; social support stems from fun, fun is contextual and fun related dissonance.

The themes identified are intertwined with each other and describe a culture that tries to abide with a professional ethos stemming from the idea that working in a hospital entailing certain formality levels to be kept and which influence the organizational culture. This attitude though seems to be relevant only for the out-group, as the in-group gives in to fun interactions manifesting a contrasting cultural element. The residents that participated in this study were keeping a formal, constrained attitude with their patients, that didn't contain any types of fun, but they used jokes, chatting and other fun activities and behaviours to interact with their peers when the patients were not present. The need to maintain typical relationships with the patients, but getting the steam out when they are with their peers by engaging in fun activities, is a key characteristic of this work environment. This need is also related to the nature of hospital work, where timing and context are more than relevant when talking about fun. This study went one step forward and revealed that there is a third key factor that is important when having in the hospital; who is present at the time (e.g. patients, supervisors). The tactical decision to keep only typical relationships with the patients can lead to increased emotional labour, but the participants in this study seem to balance it by using fun with their perceived in-group. This way, they express their emotions and regulate themselves. This finding is consistent with research showing that experiencing positive affect has been considered health-

promoting (Bringsen, Andersson, Ejlertsson, & Troein, 2012) and temporary enjoyment at work has been related to happiness, life satisfaction and psychological well-being (Fredrickson, 1998). The in-group members create their own boundaries, as acceptability and limitations for fun are also evident there. Such boundaries are more fluid, because the relevant parties have the advantage of a shared background and shared understanding.

Limitations.

This study is not without limitations. The data collection relied upon subjective judgments of social interactions and self-reports of emotions and moods. Thus, it will be important to confirm these with independent observations. The themes that were identified are not exhaustive, and further readings of the dataset might capture more. The data stem from medical residents who worked in public hospitals and attended a master course, making it difficult to generalize the results of this study to specialists or residents whose levels of awareness of concepts like burnout or cynicism is low. However, these findings give an insight to how the culture of a public hospital can affect attitudes towards fun and dictate the maintenance of a distance from the patients.

Implications.

From this study it was evident that fun activities can result in positive affect that ranges from a state of pleasantness to a state of pure arousal and the participants found the occurrence of fun as necessary in terms of helping them go through their day. Considering previous research that has suggested that fun initiatives seem to have no negative impact on customers (Karl, Harland, Peluchette, & Rodie, 2010), we conclude that healthcare managers should implement workplace fun initiatives and promote organic fun interactions, because of the positive benefits they have for the residents, taking into consideration of course several key characteristics like waiting lines and severity of the medical case as the patients might consider it inappropriate.

5 Workplace fun as a factor to enhance teacher collegiality

Introduction

Workplace fun as defined by Lamm and Meeks (2009, p. 614) refers to activities that are playful, social, interpersonal, recreational, or task activities intended to provide amusement, enjoyment, or pleasure and take place in the context of work. These activities can be categorized in four types; organic fun, organized fun, managed fun and task related fun (see Chapter 3 of this thesis). According to Strömberg and Karlsson (2009) workplace fun that consists of humour rituals like joke telling, physical joking practices (pokes, tickles, jostles, grapples, dances, tactics of scaring people), clowning, nicknaming and using satire to create a fun workplace) can be referred to as organic fun. Organized fun activities have to do with going out for lunch or after work drinks or dinner with the colleagues and generally socializing with colleagues outside of work (see chapter 3). Managed fun has to do with the organisation consciously and even strategically organizing (e.g. by managers or human resources departments) events to fulfil organizational objectives (Plester, Cooper-Thomas, & Winqvist, 2015) and refers to activities like celebrating personal events and professional milestones, social events, games, competitions and community involvement (Chan, 2010; Ford, McLaughlin, & Newstrom, 2003a,b; Karl, Peluchette, Hall-Indiana, & Harland, 2005). Task fun, as defined by Plester et al. (2015, p. 384), is the notion of fun being experienced while performing work tasks.

Fun has been suggested as a key to facilitating relationships and nurturing connectivity with all the positive effects that it involves (Losada & Heaphy, 2004). Beck (1997) found that people that had fun seemed to also experience a sense of belonging to the group, acceptance and better connection to each other. The use of humour and having fun with co-workers and others is considered one of the characteristics of a good day at work (Jackson,

2005). The participants in Jackson's study, mentioned that being able to share a laugh with a co-worker, made them perceive higher levels of teamwork in their group and reported that they are getting along well with their co-workers. Stromberg and Karlsson (2009) used a variety of methods including observations, field notes, and individual and group interviews, and found that the employees were constantly creating through organic fun, a working environment that seemed to enhance solidarity among them, increase feelings of acceptance and strengthen their group's cohesion. Recently, Mesmer-Magnus, Glew, and Viswesvaran (2012) in their meta-analysis of positive humour found that supervisor humour relates in a positive way to workgroup cohesion.

Fun may function as a form of identification with a group, and may play an important role regarding the employees' feelings of belonging in the organization, defined as 'the experience of personal involvement in a system or environment so that individuals feel themselves to be an integral part of that system or environment' (Hagerty, Lynch-Sauer, Patusky, Bouwsema, & Collier, 1992, p.173). If we consider the subjective nature of fun, the perception of the same activity or behaviour as fun, can lead to perceived similarity and familiarity. These two characteristics of interpersonal relations have been found to cultivate a sense of belonging (Zhao, Lu, Wang, Chau, & Zhang, 2012). The occurrence of fun in a group might be a way for the person to express themselves and can lead the individual to feel as a part of that group. If people perceive as fun the same activities or the same situations, this can cause them to think that they have other characteristics in common and will probably lead to identification by self-categorizing themselves as part of the same group (Turner, Hogg, Oakes, Reicher, & Wetherell, 1987). Plester and Hutchison (2016) using a qualitative design found that "fun facilitates connectedness with others at work" (p. 345) as it increases enjoyment on the team level. Considering the above, fun's impact on teachers' group dynamics may be the key to understanding and enhancing collegiality.

The collegial nature of teaching has evolved during the last two decades as the teaching profession has advanced from one dominated by autonomous processes to an enhanced school-based collaboration system (Hargreaves, 2000). Collaboration among teachers and between teachers and other professionals is key to effectively conduct their everyday duties and proficiently solve problems. But while a collaborative work environment might be desirable for every organisation (Decuyper, Dochy, & Van den Bossche, 2010), deep level teacher collaboration seems to be less frequent, as teachers often tend to restrict collaboration to focus on other issues (Plauborg, 2009). For example, consultation with colleagues is often restricted to discussing ideas and materials, planning teaching activities, the nature and content of testing, and the pace and content of teaching (Cheng & Ko, 2009; Visscher & Witziers, 2004). But, discussing aspects of the didactics of teaching and problems in the daily practice, observing each other in the classroom, discussing each other's functioning, and critical examination of teaching seem to be rare (Cheng & Ko, 2009; Markow & Pieters, 2010; Visscher & Witziers, 2004).

The concept of collaboration was refined by Little (1990), who distinguished four different types of collaboration situated on a continuum ranging from independence to interdependence and include: storytelling and scanning for ideas, aid and assistance, sharing, and joint work. An important characteristic of collaboration is task related focus, including working and reflecting together for job-related purposes (James, Dunning, Connolly, & Elliott, 2007; Kelchtermans, 2006). Collaboration though is seen as different from collegiality as the first tends to refer to the cooperative actions (Kelchtermans, 2006) while the latter focuses on the relationships among colleagues (Bovbjerg, 2006; Kelchtermans, 2006). Collegiality has an inherent positive value and is defined as consisting of relationships with colleagues based on mutual sympathy and solidarity on the grounds of an equal work situation (Kelchtermans, 2006). Datnow (2011) though distinguished between school cultures that support and stimulate spontaneous collaboration and contrived collegiality. While a collaborative culture originates

from teachers perceiving collaboration to be valuable, productive, and pleasant, contrived collegiality results from administrative regulation obliging teachers to collaborate. According to Kelchtermans (2006) and Lima (2001) ‘collaboration’ and ‘collegiality’ are often used interchangeably, but according to Lima (2001) the term ‘collaboration’ was often used to describe forms of teacher interactions that are basically occasional, meaningless, and lacking in rigor.

Objectives.

Relatively little is known about workplace fun in schools, so the objective of this study is to qualitatively explore fun in the school as a workplace, to reveal how teachers can have fun among them and understand whether fun based relationships can enhance collaboration and collegiality among teachers. Focus groups interviews were chosen because open ended questions and the interactions between the participants were considered important for studying attitudes and emotions for these unexplored issues, which are also of group nature. Within the group condition we assumed that the psychological phenomena would not be isolated from their natural contexts and that we would be able to elicit multiple views as focus groups offer flexibility in terms of participants taking the initiative and discuss and even reconsider their answers when exposed to more information through the views of their colleagues Kitzinger (1994, 1995).

Method

Participants.

The participants were 12 teachers who worked in public primary schools in northern Greece. The sample consisted of women only. The participants were recruited through an educational seminar which they attended during the academic year. The mean age was 46 years old, all were married and had children. The participation was voluntary, anonymous and

without compensation of any form. The teachers were split into two groups based on their own schedule which resulted in conducting 2 focus groups in two different days. In the first group 7 teachers participated, 6 of which worked in the same school and represented 6 of the 9 teachers of their school. In the second group teachers worked in different schools.

Procedure.

Two focus groups were conducted lasting 1 hour and 15 minutes each. The focus groups were conducted using a semi structured interview protocol based on 10 initial questions. Example questions are: (1) Are there any experiences that you could characterize as positive in your workplace? (2) Can you remember a day or an event when you had fun at work? The discussions were audio taped and transcribed verbatim.

Analysis.

The transcripts were reviewed and analysed through a phenomenological procedure analysis (Smith, 1996). First we assumed the phenomenological attitude and proceeded with the transcripts readings and capturing of meanings. In an effort to generate deeper insight and meaning we identified all significant and relevant statements of the participants' perceptions about how fun and collegiality function in schools. These statements were clustered into themes, which were synthesized into a description of the experience to provide clear images of what participants experienced in relation to these two concepts in the workplace.

As a first step, I proceeded with initial readings of the transcribed data, in order to familiarize myself with them and make sense of their descriptions, and get a holistic understanding of the teachers' fun experiences with their colleagues. Second I reflected about them by rereading the transcripts. In the third step, in order to elicit initial meanings, I went through the transcripts in subsequent readings and tried to identify clusters of meaning. The initial meanings that were related to workplace fun behaviours and activities were found to interact with meanings of collaboration and teamwork. As a fourth step I consulted the

literature on teacher collegiality to help me better connect my findings with previous studies. This synthesis of data and literature lead to the final six themes that I describe in the results.

Results

Entitativity.

The participants of the second group explaining why they all came together expressed a strong sense of group identity.

Stella: We are one body one soul!

(all laugh)

Stella: Many bodies, one soul.

This was their first comment that reflected a significant degree of perceived entitativity. The generic construct of entitativity resides from social psychology, and more specifically group perception research. It was introduced by Campbell (1958) as “the degree of being entitative. The degree of having the nature of an entity of having real existence” (p. 17). Team entitativity is conceptualized as the degree to which a collection of individuals possesses the quality of being a team. This supports the distinction between groups and teams as groups do not necessarily meet all criteria for being a team and thus possess lower levels of team entitativity.

The literature has suggested several indicators for determining the degree of team entitativity (Campbell, 1958; Hamilton, Sherman, & Castelli, 2002) like for example team members having shared goals and shared responsibilities, task cohesion – a shared commitment on the task, the task acting as a binding force, identification– feeling a sense of affinity with the team and perceiving team membership as an important aspect of one’s job, task

interdependence – needing each other to perform the task and outcome interdependence – , and the feeling that one’s own goal accomplishment depends on the others’ goal accomplishment.

Collegiality.

The participants of this study reported examples of having gone far beyond collaboration with even agreeing to take difficult classes and allow fatigued colleagues to take easier classes. Here the participants described how one colleague took over a difficult class instead of her colleague as she recognized that this colleague was feeling exhausted by this difficult class.

Emily: ‘I withdraw from the class’ she said, ‘I give it to her’. This is not common in other schools. For such an issue, they would kill each other, not speak to each other for the whole year [...]

[...]

Renata: I was impressed [...]. Because Jennifer knew that Stella, had a very big class, 29 children, and she suffered for one year and with a problematic child, who eventually left [...]. Jennifer recognized it and she immediately gave in, but the next year, Stella gave in for Jennifer.

The participants of this study mentioned that their good relationships stood through time and they continued to do so even though there are problems, creating a circle of positivity and helpfulness.

Renata: It is not that we have no problems, we have problems [...]

Stella: Always.

[...]

Emma: Of course, because as we said, paradise is only where you will go. It is not here.

[...]

Stella: This is something that our school has. I have been working for 11 years and you do not have the feeling that 11 years have passed because there are no particular frictions. I feel that feeling as well.

Emily: There are frictions, there are, but I think they are handled effectively.

Whereas collaboration is a descriptive term, referring to cooperative actions, collegiality refers to the quality of the relationships among staff members in a school (Vangrieken, Dochy, Raes, & Kyndt, 2015). The terms refers to supportive and stimulating relationships. This way collegiality can be perceived as an aspect of the school's organizational culture, as reflected in Stella's comment above. The actual actions of working together, like problem solving and getting through hardships are determined by the quality of the relationships among staff members reflecting the levels of collegiality. At the same time, however, the actual actions contribute to the meaning and value of the professional relationships enhancing collegiality even more. This mutual enhancement is thus an ongoing process. These experiences and behaviours happen in the particular context of a school, and a newcomer can be even impressed by them.

Social support in practice.

Social support in practice is evident in the experiences of the participants of this study, and the narrator here explains that such a thing has never happened to her before.

Emily: To add more, I have something else to say. When it happened to me at the beginning of the year, that incident with George, which was crazy, the colleagues sat with me to calm me down, -they could have left- make sure I have a cigarette, to talk to me, I appreciated it a lot, because I really did not even want to go home, because nobody would understand me, but they sat down and they heard me. I was saying the same again and again, yes, yes,

yes, in the end I say, oh I tire them, I am sorry. No. They with a smile, (were saying) do not worry, we are here, we understand, all these things. This had not happened to me ever in another school. And I'm not lying. It has happened.

Colleagues are an important part of work life and seem to have important effects on job attitudes and organizational outcomes especially through affective support as is reflected in the above experience (see Chiaburu & Harrison, 2008). Very early in the literature, mental health was more strongly linked to companionship than to enacted support (Rook, 1987).

Below, Jane discusses how she is happy with the role that she has this year describing it like she is in a honey moon and explains why, revealing that her colleagues were kind enough to let her take the easiest role this year:

Jane: These years I am very happy that we are all together, because it really is a friendly and open environment that I am going [at work] with great joy. And this year I go too early and I leave very early, I'm sad I lose some coffees and some breaks that we share together but in relation to the class and my job, I am, with the class, I am like I am on a honeymoon [...].

Here colleagues show their understanding and their support explaining that they understand the hardships that their colleague had to go through the previous years and comment in a humorous way:

Renata: Because it was a very difficult year that last year for Jane.

Emma: And the year before.

But they also make fun of her comment:

Jennifer: So honeymoon, right?

Jane: Yes, yes, people.

Stella: We are undermined.

Emma describes how she wakes up at 5 every morning (instead of the common 7 to 7:30 for the others) and how difficult her everyday life is due to family obligations and work. Stella offers her support in a humorous way:

Stella: I should fix you a drink at home and massage you.

These dialogues reflect the idea that perceived support emerges from ordinary social interaction. Thus, perceived support is expected to be strongly related to perceived workplace fun and humour, especially organic fun. Indirect evidence suggests that ordinary conversation and shared activities (i.e., ordinary social interaction) play an important role in the relationship between perceived support and mental health. Recently, Woods, Lakey, and Sain (2015) found that providers of support who shared ordinary conversation and activity with recipients of support were seen as supportive even without enacted support. In their study, before statistical control, perceived support accounted for 50% of the variance in positive affect and 31% of negative affect. After ordinary conversation and shared activity were controlled, perceived support accounted for only 2% of positive affect and 1% of low negative affect. In other words, providers who were parts of the ordinary conversation or shared activity were seen as supportive.

Escaping reality.

The participants of this study experienced interactions with colleagues that were greatly valued so much that they mentioned wanting to return to work from vacation earlier.

Jennifer: You asked if I am having a good time. I will tell you one thing only, in August, I was saying when will schools open to see my colleagues again, get into the class. Yes, I was bored doing nothing. I was saying when schools will open, to go to the school.

[...]

Jennifer: Yes, because I was bored. I also had the mother in law.

[...]

Miranda: In any case, I judge that for me, if I wasn't going to school I would have collapsed. I have many years till I retire.

Jennifer: It is an escape.

[...]

Fun.

Organic fun with the colleagues.

During the breaks the teachers seem to have a positive atmosphere. Breaks represent periods of time during which work-relevant tasks are not required or expected. Research on recovery (Sonnentag & Zijlstra, 2006) and workplace mood (Miner, Glomb, & Hulin, 2005) has suggested that workers consider low-effort activities and socializing to be positive experiences and prefer them over other possible non-work activities. These activities frequently require less behaviour regulation. These unregulated activities and behaviours, that were evident throughout the second group's discussion, provide a key to understanding how organic fun, which is unregulated and spontaneous by nature, can have a positive impact in mood and emotional labour. Respites as described above can help teachers detach from their work tasks by generating specific emotional experiences and replenishing resources (Troughakos, Beal, Green, & Weiss, 2008; Weiss & Cropanzano, 1996). Specifically, people who engage in more respite activities during work breaks experience higher levels of positive emotions and lower levels of negative emotions during these breaks and exhibit higher levels of positive affective displays after the breaks. Furthermore, the relationship between respites and positive affective displays remains even when the effects of positive emotions are taken into account.

Jennifer: Can you imagine being emotionally charged, fighting, yelling, or whatever, how would we get into the classroom? We are calm, that is, I laugh with the girls, we say jokes and then I go in the classroom with a positive mood.

The importance of the mood enhancing respite activities should be highlighted for an emotional labour related profession like teaching. Emotional labour in organizational life can be defined as employees regulating and managing their emotions while doing their jobs, as well as exhibiting professional behaviours (Morris & Feldman, 1996). Research has shown that teachers' emotional labour and level of burnout are closely related (Chang, 2009; Hargreaves, 2000; Isenbarger & Zembylas, 2006; Naring, Briet, & Brouwers, 2007).

Fun events.

The activities organized by the school like formal celebrations, planned periodic excursions or the annual trips create the time and offer a space for interactions outside of the regular work routine, decreasing the cultural boundaries that affect appropriateness and acceptability of fun activities, non the less creating positive memories and enhancing relationships as the participants described below:

Stella: And for us who have more than a few years, there have been excursions that we have been to [...]

Jane: I really enjoyed last year the last day before the Christmas vacations, when we had this amazing musician that year, we have her this year too, she had organized an orchestra, the kids were playing guitars and violins.

As Plester et al. (2015) highlight fun events, experiences and recreations may in practice involve many other types of fun, notably organic fun. For example a “managed fun” workplace event may offer the opportunity for organic, spontaneous fun to occur in a relaxed atmosphere.

Differences between the two groups.

The two groups didn't express similar experiences. During the discussion of the first group (the participants worked in different schools) the epicentre were the students and how the teachers impact on them and vice versa. On the contrary the second group expressed highly relational aspects of their daily life with their colleagues, where each individual complemented the others' thoughts. The second group laughed a lot during the process with humorous comments, teasing and funny phrases which were pervasive throughout the discussion.

Discussion

Collaborative actions and collegial relations constitute important working conditions for teachers and as such they influence the professional life. The literature has mentioned many factors that can facilitate collaboration among teachers (see Vangrieken et al., 2015). Based on my interpretative analysis I suggest that positive collegial relationships can function as a group characteristic that can enhance collegiality while management support for fun can function as an organizational characteristic that can support the development of collegiality through fun.

Collegiality is reported to improve students' performance (Egodawatte, McDougall, & Stoilescu, 2011; Fulton & Britton, 2011; Goddard, Goddard, & Tschannen-Moran, 2007; Lomos, Hofman, & Bosker, 2011a,b) teachers' motivation, morale and efficiency (Bertrand, Roberts, & Buchanan, 2006; Egodawatte et al., 2011; Slavit, Kennedy, Lean, Nelson, & Deuel, 2011), and it has a positive influence on the perception of a school climate that supports innovation, and enquiry (Moolenaar, Slegers, & Daly, 2011). Fun can enhance the sense of belonging in the team as it fosters behaviours beyond mere collaboration that can lead to perceived meaningful social support. Social support which has been linked to good health as it buffers the negative effects of stress is a well-known job resource, but according to Berkman,

Glass, Brisette, and Seeman (2000) social support is protective when it occurs in the context of a naturally occurring social network into which the individual is well integrated and one that fun interactions can help create. Fun infused social relationships can prove significant during crisis management at the team level. The concept of social and psychological capital is relevant at this point as it refers to the benefits and obligations that being a member of a network entails. Workplace fun can contribute to an organization's social and psychological capital (Glover, Shiness, & Perry, 2005). Using workplace fun to build the psychological capital of the school and thus enhancing collegiality can be useful in dealing with difficult situations.

Implications for practice.

Healthier teacher communities that will promote personal and professional development is a key issue for the future school. Collaboration that is deep enough and reflects the underlying beliefs of teachers is needed for actual school change and improvement and influences the opportunities collaboration provides for teacher learning to occur (Clement & Van den Berghe, 2000; Doppenberg, den Brok, & Bakx, 2012; Levine & Marcus, 2007; Plauborg, 2009). Changing an organization, or even going as far as changing the system the profession functions, is a process that would require great efforts and resources. Leaving the matter on each individual school can be a great burden for the principal, often very frustrating. Small steps like creating clusters of fun can promote a positive climate and enhance collegiality in time.

Future research.

The construct entitativity allows us to theoretically capture the variety in teacher collaboration levels and provides the possibility for future research to empirically investigate the influence of workplace fun, especially organic manifestations, on the degree of team entitativity perceived. In this study we found that team entitativity, collegiality and organic fun align and create a healthy climate.

Limitations.

This study is not without limitations. The data collection relied upon subjective judgments of social interactions and self-reports of emotions and moods. Thus, it will be important to confirm these with independent observations. The themes that were identified were not exhaustive, and further readings of the dataset might capture more. The data stem from teachers who worked in public schools making it difficult to generalize the results. Besides school culture, certain other school characteristics may influence the occurrence of collegiality. Leonard (2002) found that the size of the school influenced the prevailing depth of collaboration as mid-sized schools were most likely to be characterised by a collaborative nature collaboration. Also, a distinction can be made between within grade and cross-grade level collaboration (Supovitz, 2002). The first refers to groups consisting of teachers teaching in the same grade, while the latter refers to a group consisting of teachers who teach in different grade-levels. Secondly, a distinction can be made between disciplinary collaboration consisting of teachers teaching the same subjects and interdisciplinary collaboration that gathers teachers who teach different subjects. Thus in bigger schools, groups of teachers may be fixed and generally spend more time fragmented, thus teacher collaboration may include all teachers of the school (mostly in smaller schools) or can be divided in subgroups (e.g., by grade level or subject discipline). However, the findings give an insight to how the culture of a small school with high levels of collegiality and fun functions.

6 Measuring workplace fun: A complex multidimensional phenomenon

Introduction

Fun is an experience, in other words a psychological or mental state. In order to enter this state there has to be external or internal stimuli which the individual will perceive as fun. Thus fun can be a result of an array of activities (stimuli internal or external to the self) ranging from time and energy consuming, extreme activities to simple, instant and relaxing ones. These actions may have physical, emotional and cognitive effects on the actor or on other people. So, fun as a psychological state that derives from the process of perception should be portrayed as the result of an active process of organization and interpretation of sensory information which are generally consistent with cognitive categorizations that the individual already has. Although the stimuli that cause an individual to perceive a situation and the further categorization as fun vary and are subjective and of course they are bounded by ethical considerations or issues of political correctness, I propose that the psychological state is the same to all individuals regardless of the quality of the stimuli.

So far, workplace fun has been conceptualized in a variety of ways. For example, in a series of studies Karl and her colleagues (Karl, Peluchette, Hall-Indiana, & Harland, 2005; Peluchette & Karl, 2005; Karl, Peluchette, & Harland, 2007; Karl, Peluchette, & Hall, 2008) and Lamm and Meeks (2009) measured fun as an attitude. Ford, McLaughlin and Newstrom (2003a,b), McDowell (2005), Karl et al., (2005), Peluchette and Karl (2005), Karl et al., (2008), Fleming and Sturdy (2009), Plester (2009), Stromberg and Karlsson (2009), Chan (2010) and Hunter, Jemielniak, and Postula (2010) measured fun by describing activities like social events that take place in an organisation. McDowell (2005), Plester (2009), Stromberg and Karlsson (2009), and Hunter et al. (2010) also measured fun practices like joke telling and using satire. With a different perspective Baldry and Hallier (2010) perceived fun as part of the

external and internal design of the workplace. Peluchette and Karl (2005), Karl et al. (2007) Karl et al. (2008) also measured fun as the level of experienced fun that the employees perceived in their workplace. Furthermore, fun has been measured using a variety of data collection methods like document analysis, focus groups, individual or group interviews, observation (including participatory observation and shadowing) and questionnaires.

For example, McDowell (2005) used focus groups to develop a definition for workplace fun and generate items to measure the construct, which were then evaluated whether each item was fun or not fun at work. The final items were then piloted using a convenience sample of working adults and the data were used to conduct a factor analysis with Varimax rotation, which resulted in items loading into four factors; socialising with co-workers, celebrating at work, personal freedoms and global fun.

Fleming and Sturdy (2009) selected a company of 1000 people with the reputation of a high-commitment organization and “best place to work” and conducted their study in an 8-month period. For the interviews, they randomly selected 30 HR managers and employees and they interviewed them several times during the 8 months. The authors used qualitative data collection methods to gain including one-on-one interviews, focus group interviews, observation and document analysis. Fleming and Sturdy analysed with these data the way fun was used by organizations for the purpose of free expression of the self, and found that elements like “being yourself” or “fun, focus and fulfilment” also include a sense of management control and don’t necessarily indicate a freer work environment.

Plester (2009) spent one month inside four companies that had declared their interest in exploring, maintaining and creating workplace fun. She got access through personal contacts in two of the companies, and wrote letters directly to the CEO for the second two. Plester requested to simply sit within the open work areas and she observed employees surreptitiously, as she appeared to work at her own computer. She also recorded verbatim and analysed examples of humour and fun to capture events, and analysed electronic forms of humour that

she collected through, e-mails, cartoons, posters, brochures, and web material. She also conducted interviews. After the data collection, she created reports for each company and asked managers and employees to give feedback. Using thematic analysis Plester concluded that organizational culture is an identifying and boundary setting factor that greatly affected the occurrence and perceived appropriateness of humour and fun activities.

Stromberg and Karlsson (2009) used a mixed methods approach in one company for a period of seven months. Employees were observed during working days for either a couple of hours or the full eight hours. Individual and group semi-constructed interviews were conducted, and company policies and guideline documents analysed. After coding the data gathered using the above methods, they analysed those using “common techniques for analysing qualitative data” (Strauss & Corbin, 1990; Miles and Huberman, 1994) and created categories. Interestingly, the first author was introduced in a staff meeting and presented the purpose of the study. In the beginning she was treated with suspicion but after some time she was no longer regarded as an intruder or a possible management spy. Stromberg’s and Karlsson’s (2009) analysis identified five types of humour rituals (joke telling, physical joking practices, clowning, nicknaming and the use of satire), that can be seen on a continuum ranging from pure humour to applied humour and can be useful in understanding the range of fun practices that exist in an organization and their potential various effects on outcomes.

Hunter et al. (2010) gathered data from five different companies of the same specialty in two different countries. They observed the employees in order to understand their behaviour (non-participatory observation and shadowing) during work hours and they interviewed them in order to understand their behaviour after work. The interviews were not structured and deliberately informal. Interviewees were selected using a snowball method. The participants of this study were found to not only like to play at work, but according to the author they engaged in play in order to make sense of their time and space at work, to socialize with their peers and to construct their identity. Furthermore that found that fun and leisure activities at work seemed

also to support and develop an atmosphere of trust among the team members, highlighting this way the importance of fun in creativity and teamwork.

Chan (2010) using a convenience sample developed a protocol for interviews, conducted a pre-test and re-modified it. After that, the author conducted a focus group to identify factors related to the concept and definition of workplace fun. He selected the participants using judgment sampling. Then, he interviewed human resources practitioners. As a first step for the interviews, the researcher sent the respondents a document with the definition of workplace fun and its impact. The interview consisted of open-ended questions regarding the importance, dimensions and impact of workplace fun. For the analysis and forming of the categories he used a grounded theory approach. Chan concluded in a framework of four “S”s of workplace fun factors, (1) Staff-oriented workplace fun,(2) Supervisor-oriented workplace fun, (3) Social-oriented workplace fun, and (4) Strategy-oriented workplace fun and created a basis for further research on the topic, especially in the hospitality industry.

Karl and her colleagues (Karl et al., 2005; Peluchette & Karl, 2005; Karl et al., 2007; Karl et al., 2008) used questionnaires to measure attitudes towards fun focusing on attitudes towards fun like “appropriateness”, “salience”, and “perceived consequences” as proposed by Aldag and Sherony (2001).

The aforementioned points to the fact that workplace fun should be conceptualised as a latent variable, one that can’t be measured directly as it has many facets. Thus, in order to understand the benefits of workplace fun, we need to measure several different aspects of it. Therefore, the objective of the present study is to design a multidimensional measure of fun. To this end, we will assess the phenomenon of fun by synthesising the literature, conduct interviews, utilize existing measures of fun and create new items.

Method

In order to measure workplace fun we synthesized information from the literature so far (Chan, 2010; Ford et al, 2003a,b; Karl et al., 2007; McDowell, 2005; Strömberg & Karlsson, 2009; Tews, Michel, & Stafford, 2013) and data derived from one to one interviews that were conducted with employees as presented in chapter 3 of this PhD thesis. The interviews were used to develop new items that were piloted and refined through discussions with other researchers in terms of understanding and relativity. To provide a comprehensive assessment of fun, we started with two already standardised questionnaires that measured the following elements; celebrating, global fun, personal freedoms and socializing with co-workers (McDowell, 2005) and experienced fun (Karl et al., 2007). Then we used the results of two qualitative studies that identified workplace fun activities that were not included in the already existing questionnaire, but constitute important components in the literature related to the topic reflecting organic fun and social oriented workplace fun (Chan, 2010; Stromberg & Karlsson, 2009). Finally, from the results of the individual interviews part of this thesis we identified ten items that further enriched the above measurements in the dimensions of managed fun or fun events, management support for fun, organic fun and personal freedoms (see Table 1 for detailed presentation of items, dimensions and sources). Specifically, all 6 items from the Socializing with co-workers dimension, 5 items from the Celebrating dimension, 5 items from the Personal Freedoms dimension, and 2 items from the Global Fun dimension of McDowell's (2005) Fun at Work Climate Scale. We used the 3 items developed by Karl et al. (2007) to measure the level of fun experienced at work. We have extracted seven concepts from Strömberg's and Karlsson's (2009) analysis of nature of humour among workers to create 7 items depicting organic fun activities in the workplace. Also, we used four examples of the Social-oriented workplace fun category of Chan's (2010) four "S"s workplace fun framework to generate 4 items measuring Fun Special Events. Based on the results of one to one interviews regarding workplace place fun (see chapter ?) we generated 10 items (5 measuring

organic fun activities, 2 measuring managed fun activities, 1 measuring personal freedoms, and 2 measuring management support for fun). The items were refined through discussions with two psychology PhD students and two non-academic employees in terms of face validity. The participants were asked to rate how often the activities occurred in their workplace using a 7-point Likert scale (1 = Never, 2 = A few times a year or less, 3 = Once a month, 4 = A few times a month, 5 = Once a week, 6 = A few times a week, 7 = Every day).

The data were collected using an online questionnaires platform (Kwik Surveys). The online approach to recruiting participants limits our ability to generalise, identify non-responders or assess the response rate. However, online approaches have been used successfully in previous organizational psychology research (Bakker, Demerouti, & Schaufeli, 2002; Peeters, Montgomery, Bakker, & Schaufeli, 2005).

Table 1
Workplace fun items

No	Item in Greek	Item in English	Source Dimension	Source
Question: How often do the following happen in your workplace? (Πόσο συχνά συμβαίνουν τα παρακάτω στον εργασιακό σας χώρο;)				
1	Εκδρομές	Trips	Social Oriented Workplace Fun	Chan 2010
2	Διαγωνισμοί	Contests	Social Oriented Workplace Fun	Chan 2010
3	Αγώνες	Competitions	Social Oriented Workplace Fun	Chan 2010
4	Συμμετοχή σε εκδηλώσεις κοινωνικής ευθύνης	Participation in social responsibility events	Social Oriented Workplace Fun	Chan 2010
5	Αυτός είναι ένας διασκεδαστικός εργασιακός χώρος	This is a fun place to work	Experienced Fun	Karl et al. 2007
6	Στη δουλειά μου προσπαθούμε να διασκεδάσουμε όποτε είναι εφικτό	At my workplace we try to have fun whenever we can	Experienced Fun	Karl et al. 2007
7	Στη δουλειά μου γελάμε πολύ	We laugh a lot at my workplace	Experienced Fun	Karl et al. 2007
8	Παρέχονται φαγητό και αναψυκτικά από τον οργανισμό	Company provided refreshments	Celebrating	McDowell 2005
9	Πάρτυ στα γραφεία	Office parties	Celebrating	McDowell 2005

10	Πάρτυ για αναγνώριση επιτευγμάτων και επαγγελματικών οροσήμων	Throwing parties to recognize accomplishments	Celebrating	McDowell 2005
11	Εορτασμοί γενεθλίων και άλλων προσωπικών συμβάντων	Observing birthdays and other events	Celebrating	McDowell 2005
12	Εκδηλώσεις για επίσημες γιορτές και άλλες ιδιαίτερες ημέρες	Festivities during holidays and other special times	Celebrating	McDowell 2005
13	Το συνολικό κλίμα του οργανισμού μου είναι διασκεδαστικό	The overall climate of my company is fun	Global Fun	McDowell 2005
14	Ο προϊστάμενος/ η προϊσταμένη μου ενθαρρύνει τη διασκέδαση στον εργασιακό χώρο	My supervisor encourages fun at work	Global Fun	McDowell 2005
15	Παιδιαρίζετε	Playing around	Personal Freedoms	McDowell 2005
16	Βγαίνετε έξω για φαγητό με τους συναδέλφους	Going out to lunch with coworkers	Personal Freedoms	McDowell 2005
17	Υιοθετείται χαλαρός ενδυματολογικός κώδικας	Relaxed dress code	Personal Freedoms	McDowell 2005
18	Η μουσική επιτρέπεται	Music is allowed	Personal Freedoms	McDowell 2005
19	Υπάρχουν διαλείμματα από την εργασία	Taking breaks from work	Personal Freedoms	McDowell 2005
20	Συναναστρέφεστε με τους συναδέλφους	Socializing with coworkers	Socializing with Co-workers	McDowell 2005
21	Δημιουργείτε φιλίες	Camaraderie/friendships at work	Socializing with Co-workers	McDowell 2005

22	Μοιράζεστε τις ιστορίες σας	Sharing each other's stories	Socializing with Co-workers	McDowell 2005
23	Αστειεύεστε	Joking	Socializing with Co-workers	McDowell 2005
24	Μοιράζεστε το φαγητό	Sharing food	Socializing with Co-workers	McDowell 2005
25	Συναναστρέφεστε με τους συναδέλφους εκτός εργασίας	Socializing with coworkers outside of work	Socializing with Co-workers	McDowell 2005
26	Λέτε ειρωνικά αστεία	Ironic jokes/ Horseplay	Organic Fun	Stromberg & Karlsson 2009
27	Πειράζεστε	Teasing	Organic Fun	Stromberg & Karlsson 2009
28	Κάνετε πλάκες και φάρσες	Jokes and pranks	Organic Fun	Stromberg & Karlsson 2009
29	Κάνετε αστείες κινήσεις (π.χ. σκουνητήματα, σπρωξίματα, γαργαλήματα, τρομάγματα)	Fun behaviours (e.g. pokes, jostles, tickles, scaring people),	Organic Fun	Stromberg & Karlsson 2009
30	Χορεύετε	Dancing	Organic Fun	Stromberg & Karlsson 2009
31	Μιλάτε με παρατσούκλια	Nicknaming	Organic Fun	Stromberg & Karlsson 2009
32	Σατιρίζετε	Using satire	Organic Fun	Stromberg & Karlsson 2009

33	Άλλες επίσημες συγκεντρώσεις	Other formal gatherings	Managed Fun	Self-constructed
34	Άλλες ανεπίσημες συγκεντρώσεις	Other informal gatherings	Managed Fun	Self-constructed
35	Ο προϊστάμενος/ η προϊσταμένη μου φαίνεται να δέχεται τη διασκέδαση στον εργασιακό χώρο	My supervisor seems to accept fun at work	Management Support	Self-constructed
36	Ο προϊστάμενος/ η προϊσταμένη μου φαίνεται να αναγνωρίζει την ανάγκη για διασκέδαση στον εργασιακό χώρο	My supervisor seems to recognize the need for fun at work	Management Support	Self-constructed
37	Γελάτε με την ψυχή σας	Laugh with your soul	Organic Fun	Self-constructed
38	Παίζετε παιχνίδια	Play games	Organic Fun	Self-constructed
39	Φλερτάρετε	Flirting	Organic Fun	Self-constructed
40	Σχολιάζετε άλλους συναδέλφους	Comment about your colleagues	Organic Fun	Self-constructed
41	Σχολιάζετε το τι συμβαίνει στον οργανισμό σας	Comment about what is happening in your organisation	Organic Fun	Self-constructed
42	Επιτρέπεται η πρόσβαση στο διαδίκτυο (κοινωνικά δίκτυα κλπ)	Access to internet is allowed (social media etc.)	Personal Freedoms	Self-constructed

Sample.

Four hundred and thirty three employed individuals participated in this study ($N = 433$, $M_{age} = 37.14$, $SD_{age} = 9.26$, 60% women). In terms of education, 79% of the participants had a bachelor or a master degree, 40% were single and 44% were married, 44% didn't have children and 76% did not care for elder people. According to the International Standard Classification of Occupations (International Labour Organization, 2008), 50% were professionals and technicians and associate professionals and 45% were clerical support and services and sales workers. The participants of this study worked either in the public (35%) or private sector (59%) or were company owners (5%). The size of the organizations varied ($M_{orgsize} = 2,105.68$, $SD_{orgsize} = 7,620.61$), 23% were very small (<10 employees), 28% were small (<50 employees), 16% were medium sized (<250 employees) and 27% were big (>250 employees). Most of the participants worked with an indefinite or permanent contract (70%), while 14% had a fixed term contract, 10% worked freelance and 4% were employed for a certain project. In terms of tenure, the participants reported the amount of time they have been working in the current organization in years ($M_{orgten} = 2.80$, $SD_{orgten} = 1.34$) and in the current team ($M_{teamenten} = 2.08$, $SD_{teamenten} = 1.22$). In terms of organization tenure 24% worked in the organization for 0-2 years, 17% for 3-5 years, 26% for 6-10 years, 20% for 11-20 years, and 12% for more than 20 years. In terms of team tenure 45% worked in the organization for 0-2 years, 20% for 3-5 years, 19% for 6-10 years, 9% for 11-20 years, and 5% for more than 20 years. The majority of the participants (90%) worked full time and reported working a regular 40 hours per week (18% reported working more than 40 hours per week). Ninety-six of the participants reported that they supervise others. The majority of them supervised small teams consisting of less than 5 people ($f_{\leq 5} = 50$, $f_{6-10} = 19$, $f_{11-20} = 14$, $f_{21-50} = 11$, $f_{\geq 51} = 2$).

Analysis.

In order to explore the data and understand the factors underlying our measure of workplace fun a principal axis factor analysis of the 42 items with oblique rotation (direct oblimin) was employed, as we needed to estimate the underlying factors and correlation between factors should be permitted. Factor analysis was chosen as it represents the most high quality decision when the purpose is to understand the latent variables that account for relationships among the measured variables (Conway, & Huffcutt, 2003) while accounting for measurement error (Schmitt, 2011). The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analysis, $KMO = .89$. An initial analysis was run to obtain eigenvalues for each factor in the data. Nine factors had eigenvalues over Kaiser's criterion of 1 and in combination explained 63.14% of the variance. In order to test for common method variance I conducted the Harman's single factor test. The variance explained by a single factor was 26.72%, which is significantly less than 50%, so we can conclude that this dataset does not suffer from the common method variance issue (Podsakoff, & Organ, 1986).

Results

The scree plot (Figure 1) was ambiguous and showed inflexions that would justify retaining either 4, 5 or 9 factors. We retained 9 factors to reflect the complexity of the workplace fun phenomenon.

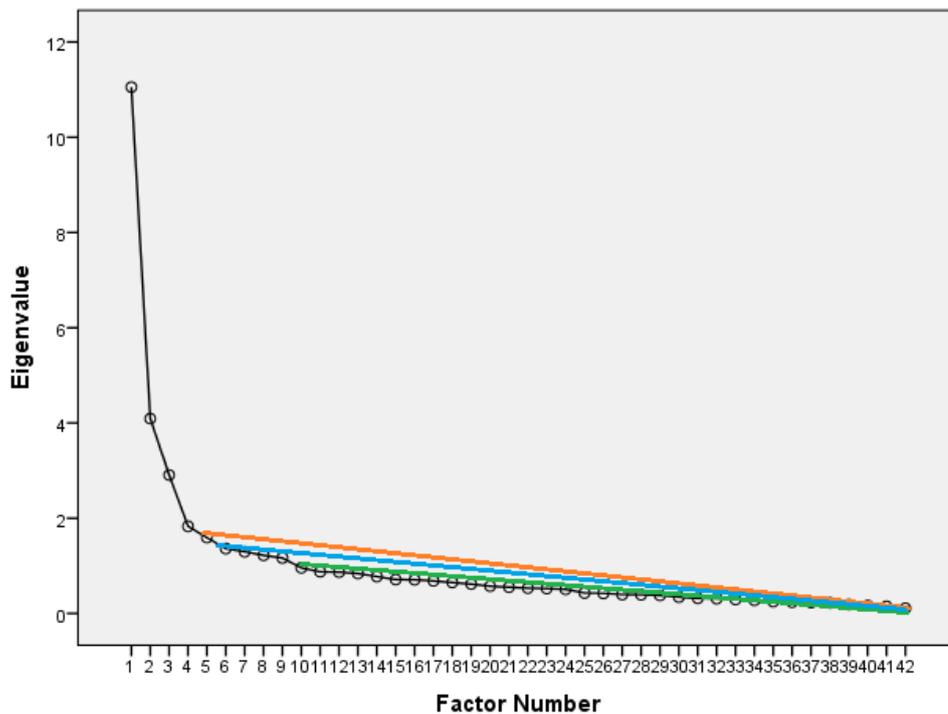


Figure 1. Scree plot

Table 2 shows the Pattern Matrix containing the factor loadings after rotations and Table 3 shows the corresponding Structure Matrix that takes into account the relationship between factors.

Four items were deleted on the basis that three of them didn't load to any factor with a >4 value ("At my workplace we try to have fun whenever we can" loaded $-.323$ in factor 3, "Ironic jokes/ Horseplay" loaded $.374$ in factor 4, "Socializing with co-workers" loaded $.343$ in factor 9) and one item didn't load to any factor at all ("Sharing food"). The remaining 38 items were analysed and the following factors were interpreted; factor 1 represents Pure Organic Fun (6 items, $\alpha = .815$), factor 2 represents Special Fun Events (4 items, $\alpha = .796$),

factor 3 represents Management Support for Fun (3 items, $\alpha = .934$), factor 4 represents Gossip (3 items, $\alpha = .743$), factor 5 represents Personal Freedoms (4 items, $\alpha = .684$), factor 6 represents Organized Fun (2 items, $\alpha = .784$), factor 7 represents Playful Fun (6 items, $\alpha = .822$) factor 8 represents Fun Events (8 items, $\alpha = .760$, or 7 items, $\alpha = .824$ if item “Company provided refreshments” is deleted), and factor 9 represents Socializing with Co-Workers (3 items, $\alpha = .661$). We decided to delete the item “Company provided refreshments” in order to increase reliability.

In both matrices all items load in the same factors except for three. “Using satire” load higher in factor 1 “Pure Organic Fun” instead of factor 4 Gossip. Two items from factor 7 “Playful fun” (“The overall climate of my company is fun” and “This is a fun place to work”) load in factor 3 that can be interpreted that it represents a climate of fun instead of management support for fun only. Also, the three items that didn’t load in any factor load in three different ones; “At my workplace we try to have fun whenever we can” loads in factor 3, making the case for a higher factor of a culture or climate of fun stronger. “Ironic jokes/Horseplay” loads on factor 4 “Gossip” and “Sharing food” load in factor 9 “Socializing with co-workers”. The structure matrix showed that several items from factors 1, 4, 7 and 9 load also in between them, suggesting a higher factor of organic fun. The same relationship was observe with items from the factors 2 and 8, suggesting a higher factor of managed fun that can include both.

In this study we identified nine factors of workplace fun. The factor explaining the most variance consists of activities like dancing, flirting, pokes, jostles, tickles, scaring people), nicknaming, play games and playing around. These characteristics of workplace fun have been captured and conceptualized by Lamm and Meeks (2009, p. 614) and Strömberg and Karlsson (2009) and have been included in the organic fun category. We named this factor “Pure Organic Fun” as it fully encompasses the characteristics of fun as a spontaneous,

contextual and unmanaged, liberated element that defies control. The items that loaded in this factor require an extended and deep relationships between the colleagues, as well as a good knowledge of personal boundaries.

The second factor is fun special events. We define fun special events consistently with Plester's, Cooper-Thomas' and Winquist's definition as those activities which are consciously and even strategically organized by managers to fulfil organizational objectives, in this case competitions, contests, trips and social responsibility events (also termed "official" or packaged fun or organized fun; Bolton & Houlihan, 2009; Strömberg & Karlsson, 2009). These activities usually have a more extrovert character and require effort, time and resources in order to be executed in relation to activities loading in factor 8. As a result, these activities are less frequent than the activities listed in factor 8 (in our sample: $M_{Factor2} = 1.44$, $SE_{Factor2} = 0.03$, $M_{Factor8} = 1.88$, $SE_{Factor8} = 0.03$, $Md = 0.44$, BCa 95% CI [0.37, 0.51], $t(387) = 13.03$, $p = .000$).

Factor 3 represents management support for fun (My supervisor encourages fun at work, My supervisor seems to accept fun at work, and My supervisor seems to recognize the need for fun at work). Management support for fun appears to be the most crucial factor if the goal is to shift to a fun promoting culture or even proceed with fun initiatives, as studies so far suggest that it is an important component of perceived fun (e.g. Tews et al., 2013, Tews, Michel, & Allen, 2014). The managers' position should be such that they can address the balance between work and leisure (Tews et al., 2014) while applying the fun promoting notion.

Factor 4 represents fun related to making comments and discussions about others in the organization (Using satire, Comment about what is happening in your organization, and Comment about your colleagues). This factor relates to the concept and action of gossiping. Rosnow (1977) argues that gossip serves three fundamental functions: to inform, to entertain,

and to influence. Besnier (1989) has concluded that gossip may promote bonding and positive self-images simultaneously. Dunbar (2004) says that gossip is an important form of social communication that serves to bond people together. In gossip they share information about themselves and about others in their social community. He has proposed, provocatively, that gossip replaces grooming as a way for people to maintain social relationships. More recently, Waddington & Fletcher 2005, (p. 3) note that gossip is intrinsically enjoyable.

Factor 5 refers to personal freedoms (Access to internet is allowed (social media etc.), Music is allowed, Relaxed dress code and Taking breaks from work). Strategy oriented policies like this have been considered a characteristic of the fun workplace and they reflect an organizational direction or a policy that is considered supportive in creating workplace fun (Chan, 2010; McDowell, 2005).

Factor 6 consists of two items (Going out to lunch with co-workers, and Socializing with co-workers outside of work) and represents activities that can be considered organized fun but stemming from the employees themselves and not the management (although management support and personal freedoms can underlie these). These types of freedoms can be the basis for freedom of expression and reflect a culture that promotes fun. Freedom of expression seems to be a core factor which suggests that workplace fun, especially organic fun, is less likely to manifest in a workplace that doesn't practice freedom of expression.

Factor 7 (Jokes and pranks, Laugh with your soul, The overall climate of my company is fun, This is a fun place to work, We laugh a lot at my workplace, and Teasing). We have labelled this factor as Playful Fun. Proyer (2013) found that the fun factor of playfulness is correlated with positive psychological status, life satisfaction and an active way of life, supporting our finding that this characteristic of fun is important in understanding the concept and leading to the desired results.

Factor 8 (Festivities during holidays and other special times, Observing birthdays and other events, Office parties, Other informal gatherings, Other formal gatherings, Throwing parties to recognize accomplishments, and Company provided refreshments) is labelled Events Fun and has to do with gatherings and parties that the company organizes for the employees. During these events organic fun activities may take place, as Plester et al. (2015) suggested, as they identified that there might be competing but also overlapping conceptions of fun, creating dynamic relationships among the components.

Factor 9 (Camaraderie/friendships at work, Joking, Sharing each other's stories, and Socializing with co-workers), was the factor explaining the least variance. This factor is consisted of items representing socializing with the co-workers, and doesn't necessarily reflect deep relationships or knowledge of personal boundaries of the colleagues. On the contrary it incorporates mostly everyday positive interactions that can reflect a positive workplace environment that can be the basis for a fun one.

Table 2

Pattern Matrix, Summary of exploratory factor analysis results for the Workplace Fun Questionnaire (factor loadings over .40)

Item	Factor								
	1	2	3	4	5	6	7	8	9
<u>Factor 1: Pure Organic Fun</u>									
Playing around	.671								
Dancing	.662								
Fun behaviours (e.g. pokes, jostles, tickles, scaring people)	.600								
Flirting	.490								
Play games	.464								
Nicknaming	.401								
<u>Factor 2: Fun Special Events</u>									
Competitions		.754							
Participation in social responsibility events		.708							
Trips		.677							
Contests		.638							
<u>Factor 3: Management Support for Fun</u>									
My supervisor seems to recognize the need for fun at work									-.976
My supervisor seems to accept fun at work									-.911
My supervisor encourages fun at work									-.836
<u>Factor 4: Gossip</u>									
Comment about your colleagues					.734				
Comment about what is happening in your organisation					.660				
Using satire					.438				
<u>Factor 5: Personal Freedoms</u>									
Access to internet is allowed (social media etc.)						.642			
Relaxed dress code						.620			
Music is allowed						.577			
Taking breaks from work						.414			
<u>Factor 6: Organized Fun</u>									
Going out to lunch with co-workers							.809		
Socializing with co-workers outside of work							.706		
<u>Factor 7: Playful Fun</u>									
Laugh with your soul								.469	
This is a fun place to work								.464	
Teasing								.457	
The overall climate in my organisation is fun								.453	
We laugh a lot at my workplace								.434	
Jokes and pranks								.429	
<u>Factor 8: Fun Events</u>									
Office parties									.646
Other informal gatherings									.508

Table 2
 Pattern Matrix, Summary of exploratory factor analysis results for the Workplace Fun Questionnaire (factor loadings over .40)

Item	Factor								
	1	2	3	4	5	6	7	8	9
Throwing parties to recognize accomplishments								.505	
Other formal gatherings								.468	
Company provided refreshments								.449	
Festivities during holidays and other special times								.421	
Observing birthdays and other events								.417	
Factor 9: Socializing with co-workers									
Sharing each other's stories									.729
Camaraderie/friendships at work									.547
Joking									.421

Note. Items that cluster in the same factor appear in bold

Table 3 represents the correlations among the identified factors. All correlations represent desirable medium effects. Personal freedoms is the only factor that has correlations below .3. The results show that multicollinearity and singularity are not present, making it possible to determine unique contributions.

Table 3
 Factor correlation matrix

Factor	1	2	3	4	5	6	7	8	9
1. Pure Organic Fun									
2. Fun Special Events	.236								
3. Management support for fun	-.278	-.206							
4. Gossip	.244	.051	-.024						
5. Personal freedoms	.153	.135	-.386	.022					
6. Organized fun	.331	.137	-.319	.058	.162				
7. Playful fun	.300	-.016	-.323	.182	.169	.235			
8. Fun events	.247	.443	-.348	.006	.174	.246	.155		
9. Socializing with co-workers	.362	.024	-.256	.306	.091	.280	.303	.093	

In table 4 the final solution is depicted reflecting nine factors.

Table 4
Fun dimensions

Question: How often do the following happen in your workplace? (Πόσο συχνά συμβαίνουν τα παρακάτω στον εργασιακό σας χώρο;)

No	Item in Greek	Item in English	Dimension	Source
1	Αγώνες	Competitions	Fun Special Events	Chan 2010
2	Διαγωνισμοί	Contests	Fun Special Events	Chan 2010
3	Συμμετοχή σε εκδηλώσεις κοινωνικής ευθύνης	Participation in social responsibility events	Fun Special Events	Chan 2010
4	Εκδρομές	Trips	Fun Special Events	Chan 2010
5	Εκδηλώσεις για επίσημες γιορτές και άλλες ιδιαίτερες ημέρες	Festivities during holidays and other special times	Fun Events	McDowell 2005
6	Εορτασμοί γενεθλίων και άλλων προσωπικών συμβάντων	Observing birthdays and other events	Fun Events	McDowell 2005
7	Πάρτυ στα γραφεία	Office parties	Fun Events	McDowell 2005
8	Άλλες επίσημες συγκεντρώσεις	Other formal gatherings	Fun Events	Self-constructed
9	Άλλες ανεπίσημες συγκεντρώσεις	Other informal gatherings	Fun Events	Self-constructed
10	Πάρτυ για αναγνώριση επιτευγμάτων και επαγγελματικών οροσήμων	Throwing parties to recognize accomplishments	Fun Events	McDowell 2005

11	Βγαίνετε έξω για φαγητό με τους συναδέλφους	Going out to lunch with co-workers	Organized Fun	McDowell 2005
12	Συναστροφέεστε με τους συναδέλφους εκτός εργασίας	Socializing with co-workers outside of work	Organized Fun	McDowell 2005
13	Ο προϊστάμενος/ η προϊσταμένη μου ενθαρρύνει τη διασκέδαση στον εργασιακό χώρο	My supervisor encourages fun at work	Management Support for Fun	McDowell 2005
14	Ο προϊστάμενος/ η προϊσταμένη μου φαίνεται να δέχεται τη διασκέδαση στον εργασιακό χώρο	My supervisor seems to accept fun at work	Management Support for Fun	Self-constructed
15	Ο προϊστάμενος/ η προϊσταμένη μου φαίνεται να αναγνωρίζει την ανάγκη για διασκέδαση στον εργασιακό χώρο	My supervisor seems to recognize the need for fun at work	Management Support for Fun	Self-constructed
16	Επιτρέπεται η πρόσβαση στο διαδίκτυο (κοινωνικά δίκτυα κλπ)	Access to internet is allowed (social media etc.)	Fun Freedoms	Self-constructed
17	Η μουσική επιτρέπεται	Music is allowed	Fun Freedoms	McDowell 2005
18	Υιοθετείται χαλαρός ενδυματολογικός κώδικας	Relaxed dress code	Fun Freedoms	McDowell 2005
19	Υπάρχουν διαλείμματα από την εργασία	Taking breaks from work	Fun Freedoms	McDowell 2005
20	Χορεύετε	Dancing	Pure Organic Fun	Stromberg & Karlsson 2009
21	Φλερτάρετε	Flirting	Pure Organic Fun	Self-constructed
22	Κάνετε αστείες κινήσεις (π.χ. σκουντήματα. σπρωξίματα. γαργαλήματα. τρομάγματα)	Fun behaviours (e.g. pokes. jostles. tickles. scaring people).	Pure Organic Fun	Stromberg & Karlsson 2009

23	Μιλάτε με παρατσούκλια	Nicknaming	Pure Organic Fun	Stromberg & Karlsson 2009
25	Παίζετε παιχνίδια	Play games	Pure Organic Fun	Self-constructed
26	Παιδιαρίζετε	Playing around	Pure Organic Fun	McDowell 2005
27	Κάνετε πλάκες και φάρσες	Jokes and pranks	Playful Fun	Stromberg & Karlsson 2009
28	Γελάτε με την ψυχή σας	Laugh with your soul	Playful Fun	Self-constructed
29	Πειράζεστε	Teasing	Playful Fun	Stromberg & Karlsson 2009
30	Το συνολικό κλίμα του οργανισμού μου είναι διασκεδαστικό	The overall climate of my company is fun	Playful Fun	McDowell 2005
31	Αυτός είναι ένας διασκεδαστικός εργασιακός χώρος	This is a fun place to work	Playful Fun	Karl et al. 2007
32	Στη δουλειά μου γελάμε πολύ	We laugh a lot at my workplace	Playful Fun	Karl et al. 2007
33	Σχολιάζετε το τι συμβαίνει στον οργανισμό σας	Comment about what is happening in your organisation	Fun Comment	Self-constructed
34	Σχολιάζετε άλλους συναδέλφους	Comment about your colleagues	Fun Comment	Self-constructed
35	Σατιρίζετε	Using satire	Fun Comment	Stromberg & Karlsson 2009

36	Δημιουργείτε φιλίες	Camaraderie/friendships at work	Fun Socializing	McDowell 2005
37	Αστειεύεστε	Joking	Fun Socializing	McDowell 2005
38	Μοιράζεστε τις ιστορίες σας	Sharing each other's stories	Fun Socializing	McDowell 2005

Discussion

The literature so far has identified and conceptualized four dimensions of workplace fun; organic fun, managed or organized fun, and task related fun (Plester et al., 2015) , while management support for fun has also been discussed and measured (Tews et al., 2013). The results of the present study identified a solution with nine factors (Pure Organic Fun, Fun Special Events, Management Support for Fun, Gossip, Personal Freedoms, Organized Fun, Playful Fun, Fun Events and Socializing with Co-workers) with significant implications for workplace fun theory and measurement. The complexity of the workplace fun concept is highlighted by this large number of factors, revealing that the already identified fun dimensions consist of meaningful sub dimensions that correspond to different qualities of the higher already identified factors. By distinguishing and describing these distinct sub dimensions we provide a more in depth understanding of workplace fun factors and a more comprehensive framework to better explore fun behaviours and activities in the workplace. Taking into account that the literature so far suggests that different types of fun can affect different outcomes, the operationalization of the nine factors identified here can be catalytic in getting more robust results regarding the effects of workplace fun in desired outcomes. These results are consistent with the data collected in the individual interviews part of this study revealing different levels of both organic and managed fun. Organic fun can take the form of pure organic fun reflecting deep relationships with the co-workers or it can take the form of everyday positive interactions, like socializing with the co-worker to going out for lunch with them. Managed fun, can vary from company organized trips and applied policies and support for fun to simply organizing a Christmas party. We expect that future literature will study the way different levels of fun impact on organizational variables. This operationalization can be used to further explore the overlapping effects of fun types as conceptualized by Plester et al. (2015), who noted that in practice, fun may involve more than one of its elements at the same time is evident in this model, as pure organic fun is clearly the most important predictor. Also,

the interaction effects of different types of fun in outcomes can be better studied with a more extensive framework as the one we propose in this study.

Previous studies have given attention to personal freedoms as a dimension of workplace fun, but this was the only factor that had correlations below .3 suggesting that this factor could be excluded from further analysis as it might not depict the higher factor workplace fun.

Future research should test the model in various heterogeneous samples.

7 Positive experiences and fun in the workplace: Antecedents and effects on need for recovery from work, turnover intentions and chronic social stressors – The role of burnout, job engagement and trust

Introduction

To date the majority of research on fun at work has related types of fun to a variety of variables like job engagement, job satisfaction and reduced turnover (e.g. Fluegge, 2014; Tews, Michel, & Allen, 2014), but has not fully identified the processes through which these are achieved and the circumstances that can facilitate these processes. Fun in the workplace is a relatively new construct, and a review of the various definitions highlights the diversity that exists regarding the conceptualisation of fun. For example, Ford, McLaughlin, and Newstrom (2003a,b) define a fun work environment as one that “intentionally encourages, initiates, and supports a variety of enjoyable and pleasurable activities that positively impact the attitude and productivity of individuals and groups” (p. 22). McDowell (2005, p. 9) defines fun at work as "engaging in activities not specifically related to the job that are enjoyable, amusing or playful", and a fun climate as an organizational climate that supports fun at work. According to McDowell's conceptualization, a fun climate includes activities like management support for fun, socializing with co-workers, celebrating at work, and having personal freedoms at work. Peluchette and Karl (2005) talk about the experience of fun and define it as the extent to which a person perceives the existence of fun in their workplace (p. 269). Fluegge defines fun as "any social, interpersonal, or task activities at work of a playful or humorous nature which provide an individual with amusement, enjoyment, or pleasure" (2008, p. 5). Lamm and Meeks (2009, p. 614) define workplace fun as activities that are playful, social, interpersonal, recreational, or task activities intended to provide amusement, enjoyment, or pleasure. For Strömberg and Karlsson (2009) workplace fun consists of humour rituals like joke telling, physical joking practices (pokes, tickles, jostles, grapples, dances, tactics of scaring people), clowning,

nicknaming and using satire to create a fun workplace. Strömberg and Karlsson (2009) refer to these behaviours as organic fun comparing it to organized fun or managed fun, which refers to activities like celebrating personal events and professional milestones, social events, games, competitions and community involvement (Chan, 2010; Ford et al., 2003a,b; Ford, Newstrom, & McLaughlin, 2004; Karl, Peluchette, & Hall, 2008; Karl Peluchette, Hall-Indiana, & Harland, 2005). Plester, Cooper-Thomas and Winqvist (2015) have recently identified task related fun, which is fun that employees experience while performing their work tasks. Thus, there is a need to synthesize and delineate the different components of fun.

Moreover, several studies so far have linked fun to positive mood states. For example, fun has been found to highly correlate with positive affect (Fluegge, 2014) and as a pleasurable and positive experience it can potentially result in mood changes reflecting the positive interaction among a person and their environment. Watson, Clark, and Carey (1988) suggest that high positive affect is characterised by enthusiasm, high energy levels, mental alertness, show of interest, joy and determination. Positive affect has significant benefits in numerous outcomes, like happiness (Fredrickson & Joiner, 2002), organizational citizenship behaviour (Williams & Shiaw, 1999), attentional scope (Fredrickson, 2001) and task persistence (Tsai, Chen, & Liu, 2007). Also, Baptiste (2009) interviewed senior managers in a governmental agency and found that fun was included in their definitions of psychological wellbeing at work. Dimotakis, Scott, and Koopman (2011) showed that momentary positive interactions in the workplace had a positive effect on daily positive affect at work, whereas momentary negative interactions in the workplace were positively related to daily negative affect at work. Fun events in the workplace can lead to the above described fluctuations in employee affective wellbeing.

Based on these various definitions and a recent review on the topic (Georganta & Montgomery, 2016), we can understand that fun can stem from multiple sources and may or may not be formally initiated by the organization; it can be an organizational policy and reflect

organizational culture, it can refer to activities organized by the management or human resource department or by the employees themselves, but it can also refer to behaviours and activities that are not organized, but are spontaneous and momentary. Thus, there is a need to provide a more comprehensive assessment of fun at work, and examine the relationship between different components of fun and key organizational variables (i.e., trust, burnout, engagement, need for recovery from work, turnover).

The current study.

In the current study I seek to add to the existing literature in several ways. The primary purpose is to examine the role of workplace fun with regard to need for recovery from work, turnover intentions and chronic social stressors. If workplace fun is indeed a mechanism that can have a positive impact on these outcomes and ameliorate their development, I assume that this will be explained by vigour, dedication and absorption (job engagement). Also, I will explore workplace fun under conditions of high, medium and low trust, as well as its assumed antecedents, freedom of expression and the perception of benevolent leadership. The interactive effects of trust, and the generating effects freedom of expression and the perception of benevolent leadership on workplace fun should be similar to their expected effects on positive affect. Further, the effects on burnout are examined.

As noted already, there are differing definitions of workplace fun. Therefore, in the present study I will assess fun more broadly and comprehensively. To this end, I study three conceptual clusters of fun types; (1) fun climate consisting of the dimensions (a) management support for fun and (b) personal freedoms, (2) managed fun consisting of the dimensions (c) fun events and (d) special fun events, and (3) organic fun consisting of (e) organized fun, (f) socializing fun, (g) pure organic fun, (h) playful fun, and (i) gossip. According to Owler, Morrison and Plester (2010) humour and fun manifest at the first level of organizational culture, the artefact level, referring to visible organizational structures and processes, e.g. architecture, language, technology, artistic creation, clothing, emotional displays, myths, texts,

charts, the climate. The artefacts can be described but it is not easy to decipher their meaning. They reflect the espoused values and assumptions of the organization (Schein, 2006). Espoused beliefs and values reflect to someone's original beliefs. The beliefs can be questioned, debated, challenged and tested, but can also be transformed into assumptions. The values have to do with shared goals, strategies and principles. According to Oowler et al. (2010) on this level of culture, management led initiatives promoting 'fun at work' might be regarded as a reflection of the espoused beliefs and values, that may predict behaviour at the artefact level of culture and may guide what people say but not necessarily what they will do as they can be challenged. The third cultural level refers to underlying assumptions. There are some basic assumptions that have been invented, discovered or developed by a team, as this team learns how to deal with problems and situations (external or internal) and everyday life in the organization. These assumptions are perceived as valid and are transferred to the new members of the organization as the correct way to perceive, think and feel in relation to problems and what is considered important in this organization. They stem from basic assumptions about the human nature and reality (e.g. safety, group's rights vs individual rights, profit). In this study organized fun, socializing fun, pure organic fun, playful fun, and gossip would reflect the artefacts level of culture. Special fun events, and fun events reflect the espoused beliefs and values levels and management support for fun and personal freedoms reflect the underlying assumptions. I note here that artefacts don't necessarily reflect the whole organizational culture, but they can reflect a subculture of a team or a department, as some of the most authentically fun workplaces are ones that workers create themselves, independent of and often against management. In the following sections, I will outline the hypotheses to be tested and the rationale behind them.

Antecedents of workplace fun.

Freedom of speech.

Organizations differ in their perceived levels of workplace freedom of speech (Kassing, 2000) or the degree to which an organization creates a climate in which it is open to dissent and argumentation (Gorden & Infante, 1991). Individuals who are part of an organization that is perceived to have higher levels of workplace freedom of speech generally believe that organization is more participative in decision making and more committed to employee rights (Gorden & Infante, 1991). Individuals in such organizations generally report higher levels of organizational identification, organizational commitment, higher levels of organizational dissent, and workplace satisfaction (Garner, 2009; Kassing, 2000, 2006). The perception of freedom of speech in the workplace can also be related with how much an individual perceives overall freedom of press in their society (Russomanno, 1996; Wyatt & Katz, 1996).

Organizational communication is defined for this study as the process whereby people share information relating to the organization's goals, functions or operations (Samson & Daft, 2009). Organizational communication has a number of dimensions. Messages are shared vertically (upward and downward) between hierarchical levels in an organization, as well as horizontally among people at the same level and interactions occur via formal and informal channels (Dwyer, 2009; Samson & Daft, 2009). Organizational communication may be conceptualized in terms of its features, such as openness and load. Communication openness is the free flow of information, including opinions and points of view, among people (Rogers, 1987). Relatively little has been written about a relationship between openness of communication and occupational stress. Clearly, behaviour consistent with openness is likely to be negatively associated with stress (from role ambiguity if nothing else). People communicate to satisfy interpersonal needs, which, in turn, influences their communication

choices and behaviours (Rubin & Rubin, 1992). Campbell, defined workplace freedom of expression as "the capacity of employees to have and express opinions in their workplace about their workplace and the organisation that employs them" (Campbell 2002).

Workplace freedom of speech is the degree to which an organization creates a climate in which it is open to dissent and argumentation (Gorden & Infante, 1991; Kassing, 1998). Gorden and Infante (1991) found that employees desire more freedom of speech in the workplace than they currently have. The less perceived freedom of speech in the workplace, the less that employees have organizational commitment and satisfaction with their work and supervisor, and the organization is perceived less favourably in several ways. Also, perceptions of freedom of speech in the workplace explained variability in organizational commitment not accounted for by beliefs about the organization's economic stability, commitment to product quality, and commitment to employee work- life quality. Plester (2009) proposes that genuine workplace fun is spontaneous, contextual and has an unmanaged, liberated element that defies control. Congruently, Fineman (2006) notes that fun typically gains its "funness" from its spontaneity, surprise, and often subversion of the extant order. Also, Fleming and Sturdy (2009) conceptualized fun as an expression of the authentic self and associated it with diversity. Fun and concepts of freedom of expression are evident in the above. When talking about fun, freedom of expression seems to be a core factor which suggests that workplace fun, especially organic fun, is less likely to manifest in a workplace that doesn't practice freedom of expression. While managed fun, can function without freedom of expression, the positive affective result of positive events will happen if the culture of the organization favours emotional displays (Robert & Wilbaks, 2012).

Hypothesis 1: Freedom of speech will be positively related with workplace fun dimensions.

Benevolent leadership.

The perception of top management's benevolence (i.e. the extent to which top management is believed to want to do good for the employee) can create observable benefits, actions, or results for the common good. Benevolent leaders exemplify whole-hearted and genuine actions at work, which benefit people (Karakas & Sarigollu, 2012). The emphasis on common good is critical here, as benevolent leadership focuses on creating positive changes or engaging in actions that benefit all. This is a key characteristic to the perception of managed workplace fun as something not imposed but derived with the well-being of the employees in mind. Fleming and his colleagues (Fleming, 2005; Fleming & Sturdy, 2009, 2011) mentioned what they called neo-normative control programmes of fun in organizations which try to imitate positive non-work experiences and that this may not always be effective; in case studies, they found that although some employees internalised the philosophy of a culture of fun, some others perceived these programmes as patronizing and degrading. Individuals could intuitively understand that such programmes were cynically motivated and aimed at results other than the employees' wellbeing, like achieving marketing goals (Waren & Fineman, 2007). Statler, Heracleous, and Jacobs (2011) have noted the paradox of intentionally using play in the workplace as a serious job. Furthermore, in one of The Economist's blogs Schumpeter (2010) states that "as soon as fun becomes part of a corporate strategy it ceases to be fun and becomes its opposite—at best an empty shell and at worst a tiresome imposition" and that "compulsory fun is nearly always cringe-making". Taking into consideration the above and the defining elements of fun we can understand why controlled fun like described in the above studies can't be effective. As fun is the expression of the true self any attempt to promoting it without reflecting the corresponding values might have opposite results. However, understanding the underlying elements, the basic pillars of fun, which are freedom and trust, can inform our approach to managing people. For example, we can expect that the relationship between fun and job engagement, burnout, need for recovery from work and performance will

be different depending on the levels of trust that is perceived in the organization or among the group. Fun and trust seem to have a cyclical relationship, with people who trust each other to be able to have more fun in the workplace while people who have fun are cultivating trust. The absence of trust might lead to cynicism as we have described above.

Managed fun has the potential to result in adverse outcomes, as it may be viewed as a burden rather than a resource. An organization that offers resources to help deal with the demands and protect the employees from stress is desirable and as we have argued above, fun can be one of these resources. But while fun seems to have positive effects on several variables, as a job resource we hypothesize that it only moderates the impact of demands on outcomes. Thus, it seems hard to accept it as a medicine for curing all ills in the organization, especially in situations where; demands are high and chronic, freedom of expression is a luxury and mistrust is present.

Hypothesis 2: Benevolent leadership will be positively related with workplace fun dimensions.

Outcomes of workplace fun.

Workplace fun and burnout.

Burnout is defined as a state of exhaustion, in which one is cynical about the value of one's occupation and doubtful of one's capacity to perform (Maslach, Jackson, & Leiter, 1996). Burnout consists of three dimensions, exhaustion, cynicism and lack of professional efficacy. Exhaustion refers to feelings of strain, particularly chronic fatigue resulting from overtaxing work. The second dimension, depersonalization or cynicism, refers to an indifferent or a distant attitude towards work in general and the people with whom one works, losing one's interest in work and feeling for work has lost its meaning. Finally, lack of professional efficacy refers to reduced feelings of competence, successful achievement, and accomplishment both in one's job and the organization.

It has been proposed that fun could be considered a job resource (Fluegge, 2008; Georganta, 2012; Tews, Michel and Stafford, 2013). Congruently, the Job Demands-Resources Model (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001) is a model that has been widely used to describe the factors that affect wellbeing in the workplace. Specifically, the interaction between job demands and job resources plays an important role; according to this model, due to the imbalance between the demands that an employee must face and the resources provided by the organization, people experience stress and other health problems.

The job demands concept refers to the psychological, social or organizational aspects of work, as well as physical activities taking place in the workplace, which require prolonged physical and / or psychological effort or skills to achieve the work objectives and not reduce performance. Some types of demands are observed in many professions, such as conflicts with colleagues or excessive workload on a regular basis, but every profession is different and there is a wide variety of factors that can only be present in a certain occupations. For example, poorly designed roles or job positions and constant conflicts among colleagues can lead to exhaustion resulting in a long term reduction in energy reserves, burnout and physical health problems. These demanding aspects of work also involve physical or psychological costs, such as fatigue and irritability. Employees can replenish the extra effort that is needed in order to fulfil their tasks, with a break, by alternating tasks, or by performing less demanding activities. However, when this reset is insufficient or ineffective, it creates a long-term situation that gradually exhausts the employees physically and / or psychologically.

On the contrary, the resources offered by the organization can protect the employees from stress and promote positive effects, such as increased efficiency and motivation. The job resources are described as the physical, psychological, social, or organizational aspects of the job that are either functional in achieving work goals, reduce job demands or stimulate personal growth, learning, and development. Job resources create incentives for the employees and have a positive impact on desired effects such as employee wellbeing and engagement and

mitigate the negative impact of job demands. Through job engagement (a condition characterized by vigour and active participation) the employees have a sense of connection with the activities in their organization and see themselves capable to face any demand. Organizations that offer many resources promote the willingness of workers to devote effort and use their abilities to perform their duties. Thus job resources are used to buffer against the problems the employees face (Bakker, Demerouti, & Euwema, 2005; de Jonge, Le Blanc, Peeters, & Noordam, 2008) and reduce the physiological and psychological costs that are associated with work. However there isn't one recipe for everyone, but it is important to correspond and apply appropriate interventions depending on the type of business, work tasks and other needs.

In the context of the Job Demands-Resources Model fun can function as a job resource. This happens because of its dual role in the workplace; fun can be protective and enhancing. A fun work environment has the potential to harness behaviours that are already occurring, and act as a preventive or protective mechanism against the inevitable stress associated with increasingly demanding workplaces. At the same time, by offering a fun workplace an organization may be able to enhance or create positive attitudes, feelings and behaviours towards it, for example in the form of job engagement. These ideas seem to be widespread; for example, Ford et al. (2003b), in a survey of human resources managers across USA, found that fun in the workplace was perceived as beneficial. The participants of the study, who were human resource management professionals, related fun to positive organizational variables such as commitment, performance, employee retention, enthusiasm, satisfaction, strength of the organizational culture, and decreases in anxiety, stress and mistakes.

One of the main propositions of the Job Demands and Resources model is that the resources buffer the negative effects of the demands (Bakker, Demerouti, Taris, Schaufeli, & Schreurs, 2003). Fun seems to function in a similar way; having the freedom to have fun in the

workplace maybe be a catalytic factor in terms of preventing the negative consequences of the demands in the individual and organizational level in two ways; via coping with stress and by protecting one from emotional exhaustion. Fun may function as a short mental fix, which would be carried through the day, and make it easier to deal with demands that cause stress, emotional exhaustion and negativity. Fun can play a critical role in helping people cope with work stress, as ‘sharing a laugh’ can be helpful in many cases (Charman, 2013; Plester, 2009). Fun could help relieve feelings of anxiety, stress and even insecurity as well as creating a sense of belonging in a group, with consequences in many sensitive issues that the organization has to deal with, like the introduction of new employees and their socialization process or “surviving” transition periods. Furthermore, Karl, Peluchette, and Harland (2007) found that people that were experiencing more fun at work reported less emotional exhaustion.

Conceptualized this way, and taking into consideration the buffering effects of job resources to phenomena like stress, fun is expected to ameliorate burnout, and especially decrease emotional exhaustion. We expect that a fun activity or behaviour could also decrease the need for recovery from work, because employees who will have experienced fun incidents in the workplace will not need to detach from it after the work hours, but in fact remember it and share the positive climate with others outside of work. Having the freedom to have fun in the workplace maybe be a catalytic factor in terms of preventing the negative consequences of the demands in the individual and organizational level in two ways; via coping with stress and by protecting from emotional exhaustion. Fun may function as a short mental fix, which would be carried through the day, and make it easier to deal with demands that cause stress, emotional exhaustion and negativity. Karl and Peluchette (2006a,b) in a series of surveys found that employees who reported that they experienced workplace fun were more likely to experience less stress. Fun can play a critical role in helping people cope with work stress, as ‘sharing a laugh’ can be helpful in many cases (Charman, 2013; Plester, 2009). Fun could help relieve feelings of anxiety, stress and even insecurity as well as creating a sense of belonging in a

group, with consequences in many sensitive issues that the organization has to deal with, like the introduction of new employees and their socialization process or “surviving” transition periods. Furthermore, Karl et al. (2007) found that people that were experiencing more fun at work reported less emotional exhaustion. In this sense, fun can function in such a way as it can be used as a form of social support. Taking into consideration the way that fun affects the dynamics of groups and our argument that having fun creates bonds, we can hypothesize that these elements will manifest in difficult cases when employees are under pressure or face difficult situations in the same way as other social support behaviours manifest. For example, playing a game, sharing a funny story or chatting with colleagues can create experiences and form dyads or small groups that share a common background. In cases of stress these dyads or groups could be deployed as a support network to help relieve the strain. The interactions that took place during fun incidents can function as a basis for future communications in work matters or in cases that relief is needed. This relief can take the form of either a new fun event, like telling a joke, or other types of support like information providing. The key concept is that sharing fun experiences categorizes the people in the same network (or group), making them available for offering or receiving support by increasing the sense of belonging.

Hypothesis 3: Workplace fun dimensions will be negatively related with job burnout.

Workplace fun and turnover.

Employee turnover, defined as the departure of an employee from “the formally defined organization” (March & Simon, 1958), has grown in complexity and many new theories and concepts have evolved over a period of time. Employee turnover its antecedents and its implications for performance have been widely studied in the human resource management literature (Allen, Bryant, & Vardaman, 2010; Hancock, Allen, Bosco, McDaniel, & Pierce, 2013; Hausknecht & Trevor, 2011). In the case of workplace fun, Tews et al. (2013) found a low but significant negative correlation between management support for fun and

turnover, while later (Tews et al., 2014) they also found that socializing with co-workers was negatively related to turnover. Furthermore, being considered a fun workplace has been found to be positively associated with organizational attraction (Pierce, Karl, & Brey, 2012). Tews et al. (2014) have showed that fun activities may be of great value particularly in entry-level jobs with a relatively young workforce. Other studies have linked workplace fun to desirable organizational outcomes that can decrease turnover intentions, especially to job satisfaction (Fisher, 2000; Karl & Peluchette, 2006a, 2006b; Karl et al., 2007; Peluchette & Karl, 2005; Tews et al., 2013). Consistent with the above, Karl and Peluchette (2006a, 2006b) in a series of surveys found that employees who reported that they experienced workplace fun were less likely to be absent or leave the organization. Similarly, Lundin, Christensen, Paul, and Strand (2002) report that after introducing a fun philosophy at a hospital, results of an in-house survey showed that the number of employees expressing “strong” satisfaction changed from 25% to 75% within a year. Tews et al. (2013) found significant positive correlations between fun activities and management support for fun with affective commitment. Price and Mueller (1981) have linked structural or organizational determinants to the turnover process and suggested that employees will develop activities to enhance job satisfaction rather than be dissatisfied, because employees are more likely to stay on the job when job satisfaction outweighs dissatisfaction suggesting that managed, organized and organic fun activities can affect turnover intentions. In November 2008 a key word search using ‘fun’ in a popular New Zealand job search engine for instance revealed 1,970 advertised jobs using the word ‘fun’ in their recruitment (Seek, 2008 as in Oowler et al., 2010).

Hypothesis 4: Workplace fun will be negatively related with turnover intentions.

Workplace fun and chronic social stressors.

Compared to other psychosocial risks in the workplace such as time pressure, role conflict or role ambiguity, there is little research on social stressors in organizations. Social

stressors consist of social animosities, conflicts with co-workers and supervisors, unfair behaviour, incivility and a negative group climate. Dormann and Zapf (2002) have shown the relationship between social stressors and social animosities at work, irritation and depressive symptoms. In a diary study by Schwartz and Stone (1993), 75% of all recorded work-related events that individuals assessed as harmful were related to negative social interactions with colleagues, supervisors, and clients. Social or interpersonal stressors were an important predictor of other psychological strain variables in the studies of Heinisch and Jex (1997), Keashly, Hunter, and Harvey (1997), Spector and Jex (1998), and Zapf, Seifert, Schmutte, Mertini, and Holz (2001). Moreover, research on social support at work repeatedly demonstrated that lack of support has negative consequences, underscoring the importance of personal relationships in organizations in comparison with task-related and organization-related issues (e.g. Ganster, Fusilier, & Mayes, 1986; LaRocco, House, & French, 1980).

Hypothesis 5: Workplace fun dimensions will be negatively related with chronic social stressors.

Workplace fun and need for recovery from work.

Need for recovery refers to a person's desire to be temporarily relieved from work demands in order to replenish internal resources (Sluiter, Van der Beek, & Frings-Dresen, 1999) and it is characterized by a temporal reluctance to continue with the present demands or to accept new demands (Sonnentag & Zijstra, 2006). High need for recovery from work implies that employees are strained due to dealing with work demands. To stay healthy and maintain well-being, employees need to recover from work during their non-work time; they need time to rest and to restore resources that have been depleted during work (Zijlstra, Cropley, & Rydstedt, 2014). It is particularly important that employees detach and mentally disconnect from work during non-work time (Sonnentag & Fritz, 2015) as during a day at work, employees' strain levels raise, they feel fatigue and negative affect might increase. We

suggest that if during the work day the employees engage in fun activities or behaviors, these could act as a resource, replenish the employees' vigor and decrease the need for recovery from work. As employees will have experienced fun incidents in the workplace they might not need to detach from it after the work hours, but in fact remember it and share the positive climate with others outside of work. Moreover, we suggest that the feeling of having a good day at work could easily be transferred at home, while also increasing feelings of anticipation of going back (to work) where fun is accepted, especially organic fun. Thus we assume that different types of fun should assist in a stronger positive effect of crossover/ spillover as defined by Sanz-Vergel, Rodriguez-Munoz Bakker, and Demerouti (2012) and reduce the need for recovery from work.

Hypothesis 6: Workplace fun dimensions will be negatively related with need for recovery from work.

Workplace fun and job engagement.

Schaufeli and Bakker (2004) defined job engagement as a "positive, fulfilling, work-related state of mind". Work engagement comprises as core components vigour (i.e., energy, persistence, and willingness to exert effort), dedication (i.e., enthusiasm, inspiration, and perceptions of significance), and absorption (i.e., full concentration and immersion in one's work). Job engagement is an important workplace indicator as it has been positively associated with positive mental and physical health over time (Leijten et al., 2015; Reis, Hoppe, & Schröder, 2015) as well as job performance. Workplace fun has been linked with job engagement notably in Plester's and Hutchison's (2016) approach, who found that employees associated the concept of engagement when talking about fun, and associating both with positive feelings. In specific, Plester and Hutchison (2016) revealed that that the two concepts are linked through the positive feelings that are generated towards the organization and the team, which then increase organizational engagement. Both workplace fun and job engagement

are characterized by enthusiasm and positive energy that function as motivational processes and help employees deliver more positive outcomes. Taking into consideration the above we hypothesize the following:

Hypothesis 7: Workplace fun dimensions will be positively related with job engagement.

The relation between workplace fun and trust.

The benefits of trust within organizational settings have been widely studied (Balliet & Van Lange, 2013; Breuer, Hüffmeier, & Hertel, 2016; De Jong, Dirks, & Gillespie, 2016; Fukuyama, 1995; Kramer & Cook, 2006; Mayer, Davis, & Schoorman, 1995). In elaborating on the circular and inherently self-reinforcing nature of this vital relationship, Putnam (1993) observed, ‘the greater the level of trust within a community, the greater the likelihood of cooperation. And cooperation itself breeds trust’ (p. 171). Thus, stated in slightly different terms, positive expectations about others facilitate positive behaviours when interacting with them; those behaviours, in turn, strengthen positive expectations; hence, a virtuous cycle in which expectation and action collude to create and reinforce desired outcomes (Kramer, 2010).

Hypothesis 8: Workplace fun dimensions will be positively related with trust.

Explaining mechanisms.

Consistent with the Job Demands and resources model I hypothesize that job engagement will be the explaining mechanism between fun dimensions and outcomes. Identifying moderation and mediation effects are crucial integrations in research as they contribute to building and refining theory by acknowledging the complexity of behaviour and revealing underlying mechanisms and procedures. Moderating variables can be used for manipulation checks in order to explore whether an observed relation is manifested differentially across subgroups and mediating variables can improve causal inference in cross sectional studies. If moderator or mediator effects are found, then decisions about practical

implementations may depend on this information (McKinnon, 2011). Thus we hypothesise the below:

Hypothesis 9a: Job engagement will mediate the relationship between workplace fun dimensions and need for recovery from work.

Hypothesis 9b: Job engagement will mediate the relationship between workplace fun dimensions and turnover intentions.

Hypothesis 9c: Job engagement will mediate the relationship between workplace fun dimensions and chronic social stressors.

As noted above fun has been found to highly correlate with positive affect (Fluegge, 2014) and as a pleasurable and positive experience it can potentially result in mood changes reflecting the positive interaction among a person and their environment. We hypothesise that these mood enhancement mechanism will be an explanatory factor for the relationship between workplace fun and job engagement.

Hypothesis 10: Positive affect will mediate the relationship between workplace fun and engagement.

Fun as described above seems to have a cyclical relation with trust, in the way that people in the workplace who trust each other seem to be able to have more fun in the workplace and at the same time people who have fun are cultivating trust. Plester and Hutchison (2016) found that workplace fun can contribute to better relationships in terms of psychological safety by increasing camaraderie, a notion that includes concepts like trust, loyalty and goodwill. The absence of trust might lead to cynicism. The organizational culture itself plays an important role. For example, Owler et al. (2010) based on Schein's framework for understanding organizational culture described how espoused values (second level) like fun at work might not reflect the underlying assumptions and values that exist at a deeper organizational level (third level) and thus cause contradictions, incongruities and dissonance.

The probability of controlled fun resulting in negative outcomes is possible when they do not reflect the values of the organization or when management is not perceived as benevolent. Opposite results might be generated if respect and dignity are not part of the equation (Fleming, 2005) or when the needs of the employees are not taken into consideration (Everett, 2011). Thus we hypothesize that levels of trust will play an important role in the explored relationships, as below:

Hypothesis 11a: Trust will moderate the effects of workplace fun on need for recovery from work.

Hypothesis 11b: Trust will moderate the effects of workplace fun on turnover intentions.

Hypothesis 11c: Trust will moderate the effects of workplace fun on chronic social stressors.

Hypothesis 11d: Trust will moderate the effects of workplace fun on job engagement

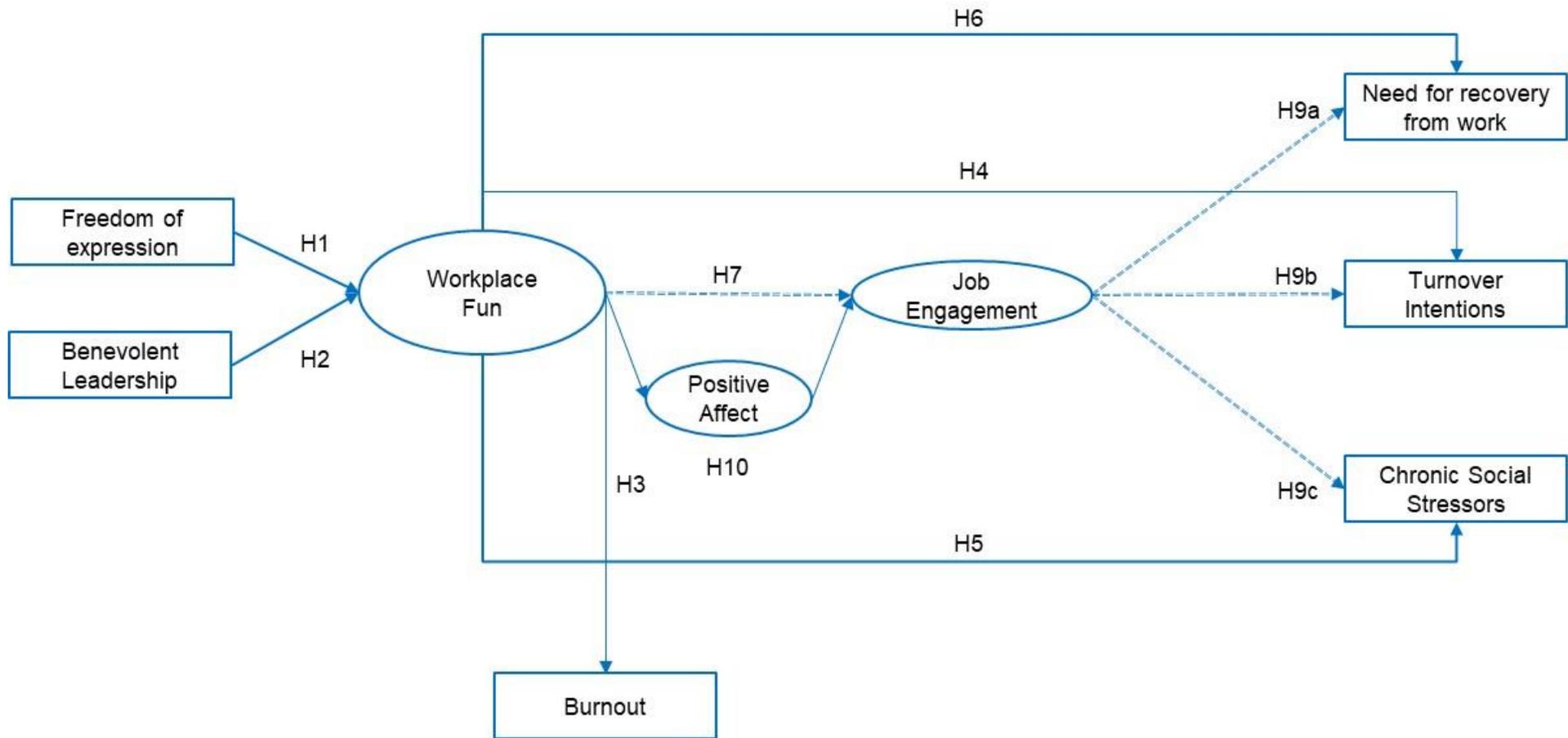


Figure 1. Hypotheses

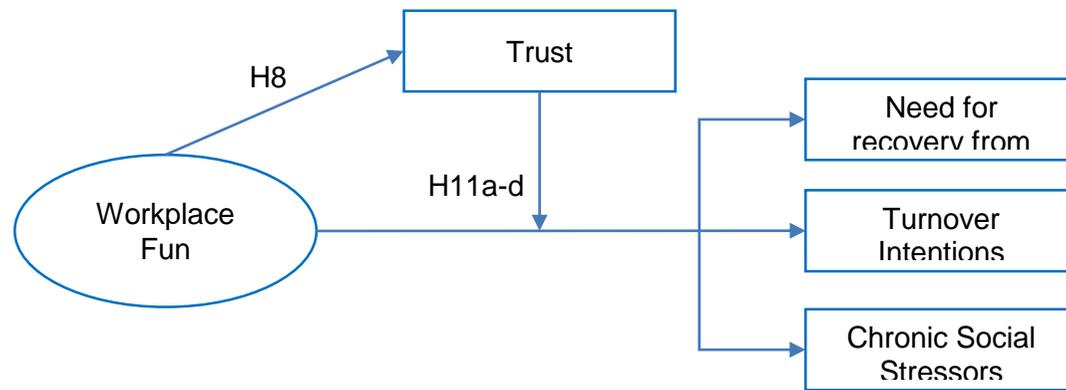


Figure 2. Hypotheses about trust

Method

Procedure and Sample.

The data were collected during the second half of 2015 using an online questionnaire platform (Kwik Surveys). The sample was a convenient one and the participants were recruited by directly approaching individuals in person, by email or through social media, by either sending a link for the online questionnaire or by handing a card that had the link for the online questionnaire and other relevant information printed on it. The study's link was shared in several social media sites through personal accounts and was published for the wider public through a well-known online newspaper.

Our 'snow-ball' approach to recruiting participants limits the ability to generalise or assess the response rate. However, online approaches have been used successfully in previous research (e.g., Bakker, Demerouti, & Schaufeli, 2002; Peeters, Montgomery, Bakker, & Schaufeli, 2005).

In this survey we assessed nine fun related variables; playful fun, fun events, fun special events, management support for fun, gossip, personal freedoms, organized fun, pure organic fun, and socializing fun. We also assessed the following variables; emotional exhaustion, depersonalization, personal accomplishment, need for recovery from work, vigour, dedication, absorption, positive affect, chronic social stressors, chronic social stressors related to management, trust, benevolent leadership, freedom of speech and turnover intentions. Finally we collected the following demographic data; gender, age, education level, marital status, children, elders, occupation, sector, organization size, organization tenure, team tenure, type of contract, work hours per week and supervisor position.

Participants.

Four hundred and thirty three employed individuals participated in this study, of which 60% were women and 40% were men ($N = 433$, $M_{age} = 37.14$, $SD_{age} = 9.26$). The study utilized the online questionnaire format using the platform kwiksurveys.com. Participants were asked to fill in the questionnaire either directly by the researchers or through social media. They were also asked to share the questionnaire's hyperlink with others in their network. Only 1/3 of the people who followed the link filled in the questionnaire and of those (584 out of 880), 2/3 answered the whole questionnaire (unfinished questionnaires were not included in this study). As presented in Tables 1-4, demographics, in terms of education level, marital status, children and caring for older people varied.

Table 1
Frequencies for education level

Value	Frequency
Primary school	1
Middle school	1
High school	32
Vocational training	30
Higher Education	198
Master degree	142
PhD	21
Other	4
Missing	4

Table 2
Frequencies for marital status

Value	Frequency
Single	175
Married	191
Living together	47
Divorced	14
Widow/ widower	4
Missing	2

Table 3
Number of children

Value	Frequency
None	194
One	70
Two	73
Three	22
Four	1
Five	1
Missing	72

Table 4
Number of participants caring for older people

Value	Frequency
Yes	91
No	331
Missing	11

The International Standard Classification of Occupations (ISCO) (International Labour Organization, 2008), which is tool for organizing all jobs in an establishment, an industry or a country into a clearly defined set of groups according to the tasks and duties undertaken in the job, was used to categorize the occupations reported by the participants. Participants came from a broad range of industry types and occupational groups (Table 5 depicts Level 1).

According to the International Standard Classification of Occupations (International Labour Organization, 2008) the occupations in group 1 include; chief executives, senior officials and legislators, administrative and commercial managers, production and specialized services managers and hospitality, retail and other services managers. Occupations in group 2 include; science and engineering professionals, health professionals, teaching professionals, business and administration professionals, information and communications technology professionals and legal, social and cultural professionals. Occupations in group 3 include; science and engineering associate professionals, health associate professionals, business and administration associate professionals, legal, social, cultural and related associate professionals

and information and communications technicians. Occupations in group 4 include; general and keyboard clerks, customer services clerks, numerical and material recording clerks and other clerical support workers. Occupations in group 5 include; personal services workers, sales workers, personal care workers, and protective services workers. Occupations in group 8 include; stationary plant and machine operators, assemblers and drivers and mobile plant operators. Occupations in group 0 include; commissioned armed forces officers, non-commissioned armed forces officers and armed forces occupations, other ranks. There are also groups 6, 7 and 9 that were not represent in our sample. Group 6 refers to skilled agricultural, forestry and fishery workers, group 7 refers to building and related trade workers and group 9 refers to elementary occupations that involve the performance of simple and routine tasks which may require the use of hand-held tools and considerable physical effort. The majority of the participants of this study has been classified for either group 2 or group 4.

Table 5
Frequencies for occupation categories

Occupational Title	Frequency
Group 1. Managers	5
Group 2. Professionals	196
Group 3. Technicians and associate professionals	21
Group 4. Clerical support workers	167
Group 5. Services and sales workers	29
Group 8. Plant and machine operators and assemblers	2
Group 0. Armed forces occupations	5
Not specified	8

The participants of this study worked either in the public or private sector or were company owners (Table 6). The size of the organizations varied as depicted in Table 7 ($M_{orgsize} = 2,105.68$, $SD_{orgsize} = 7,620.61$).

Table 6
Frequencies for sector

Sector	Frequency
Public	153
Private	254
Company owner	22
Missing	4

Table 7
Frequencies for organization size

Size	Frequency
Very small (<10 employees)	100
Small (<50 employees)	120
Medium (<250 employees)	68
Big (>250 employees)	118
Missing	27

The participants were asked to report the type of employment contract that they have in terms of duration specification (Table 8).

Table 8
Frequencies for contract duration

Type of contract	Frequency
Indefinite	208
Fixed term	62
Permanent	93
Project related	18
Freelance	43
Internship	8
Missing	1

The participants reported their tenure in the organization and were also asked to report the amount of time they have been working in the current organization in years ($M_{orgten} = 2.80$, $SD_{orgten} = 1.34$) and in the current team ($M_{teamten} = 2.08$, $SD_{teamten} = 1.22$) (Table 9 and Table 10)

Table 9
Frequencies for tenure

Sector	Frequency
0-2 years	102
3-5 years	75
6-10 years	112
11-20 years	86
More than 20 years	53
Missing	5

Table 10
Frequencies for team tenure

Size	Frequency
0-2 years	194
3-5 years	88
6-10 years	82
11-20 years	41
More than 20 years	22
Missing	6

The majority of the participants worked full time and reported working a regular 40 hours per week ($M_{workhours} = 38.59$, $SD_{workhours} = 13.43$) (Table 11).

Table 11
Frequencies for work hours per week

Contract work hours	Work Hours per Week	Frequency
Full Time (N = 389)	1-20 hours	13
	21-25 hours	22
	26-39 hours	40
	40-45 hours	207
	46-80 hours	76
	Missing	31
Part Time (N = 44)	1-20 hours	19
	21-25 hours	8

26-39 hours	5
40-45 hours	4
46-80 hours	3
Missing	5

Ninety-six of the participants reported that they supervise others. The majority of them supervised small teams consisting of less than 5 people ($f_{\leq 5} = 50, f_{6-10} = 19, f_{11-20} = 14, f_{21-50} = 11, f_{\geq 51} = 2$).

Measures.

The participants completed the online survey that consisted of the variables mentioned above. Table 12 shows descriptive statistics (minimum, maximum, mean, and standard deviation) for the study's variables.

Turnover intentions: Turnover intentions were assessed with the following two questions; (1) "I am actively searching for another job" rated with a 5-point Likert scale (1 = Completely disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Completely agree) and (2) "How often do you think that you want to quit your job" rated with a 7-point Likert scale (1 = Never, 2 = A few times a year or less, 3 = Once a month, 4 = A few times a month, 5 = Once a week, 6 = A few times a week, 7 = Every day) (Cronbach's $\alpha = .67$).

Workplace fun: Workplace fun is a latent variable, one that can't be measured directly as it has many facets. So if we need to understand the benefits of workplace fun, we can measure several different aspects of it. For example, we can get some information about activities that are considered fun, behaviours that are funny, general perceptions of a work climate and management support of these.

To provide a comprehensive assessment of fun, we started with two already standardised questionnaires that measured the following elements; celebrating, global fun,

personal freedoms and socializing with co-workers (McDowell, 2005) and experienced fun (Karl et al., 2007). Then we used the results of two qualitative studies that identified workplace fun activities that were not included in the already existing questionnaire, but constitute important components in the literature related to the topic reflecting organic fun and social oriented workplace fun (Chan, 2010; Stromberg & Karlsson, 2009). Finally, from the results of the individual interviews part of this thesis we identified ten items that further enrich the above measurements in the dimensions of managed fun or fun events, management support for fun, organic fun and personal freedoms (see Chapter 6). Specifically, all 6 items from the Socializing with co-workers dimension, 5 items from the Celebrating dimension, 5 items from the Personal Freedoms dimension, and 2 items from the Global Fun dimension of McDowell's (2005) Fun at Work Climate Scale. We used the 3 items developed by Karl et al. (2007) to measure the level of fun experienced at work. We have extracted seven concepts from Strömberg's and Karlsson's (2009) analysis of nature of humour among workers to create 7 items depicting organic fun activities in the workplace. Also, we used four examples of the Social-oriented workplace fun category of Chan's (2010) four "S"s workplace fun framework to generate 4 items measuring Fun Special Events. Based on the results of one to one interviews regarding workplace place fun (see chapter ?) we generated 10 items (5 measuring organic fun activities, 2 measuring managed fun activities, 1 measuring personal freedoms, and 2 measuring management support for fun). The items were refined through discussions with two psychology PhD students and two non-academic employees in terms of face validity. The participants were asked to rate how often the activities occurred in their workplace using a 7-point Likert scale (1 = Never, 2 = A few times a year or less, 3 = Once a month, 4 = A few times a month, 5 = Once a week, 6 = A few times a week, 7 = Every day).

Prior to examining our hypotheses, we conducted exploratory factor analysis to delineate core factors in our measure for workplace fun. A principal axis factor analysis of the 42 items with oblique rotation (direct oblimin) was employed. The Kaiser-Meyer-Olkin

measure verified the sampling adequacy for the analysis, KMO = .89. An initial analysis was run to obtain eigenvalues for each factor in the data. Nine factors had eigenvalues over Kaiser's criterion of 1 and in combination explained 63.14% of the variance. Results indicated that factor 1 represents playful fun (Cronbach's $\alpha = .82$), factor 2 represents managed fun (Cronbach's $\alpha = .80$), factor 3 represents management support for fun (Cronbach's $\alpha = .93$), factor 4 represents gossip (Cronbach's $\alpha = .74$), factor 5 represents personal freedoms (Cronbach's $\alpha = .68$), factor 6 represents organized fun (Cronbach's $\alpha = .78$), factor 7 represents pure organic fun (Cronbach's $\alpha = .82$) factor 8 represents events related fun (Cronbach's $\alpha = .82$), and factor 9 represents socializing fun (Cronbach's $\alpha = .66$).

Need for recovery from work: Need for recovery from work was assessed with the translated van Veldhoven and Broersen (2003) version of the Van Veldhoven and Meijman Dutch questionnaire for the Questionnaire on the Experience and Evaluation of Work (VBBA) (1994). The questionnaire consists of 11 items (Cronbach's $\alpha = .80$). The participants were asked to report the frequency using a 4-point scale (1 = never, 4 = Always). An example item is "I find it difficult to relax at the end of a working day".

Job burnout: Job burnout was assessed using the Maslach Burnout Inventory (MBI) (Maslach et al., 1996) that consists of three dimensions, emotional exhaustion (9 items, Cronbach's $\alpha = .89$), depersonalization (5 items, Cronbach's $\alpha = .78$) and sense of accomplishment (8 items, Cronbach's $\alpha = .79$). The reliability for the whole scale is Cronbach's $\alpha = 0.79$. An example item is "I feel emotionally drained from my work". The participants were asked to rate how often do they feel this way using a 7-point Likert scale (1 = Never, 2 = A few times a year or less, 3 = Once a month, 4 = A few times a month, 5 = Once a week, 6 = A few times a week, 7 = Every day).

Job Engagement: Engagement was assessed with the Utrecht Work Engagement Scale (Schaufeli, Salanova, González-Romá, & Bakker, 2002). The measurement consists of three subscales, vigour (6 items, Cronbach's $\alpha = .88$), dedication (5 items, Cronbach's $\alpha = .93$) and

absorption ($\alpha = .85$) which were measured with a 7-point Likert scale (1 = Never, 2 = A few times a year or less, 3 = Once a month, 4 = A few times a month, 5 = Once a week, 6 = A few times a week, 7 = Every day). The reliability for the total measurement was Cronbach's $\alpha = 0.95$. The tool was translated in the Greek language using the instrument translation procedure proposed by Harkness (2003). An example item is "When I get up in the morning I feel like going to work".

Positive affect: We measure the positive and negative affect using The Positive and Negative Affect Schedule (PANAS), a 20-item self-report measure of positive and negative affect developed by Watson, Clark, and Tellegen (1988). We used only the 10 items for positive affectivity ($\alpha=0.92$). Respondents were asked to rate the extent to which they have experienced each particular emotion during the last week, with reference to a 5-point scale (1=very slightly or not at all, 2=a little, 3=moderately, 4=quite a bit, 5=extremely). The tool was translated in the Greek language using the instrument translation procedure proposed by Harkness (2003).

Chronic Social Stressors: Chronic interpersonal tensions with colleagues (e.g., conflicts, personal animosities, or unfair behaviour) were assessed with a scale by Frese and Zapf (1987). Participants rated 17 items using a 5-point scale ranging from 1 (not at all) to 5 (very much). An example it is "With some colleagues there is often conflict". The reliability for the whole measurement is Cronbach's $\alpha = .93$. The questionnaire was translated in the Greek language from German using the back translation method.

Trust: Trust was assessed with the scale developed by Nyhan and Marlowe (1997). The scale consists of 4 items (Cronbach's $\alpha = .87$). The participants were asked to report their level of trust using a 7-point Likert scale (1 = Nearly zero, 2 = Very low, 3 = Low, 4 = Moderate, 5 = High, 6 = Very high, 7 = Near 100%). An example item is "The level of trust between supervisors and workers in this organization is".

Benevolence: Benevolence was assessed with the subscale developed by Mayer and Davis (1999) (5 items, Cronbach's $\alpha = .94$). The participants were asked to report their level of agreement using a 5-point Likert scale (1 = Completely Disagree, 2 = Disagree, 3 = Neither Agree or Disagree, 4 = Agree, 5 = Completely Agree). An example item is "Top management is very concerned about my welfare".

Freedom of speech: Freedom of speech was assessed with the scale developed by Gorden and Infante (1991). The scale consists of 5 items (Cronbach's $\alpha = .81$). The participants were asked to report their level of agreement using a 5-point Likert scale (1 = Completely Disagree, 2 = Disagree, 3 = Neither Agree or Disagree, 4 = Agree, 5 = Completely Agree). An example item is "There is fear of expressing your true feelings on work issues". Three items were recoded.

Results

Table 12 displays descriptive statistics for the study variables (mean, Standard Deviation and Range).

The intention was therefore to obtain a large convenience sample for the purposes of data exploration. There was no expectation that the sample should be representative of the population as a whole, and the present paper should be interpreted with that limitation in mind. The data however are probably adequate for exploring the inter-relationships and correlations between measures, but care should be taken in the interpretation of absolute percentages and means.

Table 12
Means, Standard Deviations and Range(N = 433)

Variables	Mean	Standard Deviation	Minimum	Maximum
Fun playful	2.63	1.43	1.00	7.00
Fun Pure Organic	3.87	1.15	1.00	6.00
Fun Socializing	5.14	1.28	1.67	7.00
Gossip	4.44	1.63	1.00	7.00
Fun Organized	2.82	1.29	1.00	7.00
Fun Special Events	1.44	0.64	1.00	7.00
Fun Events	1.80	0.69	1.00	7.00
Fun Freedoms	3.01	0.93	1.00	5.00
Fun Management Support	3.02	1.05	1.00	5.00
Need For Recovery	2.34	0.53	1.09	3.82
Emotional Exhaustion	3.60	1.38	1.00	7.00
Depersonalization	2.63	1.36	1.00	7.00
Sense Of Accomplishment	5.08	1.13	1.75	7.00
Vigour	5.30	1.32	1.00	7.00
Dedication	5.00	1.69	1.00	7.00
Absorption	5.15	1.38	1.00	7.00
Positive Affect	3.50	0.80	1.20	5.00
Chronic Social Stressors	2.19	0.85	1.00	5.00
Trust	4.47	1.20	1.00	7.00
Benevolence	2.83	1.01	1.00	5.00
Freedom Of Speech	2.96	0.46	1.00	5.00
Turnover Intentions	2.59	1.31	1.00	6.00

Analysis strategy.

To test our hypotheses we calculated the Pearson coefficients and conducted a series of hierarchical regression analyses.

For hypotheses 1 and 2 I conducted a series of hierarchical regression analyses controlling for age and gender. Confidence intervals and standard errors were also calculated based on 1000 bootstrap samples.

For hypotheses 3 to 8 first (1st) I controlled for age and gender and entered the predictors in another three steps; (2nd) managed and organized fun, (3rd) fun climate and (4th) organized and organic fun. Confidence intervals and standard errors were also calculated based on 1000 bootstrap samples.

To test hypotheses 9 and 10 regarding mediation I conducted a mediation analysis using the method presented by Preacher and Hayes (2004) and the SPSS PROCESS macro provided by Hayes (2012).

To test hypotheses 11a to 11d regarding moderation I conducted a moderation analysis using the method presented by Preacher and Hayes (2004) and the SPSS PROCESS macro provided by Hayes (2012).

Hypothesis testing.

Table 13 shows the shows the correlation coefficients and Cronbach's alpha statistic of the variables included in the study and Tables 14-28 show the results of the regression, mediation and moderation analyses.

Table 13
Correlation coefficients and Cronbach's α

Variables	1	2	3	4	5	6	7	8	9	10	12	13	14	16	17	18	19	20	21	22	23	24	
1. Fun Playful	(.82)																						
2. Fun Pure Organic	.63 **	(.82)																					
3. Fun Socializing	.45 **	.59 **	(.66)																				
4. Gossip	.53 **	.49 **	.43 **	(.74)																			
5. Fun Organized	.49 **	.42 **	.35 **	.33 **	(.78)																		
6. Fun Special Events	.24 **	.16 **	.08	.11 *	.21 **	(.80)																	
7. Fun Events	.39 **	.34 **	.19 **	.19 **	.30 **	.63 **	(.82)																
8. Fun Freedoms	.28 **	.32 **	.14 **	.18 **	.15 **	.14 **	.25 **	(.68)															
9. Fun Management Support	.35 **	.52 **	.30 **	.19 **	.25 **	.22 **	.38 **	.38 **	(.93)														
10. Need For Recovery	-.03 **	-.14 **	-.01	.09	-.07	-.02	-.02	-.12 *	-.18 **	(.80)													
12. Emotional Exhaustion	-.02 **	-.19 **	-.01	.12 *	-.14 **	-.05	-.02	-.22 **	-.27 **	.68 **	(.89)												
13. Depersonalization	-.01 **	-.18 **	-.04	.11 *	-.07	.01	.02	-.18 **	-.24 **	.49 **	.66 **	(.78)											
14. Sense Of Accomplishment	.18 **	.26 **	.14 **	.07	.20 **	.19 **	.16 **	.14 **	.20 **	-.26 **	-.31 **	-.24 **	(.79)										
16. Vigour	.11 *	.24 **	.13 *	-.04	.20 **	.16 **	.21 **	.16 **	.25 **	-.36 **	-.45 **	-.35 **	.78 **	(.88)									
17. Dedication	.04 **	.17 **	.12 *	-.10 *	.25 **	.19 **	.19 **	.11 *	.23 **	-.33 **	-.46 **	-.35 **	.62 **	.82 **	(.93)								
18. Absorption	.09 **	.19 **	.08	-.04	.19 **	.15 **	.19 **	.16 **	.23 **	-.17 **	-.29 **	-.22 **	.58 **	.81 **	.77 **	(.85)							
19. Positive Affect	.13 **	.27 **	.09	-.04	.23 **	.22 **	.24 **	.18 **	.30 **	-.30 **	-.41 **	-.34 **	.61 **	.72 **	.72 **	.63 **	(.92)						
20. Chronic Social Stressors	-.05 **	-.27 **	-.18 **	.15 **	-.13 *	-.03	-.12 *	-.16 *	-.47 **	.39 **	.50 **	.50 **	-.21 **	-.35 **	-.36 **	-.30 **	-.32 **	(.93)					
21. Trust	.15 **	.38 **	.24 **	-.06	.24 **	.15 **	.25 **	.22 **	.43 **	-.25 **	-.37 **	-.36 **	.27 **	.38 **	.38 **	.35 **	.40 **	-.67 **	(.87)				
22. Benevolence	.16 **	.32 **	.16 **	-.10	.24 **	.22 **	.35 **	.26 **	.47 **	-.24 **	-.32 **	-.30 **	.22 **	.33 **	.33 **	.28 **	.35 **	-.54 **	.71 **	(.94)			

23. Freedom Of Speech	.01	-.10	-.08	.07	.01	.01	-.05	-.16 **	-.24 **	.11 *	.19 **	.26 **	-.09	-.11 *	-.14 **	-.11 *	-.11 *	.35 **	-.26 **	-.29 **	(.81)	
24. Turnover Intentions	-.05	-.23 **	-.07	.01	-.21 **	-.12 *	-.09	-.07	-.24 **	-.32 **	.60 **	.43 **	-.35 **	-.49 **	-.53 **	-.42 **	-.43 **	.43 **	-.41 **	-.34 **	.12 *	(.67)

Note. **. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed)

Hypothesis 1.

As depicted in Table 14 Freedom of speech predicted only management support for fun and fun freedoms.

Table 14

Linear models of Lack of Freedom of Speech as a predictor for Workplace Fun Dimensions, with 95% bias corrected and accelerated confidence intervals reported in parentheses. Confidence intervals and standard errors based on 1000 bootstrap samples

<i>Dependent Variable</i>	<i>b</i>	<i>SE B</i>	β	<i>p</i>	<i>R</i> ²
Fun Special Events	.02 (-.241, .357)	0.17	.15	.906	.00
Fun Events	-.08 (-.360, .226)	.17	-.05	.660	.00
Fun Organized	.03 (-.327, .395)	.19	.01	.868	.00
Fun Management Support	-.55 (-.877, -.251)	.16	-.24	.001	.06
Fun Freedoms	-.32 (-.553, -.095)	.12	-.16	.012	.02
Fun Playful	.03 (-.367, .366)	.20	.01	.882	.00
Fun Pure Organic	-.24 (-.586, .039)	.16	-.10	.150	.01
Gossip	.26 (-.096, .560)	.18	.07	.165	.01
Fun Socializing	-.21 (-.535, .102)	.16	-.08	.196	.01

Hypothesis 2.

Benevolent leadership was the most important predictor of workplace fun dimensions (Table 15).

Table 15

Linear models of Benevolent Leadership as a predictor for Workplace Fun Dimensions, with 95% bias corrected and accelerated confidence intervals reported in parentheses. Confidence intervals and standard errors based on 1000 bootstrap samples

<i>Dependent Variable</i>	<i>b</i>	<i>SE B</i>	β	<i>p</i>	<i>R</i> ²
Fun Special Events	.14 (.067, .214)	.04	.22	.004	.05
Fun Events	.25 (.165, .343)	.05	.35	.001	.12
Fun Organized	.31 (.184, .438)	.07	.24	.001	.06
Fun Management Support	.50 (.404, .596)	.05	.47	.001	.22
Fun Freedoms	.25 (.156, .338)	.05	.26	.001	.07
Fun Playful	.22 (.077, .351)	.07	.16	.005	.03
Fun Pure Organic	.37 (.246, .491)	.07	.32	.001	.10
Gossip	-.16 (-.333, .007)	.08	-.10	.042	.01
Fun Socializing	.20 (.083, .320)	.07	.16	.002	.03

In table 16 a summary of the antecedents of workplace fun is provided.

Table 16
Antecedents of fun

	<i>Lack of freedom of speech</i>	<i>Benevolent leadership</i>
Fun Special Events		+
Fun Events		+
Fun Organized		+
Fun Management Support	-	+
Fun Freedoms	-	+
Fun Playful		+
Fun Pure Organic		+
Gossip		-
Fun Socializing		+

Hypothesis 3.

In terms of Emotional Exhaustion as depicted in Table 17 in terms of fun climate both Management support for fun ($Beta = -.24, t(336) = -3.88, p < .001$) and Fun Freedoms were significant predictors ($Beta = -.13, t(336) = -2.46, p < .05$). Fun Events accounted for part of the predicted variance but with an unexpected positive valence ($Beta = .13, t(336) = 2.28, p < .05$). In terms of Organic fun, Organized Fun ($Beta = -.16, t(336) = -2.74, p < .05$), Pure Organic Fun ($Beta = -.24, t(336) = -3.12, p < .05$) and Gossip ($Beta = .21, t(336) = 3.42, p < .05$) were significant predictors. Fun Events by itself correlated insignificantly but negatively with emotional exhaustion, but in the model more fun events predict higher emotional exhaustion. This reveals a suppressor effect in the multiple regression model, showing that part of fun events that is independent from the other fun variables is positively related to emotional exhaustion.

Table 17

Linear model of predictors of Emotional Exhaustion, with 95% bias corrected and accelerated confidence intervals reported in parentheses. Confidence intervals and standard errors based on 1000 bootstrap samples

	<i>b</i>	<i>Lower-Upper</i>	<i>SE B</i>	β	<i>p</i>	R^2	ΔR^2
Step 4							
Constant	5.67	(4.475, 6.987)	0.64		.001		
Age	-0.02	(-.038, -.007)	0.01	-0.14	.007		
Gender	0.08	(-.193, .372)	0.14	0.03	.564		
Fun Management Support	-0.32	(-.474, -.165)	0.08	-0.24	.001		
Fun Freedoms	-0.20	(-.375, -.010)	0.09	-0.13	.031		
Fun Events	0.31	(.036, .557)	0.13	0.15	.019	.21	.07
Fun Special Events	-0.13	(-.513, .151)	0.17	-0.06	.415		
Fun Organized	-0.17	(-.299, -.056)	0.06	-0.16	.008		
Fun Socializing	0.09	(-.055, .232)	0.07	0.08	.219		
Fun Pure Organic	-0.29	(-.492, -.098)	0.10	-0.24	.008		
Fun Playful	0.09	(-.050, .231)	0.07	0.10	.180		
Gossip	0.18	(.068, .282)	0.06	0.21	.004		

Note. $R^2 = .02$ for Step 1, $R^2 = .13$ for Step 2 ($\Delta R^2 = .11$), $R^2 = .14$ for Step 3 ($\Delta R^2 = .01$)

In terms of Depersonalization as depicted in Table 18 managed workplace fun did not significantly predict variance. In terms of fun climate, Management support for fun ($Beta = -.19$, $t(336) = -2.89$, $p < .05$) was a significant predictor. In terms of Organic fun, Pure Organic Fun ($Beta = -.25$, $t(336) = -3.14$, $p < .05$) and Gossip ($Beta = .24$, $t(336) = 3.85$, $p < .05$) were significant predictors.

Table 18

Linear model of predictors of Depersonalization, with 95% bias corrected and accelerated confidence intervals reported in parentheses. Confidence intervals and standard errors based on 1000 bootstrap samples

	<i>b</i>	<i>Lower-Upper</i>	<i>SE B</i>	β	<i>p</i>	R^2	ΔR^2
Step 4							
Constant	4.98	(3.679, 6.397)	0.70		.001		
Age	-0.03	(-.045, -.013)	0.01	-0.19	.001		
Gender	-0.03	(-.312, .252)	0.14	-0.01	.815		
Fun Management Support	-0.25	(-.418, -.073)	0.09	-0.19	.004		
Fun Freedoms	-0.15	(-.325, .006)	0.08	-0.10	.068		
Fun Events	0.25	(-.033, .581)	0.15	0.13	.100	.16	.05
Fun Special Events	-0.06	(-.448, .223)	0.17	-0.03	.729		
Fun Organized	-0.10	(-.227, .024)	0.07	-0.09	.134		
Fun Socializing	0.00	(-.146, .126)	0.07	0.00	.963		
Fun Pure Organic	-0.31	(-.511, -.085)	0.11	-0.25	.008		
Fun Playful	0.09	(-.069, .230)	0.08	0.09	.259		
Gossip	0.20	(.108, .306)	0.05	0.24	.001		

Note. $R^2 = .03$ for Step 1, $R^2 = .10$ for Step 2 ($\Delta R^2 = .07$), $R^2 = .11$ for Step 3 ($\Delta R^2 = .01$)

In terms of Sense of Accomplishment as depicted in Table 19 fun climate was an important predictor with Management support for fun ($Beta = .13, t(328) = 2.08, p < .05$) predicting the variance. Managed workplace fun was a important with Fun Special Events fun ($Beta = .11, t(328) = 1.72, p < .05$) being the important factor. Organized fun ($Beta = .13, t(328) = 2.29, p < .05$) and Pure Organic Fun ($Beta = .17, t(328) = 2.09, p < .05$) were significant predictors in terms of organic fun.

Table 19

Linear model of predictors of Sense of Accomplishment, with 95% bias corrected and accelerated confidence intervals reported in parentheses. Confidence intervals and standard errors based on 1000 bootstrap samples

	<i>b</i>	<i>Lower-Upper</i>	<i>SE B</i>	β	<i>p</i>	R^2	ΔR^2
Step 4							
Constant	.198	(.907, 3.075)	0.53		.001		
Age	1.97	(.028, .054)	0.01	0.31	.001		
Gender	0.04	(-.247, .242)	0.12	0.00	.943		
Fun Management Support	-0.01	(.015, .263)	0.06	0.13	.026		
Fun Freedoms	0.14	(-.128, .145)	0.07	0.01	.834		
Fun Events	0.01	(-.210, .149)	0.09	-0.01	.835	.21	.06
Fun Special Events	-0.02	(.005, .394)	0.10	0.11	.037		
Fun Organized	0.19	(.016, .219)	0.05	0.13	.030		
Fun Socializing	0.12	(-.126, .132)	0.06	0.01	.899		
Fun Pure Organic	0.01	(.010, .329)	0.08	0.17	.041		
Fun Playful	0.17	(-.045, .159)	0.05	0.08	.213		
Gossip	0.06	(-.155, .028)	0.05	-0.10	.149		

Note. $R^2 = .06$ for Step 1, $R^2 = .13$ for Step 2 ($\Delta R^2 = .07$), $R^2 = .15$ for Step 3 ($\Delta R^2 = .02$)

Hypothesis 4.

As depicted in Table 20 the analysis shows that fun climate, specifically Management Support for fun significantly predicted variance in Turnover Intentions ($Beta = -.21, t(344) = -3.36, p < .01$). In terms of Organic Fun, Organized Fun ($Beta = -.21, t(344) = -3.73, p < .01$), Pure Organic Fun ($Beta = -.21, t(344) = -2.85, p < .01$) and Gossip ($Beta = .14, t(347) = 2.48, p < .05$) were significant predictors. Surprisingly Playful Fun was positively related to turnover intentions that reveals a suppressor effect in the multiple regression model, showing that part of Playful Fun that is independent from the other fun variables is positively related to Turnover Intentions. The results in table 15 depict the model after deleting playful fun (Table 15).

Table 20

Linear model of predictors of Turnover Intentions, with 95% bias corrected and accelerated confidence intervals reported in parentheses. Confidence intervals and standard errors based on 1000 bootstrap samples

	<i>b</i>	<i>Lower-Upper</i>	<i>SE B</i>	β	<i>p</i>	R^2	ΔR^2
Step 4							
Constant	4.97	(3.850, 6.132)	0.56		.001		
Age	-0.04	(-.052, -.052)	0.01	-.25	.001		
Gender	0.12	(-.146, .395)	0.14	.05	.384		
Fun Management Support	-0.26	(-.411, -.114)	0.08	-.21	.002		
Fun Freedoms	0.14	(-.005, .287)	0.08	.10	.080		
Fun Events	0.14	(-.063, .360)	0.11	.07	.176	.20	.07
Fun Special Events	-0.16	(-.382, .052)	0.11	-.08	.122		
Fun Organized	-0.21	(-.307, -.109)	0.05	-.21	.001		
Fun Socializing	0.03	(-.084, .163)	0.06	.03	.618		
Fun Pure Organic	-0.24	(-.426, -.065)	0.09	-.21	.013		
Gossip	0.11	(.013, .207)	0.05	.14	.023		

Note. $R^2 = .04$ for Step 1, $R^2 = .13$ for Step 2 ($\Delta R^2 = .09$), $R^2 = .13$ for Step 3 ($\Delta R^2 = .00$)

Hypothesis 5.

As depicted in Table 21 the analysis shows Management support for fun significantly predicted variance in chronic social stressors ($Beta = -.47, t(289) = -7.92, p < .001$). In terms of organic fun, Pure Organic Fun ($Beta = .17, t(289) = -2.34, p < .05$) and Gossip ($Beta = .38, t(289) = 6.39, p < .05$) were significant predictors.

Table 21

Linear model of predictors of Chronic Social Stressors, with 95% bias corrected and accelerated confidence intervals reported in parentheses. Confidence intervals and standard errors based on 1000 bootstrap samples

	<i>b</i>	<i>Lower-Upper</i>	<i>SE B</i>	β	<i>p</i>	R^2	ΔR^2
	Step 4						
Constant	2.82	(2.117, 3.656)	0.39		.001		
Age	0.00	(-.008, .010)	0.00	0.02	.738		
Gender	0.12	(-.051, .288)	0.08	0.07	.143		
Fun Management Support	-0.38	(-.469, -.279)	0.05	-0.47	.001		
Fun Freedoms	-0.01	(-.104, .083)	0.05	-0.01	.815		
Fun Events	0.04	(-.116, .234)	0.09	0.04	.621	.38	.12
Fun Special Events	0.09	(-.117, .296)	0.11	0.07	.405		
Fun Organized	-0.04	(-.108, .025)	0.03	-0.06	.242		
Fun Socializing	-0.07	(-.146, .013)	0.04	-0.09	.097		
Fun Pure Organic	-0.13	(-.241, -.013)	0.06	-0.17	.031		
Fun Playful	0.05	(-.039, .136)	0.04	0.08	.282		
Gossip	0.20	(.139, .263)	0.03	0.38	.001		

Note. $R^2 = .02$ for Step 1, $R^2 = .25$ for Step 2 ($\Delta R^2 = .23$), $R^2 = .26$ for Step 3 ($\Delta R^2 = .01$)

Hypothesis 6.

As depicted in Table 22 the analysis shows that managed and organized workplace fun dimensions did not significantly predict variance in need for recovery from work. Fun climate, specifically Management support for fun was a significant predictor ($Beta = -.16$, $t(318) = -2.36$, $p < .05$), but with a very low value. In terms of Organic fun, Gossip was a significant predictor ($Beta = .17$, $t(318) = 2.53$, $p < .05$) but with a positive valence.

Table 22

Linear model of predictors of Need for Recovery from Work, with 95% bias corrected and accelerated confidence intervals reported in parentheses. Confidence intervals and standard errors based on 1000 bootstrap samples

	<i>b</i>	<i>Lower-Upper</i>	<i>SE B</i>	β	<i>p</i>	R^2	ΔR^2
Step 4							
Constant	2.59	(2.161, 3.108)	.24		.001		
Age	-.00	(-.009, .005)	.00	-.04	.523		
Gender	.02	(-.100, .126)	.05	.01	.769		
Fun Management Support	-.08	(-.150, -.006)	.04	-.16	.031		
Fun Freedoms	-.05	(-.123, .019)	.04	-.08	.196		
Fun Events	.08	(-.024, .199)	.06	.11	.171		
Fun Special Events	-.03	(-.184, .077)	.07	-.04	.659	.09	.04
Fun Organized	-.03	(-.083, .024)	.03	-.07	.300		
Fun Socializing	.04	(-.026, .105)	.03	.08	.290		
Fun Pure Organic	-.08	(-.161, .007)	.04	-.17	.070		
Fun Playful	.01	(-.042, .074)	.03	.04	.664		
Gossip	.06	(.008, .100)	.02	.17	.017		

Note. $R^2 = .00$ for Step 1, $R^2 = .04$ for Step 2 ($\Delta R^2 = .04$), $R^2 = .05$ for Step 3 ($\Delta R^2 = .01$)

Hypothesis 7.

As depicted in Table 23 in terms of Vigour the analysis shows that management support for fun was a significant predictor ($Beta = .13, t(305) = 3.34, p < .05$). In terms of organic fun, organized fun ($Beta = .16, t(305) = 2.64, p < .05$), pure organic fun ($Beta = .20, t(305) = 2.47, p < .05$) and Gossip ($Beta = -.23, t(305) = -3.57, p < .05$) were significant predictors.

Table 23

Linear model of predictors of Vigour, with 95% bias corrected and accelerated confidence intervals reported in parentheses. Confidence intervals and standard errors based on 1000 bootstrap samples

	<i>b</i>	<i>Lower-Upper</i>	<i>SE B</i>	β	<i>p</i>	R^2	ΔR^2
	Step 4						
Constant	2.26	(1.114, 3.374)	0.57		.001		
Age	0.03	(.020, .048)	0.01	0.24	.001		
Gender	0.04	(-.252, .291)	0.14	0.01	.783		
Fun Management Support	0.16	(.015, .312)	0.07	0.13	.031		
Fun Freedoms	0.06	(-.100, .210)	0.08	0.04	.444		
Fun Events	0.16	(-.048, .379)	0.11	0.09	.139		
Fun Special Events	0.06	(-.179, .306)	0.12	0.03	.589	.20	.07
Fun Organized	0.16	(.057, .282)	0.06	0.16	.008		
Fun Socializing	0.05	(-.089, .191)	0.07	0.05	.462		
Fun Pure Organic	0.23	(.067, .397)	0.09	0.20	.010		
Fun Playful	-0.03	(-.153, .087)	0.06	-0.03	.633		
Gossip	-0.18	(-.281, -.085)	0.05	-0.23	.001		

Note. $R^2 = .03$ for Step 1, $R^2 = .12$ for Step 2 ($\Delta R^2 = .09$), $R^2 = .13$ for Step 3 ($\Delta R^2 = .01$)

In terms of Dedication as depicted in Table 24 the analysis shows that Management support for fun was again a significant predictor ($Beta = .16, t(312) = 2.51, p < .05$). In terms of Organic fun, organized fun ($Beta = .26, t(312) = 4.45, p < .05$) were positive significant predictors Gossip ($Beta = -.27, t(312) = -4.26, p < .05$), while playful Fun ($Beta = -.15, t(312) = -1.99, p < .05$) were negatively related significant predictors. Playful fun by itself correlated not significantly but positively with dedication, but in the model higher playful fun predicts lower dedication. This reveals a suppressor effect in the multiple regression model, showing that part of playful fun that is independent from the other fun variables is negatively related to

dedication, thus it was deleted from the model. Table 24 depicts the model after deleting playful fun.

Table 24

Linear model of predictors of Dedication, with 95% bias corrected and accelerated confidence intervals reported in parentheses. Confidence intervals and standard errors based on 1000 bootstrap samples

	<i>b</i>	<i>Lower-Upper</i>	<i>SE B</i>	β	<i>p</i>	R^2	ΔR^2
Step 4							
Constant	1.83	(.342, 3.134)	0.67		.007		
Age	0.04	(.024, .060)	0.01	0.22	.001		
Gender	-0.12	(-.483, .259)	0.18	-0.03	.525		
Fun Management Support	0.27	(.082, .463)	0.10	0.17	.004		
Fun Freedoms	-0.03	(-.233, .169)	0.10	-0.02	.765		
Fun Events	0.08	(-.266, .375)	0.16	0.03	.593	.23	.10
Fun Special Events	0.25	(-.050, .595)	0.16	0.10	.118		
Fun Organized	0.31	(.159, .446)	0.07	0.24	.002		
Fun Socializing	0.09	(-.068, .250)	0.08	0.07	.281		
Fun Pure Organic	0.16	(-.053, .373)	0.11	0.11	.160		
Gossip	-0.30	(-.419, -.175)	0.06	-0.29	.001		

Note. $R^2 = .04$ for Step 1, $R^2 = .11$ for Step 2 ($\Delta R^2 = .07$), $R^2 = .13$ for Step 3 ($\Delta R^2 = .02$)

In terms of Absorption as depicted in Table 25 the analysis shows that Management support for fun was a significant predictor ($Beta = .14$, $t(309) = 2.14$, $p < .05$). In terms of organic fun, organized fun ($Beta = .18$, $t(309) = 2.96$, $p < .05$), Pure Organic Fun ($Beta = .16$, $t(309) = 1.88$, $p < .05$) and Gossip ($Beta = -.19$, $t(309) = -2.85$, $p < .05$) were significant predictors.

Table 25

Linear model of predictors of Absorption, with 95% bias corrected and accelerated confidence intervals reported in parentheses. Confidence intervals and standard errors based on 1000 bootstrap samples

	<i>b</i>	<i>Lower-Upper</i>	<i>SE B</i>	β	<i>p</i>	R^2	ΔR^2
Step 4							
Constant	2.47	(1.209, 3.597)	.61		.001		
Age	.03	(.012, .042)	.01	0.17	.001		
Gender	.06	(-.228, .379)	.15	0.02	.697		
Fun Management Support	.18	(.034, .356)	.08	0.14	.030		
Fun Freedoms	.07	(-.099, .271)	.09	0.05	.418		
Fun Events	.18	(-.066, .425)	.13	0.09	.166	.16	.06
Fun Special Events	.02	(-.262, .290)	.14	0.01	.859		
Fun Organized	.19	(.059, .333)	.07	0.18	.010		
Fun Socializing	.00	(-.154, .145)	.08	0.00	.950		
Fun Pure Organic	.19	(.009, .363)	.09	0.16	.036		
Fun Playful	-.05	(-.196, .104)	.07	-0.05	.512		
Gossip	-.16	(-.269, -.050)	.06	-0.19	.007		

Note. $R^2 = .01$ for Step 1, $R^2 = .09$ for Step 2 ($\Delta R^2 = .08$), $R^2 = .10$ for Step 3 ($\Delta R^2 = .01$)

Hypothesis 8.

As depicted in Table 26 the analysis shows that fun climate, specifically Management support for fun was a significant predictor ($Beta = .27, t(301) = 4.35, p < .01$). In terms of Organic fun, organized fun ($Beta = .12, t(301) = 2.15, p < .05$), Fun Pure Organic ($Beta = .30, t(301) = 3.93, p < .05$) and Gossip ($Beta = -.29, t(301) = -4.86, p < .05$) were significant predictors.

Table 26

Linear model of predictors of Trust, with 95% bias corrected and accelerated confidence intervals reported in parentheses. Confidence intervals and standard errors based on 1000 bootstrap samples

	<i>b</i>	<i>Lower-Upper</i>	<i>SE B</i>	β	<i>p</i>	R^2	ΔR^2
Step 4							
Constant	2.71	(1.600, 3.761)	0.56		.001		
Age	0.00	(-.015, .010)	0.01	-0.02	.669		
Gender	-0.25	(-.500, .012)	0.13	-0.10	.053		
Fun Management Support	0.31	(.166, .478)	0.08	0.27	.001		
Fun Freedoms	0.11	(-.014, .238)	0.06	0.09	.091		
Fun Events	0.08	(-.188, .308)	0.13	0.05	.511		
Fun Special Events	0.00	(-.247, .204)	0.12	0.00	.971	.34	.11
Fun Organized	0.11	(.018, .206)	0.05	0.12	.014		
Fun Socializing	0.12	(-.006, .254)	0.07	0.12	.084		
Fun Pure Organic	0.32	(.161, .492)	0.08	0.30	.001		
Fun Playful	-0.12	(-.260, .003)	0.07	-0.14	.071		
Gossip	-0.22	(-.305, -.129)	0.04	-0.29	.001		

Note. $R^2 = .03$ for Step 1, $R^2 = .22$ for Step 2 ($\Delta R^2 = .19$), $R^2 = .23$ for Step 3 ($\Delta R^2 = .01$)

In table 27 a summary of the outcomes of workplace fun is provided.

Table 27
Outcomes of fun

	Emotional Exhaustion	Deperso- nalization	Sense of Accomp- lishment	Turnover Intentions	Chronic Social Stressors	Need for Recovery from work	Vigour	Dedication	Absorption	Trust
Management Support for fun	-	-	+	-	-	-	+	+	+	+
Fun Freedoms	-									
Fun Events	+									
Fun Special Events			+							
Fun Organized	-		+	-			+	+	+	+
Fun Socializing										
Fun Pure Organic	-	-	+	-	-		+		+	+
Playful Fun										
Gossip	+	+		+	+	+	-	-	-	-

Hypothesis 9a.

There was a significant indirect effect of Management Support for Fun on Need for Recovery from Work through Vigour, $b = -.04$, BCa CI [-.062, -.022], with a small effect, $\kappa^2 = .08$, 95% BCa CI [.044, .122]., Dedication, $b = -.15$, BCa CI [-.230, -.077], with a small effect, $\kappa^2 = .13$, 95% BCa CI [.066, .189]., and Absorption, $b = -.12$, BCa CI [-.193, -.057], with a small effect, $\kappa^2 = .09$, 95% BCa CI [.048, .151].

Hypothesis 9b.

There was a significant indirect effect of Management Support for Fun on Turnover Intentions through Vigour, $b = -.15$. BCa CI [-.224, -.083], with a small effect, $\kappa^2 = .12$, 95% BCa CI [.069, .180], Dedication, $b = -.10$. BCa CI [-.169, -.043], with a small effect, $\kappa^2 = .10$, 95% BCa CI [.041, .156], and Absorption, $b = -.08$. BCa CI [-.140, -.039], with a small effect, $\kappa^2 = .08$, 95% BCa CI [.034, .122]. There was a significant indirect effect of Organized Fun on Turnover Intentions through Vigour, $b = -.10$, BCa CI [-.154, -.049], with a small effect, $\kappa^2 = .10$, 95% BCa CI [.048, .153], Dedication, $b = -.13$, BCa CI [-.197, -.078], with a small effect, $\kappa^2 = .13$, 95% BCa CI [.084, .197], and Absorption, $b = -.08$, BCa CI [-.126, -.040], with a small effect, $\kappa^2 = .08$, 95% BCa CI [.039, .124]. There was a significant indirect effect of Pure Organic Fun on Turnover Intentions through Vigour, $b = -.13$. BCa CI [-.207, -.070], with a small effect, $\kappa^2 = .12$, 95% BCa CI [.062, .174], Dedication, $b = -.10$. BCa CI [-.171, -.043], with a small effect, $\kappa^2 = .10$, 95% BCa CI [.040, .159], and Absorption, $b = -.08$. BCa CI [-.146, -.035], with a small effect, $\kappa^2 = .08$, 95% BCa CI [.031, .124].

Hypothesis 9c.

There was a significant indirect effect of Management Support for fun on Chronic Social Stressors through Vigour, $b = -.05$, BCa CI [-.080, -.024].], with a small effect, $\kappa^2 = .07$, 95% BCa CI [.034, .111], Dedication, $b = -.05$, BCa CI [-.084, -.024], with a small effect, $\kappa^2 =$

.07, 95% BCa CI [.033, .112], and Absorption, $b = -.04$, BCa CI [-.071, -.015], with a small effect, $\kappa^2 = .05$, 95% BCa CI [.023, .097].

There was a significant indirect effect of Pure Organic Fun on Chronic Social Stressors through Vigour, $b = -.06$, BCa CI [-.091, -.028], with a small effect, $\kappa^2 = .08$, 95% BCa CI [.040, .121], Dedication, $b = -.05$, BCa CI [-.085, -.022], with a small effect, $\kappa^2 = .07$, 95% BCa CI [.031, .113], and Absorption, $b = -.04$, BCa CI [-.075, -.016], with a small effect, $\kappa^2 = .05$, 95% BCa CI [.022, .098].

In table 28 a summary of the significant results of the mediation analyses is provided.

Table 28
Significant results of mediations analyses

	b	95% BCa CI	κ^2	95% BCa CI
<u>6a. Need for Recovery from Work</u>				
Management Support for Fun x Vigor	-.04	[-.062, -.022]	.08	[.044, .122]
Management Support for Fun x Dedication	-.15	[-.230, -.077]	.13	[.066, .189]
Management Support for Fun x Absorption	-.12	[-.193, -.057]	.09	[.048, .151]
<u>6b. Turnover intentions</u>				
Management Support for Fun x Vigour	-.15	[-.224, -.083]	.12	[.069, .180]
Management Support for Fun x Dedication	-.10	[-.169, -.043]	.10	[.041, .156]
Management Support for Fun x Absorption	-.08	[-.140, -.039]	.08	[.034, .122]
Organized Fun x Vigour	-.10	[-.154, -.049]	.10	[.048, .153]
Organized Fun x Dedication	-.13	[-.197, -.078]	.13	[.084, .197]
Organized Fun x Absorption	-.08,	[-.126, -.040]	.08	[.039, .124]
Pure Organic Fun x Vigour	-.13	[-.207, -.070]	.12	[.062, .174]
Pure Organic Fun x Dedication	-.10	[-.171, -.043]	.10	[.040, .159]
Pure Organic Fun x Absorption	-.08	[-.146, -.035]	.08	[.031, .124]
<u>6c. Chronic Social Stressors</u>				
Management Support for Fun x Vigour	-.05	[-.080, -.024]	.07	[.034, .111]
Management Support for Fun x Dedication	-.05	[-.084, -.024]	.07	[.033, .112]
Management Support for Fun x Absorption	-.04	[-.071, -.015]	.05	[.023, .097]
Pure Organic Fun x Vigor	-.06	[-.091, -.028]	.08	[.040, .121]
Pure Organic Fun x Dedication	-.05	[-.085, -.022]	.07	[.031, .113]
Pure Organic Fun x Absorption	-.04	[-.075, -.016]	.05	[.022, .098]

Further analysis.

As gossip was correlated negatively with this studies outcomes we wouldn't expect job engagement dimensions to explain the relationships. Instead, we hypothesize that burnout

dimensions will explain the negative relationships with need for recovery from work, turnover intentions, and chronic social stressors.

Specifically, There was a significant indirect effect of Gossip on Need for Recovery from Work through Emotional Exhaustion, $b = .03$, BCa CI [.002, .049], with a small effect, $\kappa^2 = .10$, 95% BCa CI [.014, .178] and Depersonalization, $b = .02$, BCa CI [.003, .038], with a small effect, $\kappa^2 = .06$, 95% BCa CI [.014, .122]. There was a significant indirect effect of Gossip on Turnover Intentions through Emotional Exhaustion, $b = .05$, BCa CI [.005, .105], with a small effect, $\kappa^2 = .08$, 95% BCa CI [.010, .155] and Depersonalization, $b = .04$, BCa CI [.004, .071], with a small effect, $\kappa^2 = .05$, 95% BCa CI [.008, .095].

There was no significant indirect effect of Gossip on Chronic Social Stressors through burnout.

Hypothesis 10.

There was a significant indirect effect of Organized fun on Job Engagement through positive affect, $b = .18$, BCa CI [.109, .265]. This represents a relatively small effect, $\kappa^2 = .21$, 95% BCa CI [.130, .291]. There was a significant indirect effect of Management Support for Fun on Job Engagement through positive affect, $b = -.29$, BCa CI [.192, .411]. This represents a relatively small effect, $\kappa^2 = .27$, 95% BCa CI [.183, .344]. There was a significant indirect effect of Pure Organic Fun on Job Engagement through positive affect, $b = .24$, BCa CI [.125, .349]. This represents a relatively small effect, $\kappa^2 = .24$, 95% BCa CI [.134, .338]. There was not a significant indirect effect of Gossip on Job Engagement through positive affect, so we decided to check if the relationship is explained through negative affect, and again we didn't find an effect.

Hypothesis 11a.

Trust was examined as a moderator of the relation between workplace fun and need for recovery from work. There was a significant interaction effect of Trust only for the

relationship between Fun Special Events and need for recovery from work ($b = .14$, 95% CI [.057, .226], $t = 3.28$, $p < .001$, $R^2 = .10$) and management support for fun and need for recovery from work ($b = .05$, 95% CI [.008, .091], $t = 2.32$, $p < .05$, $R^2 = .09$) (see Figure 3 and Figure 4 for the simple slopes graphs).

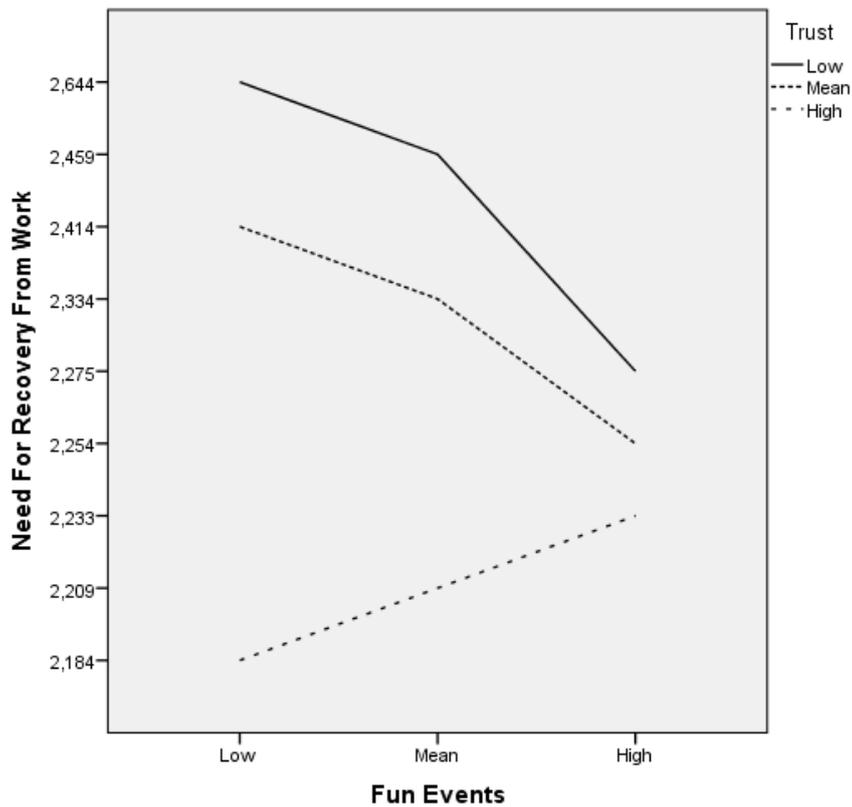


Figure 3

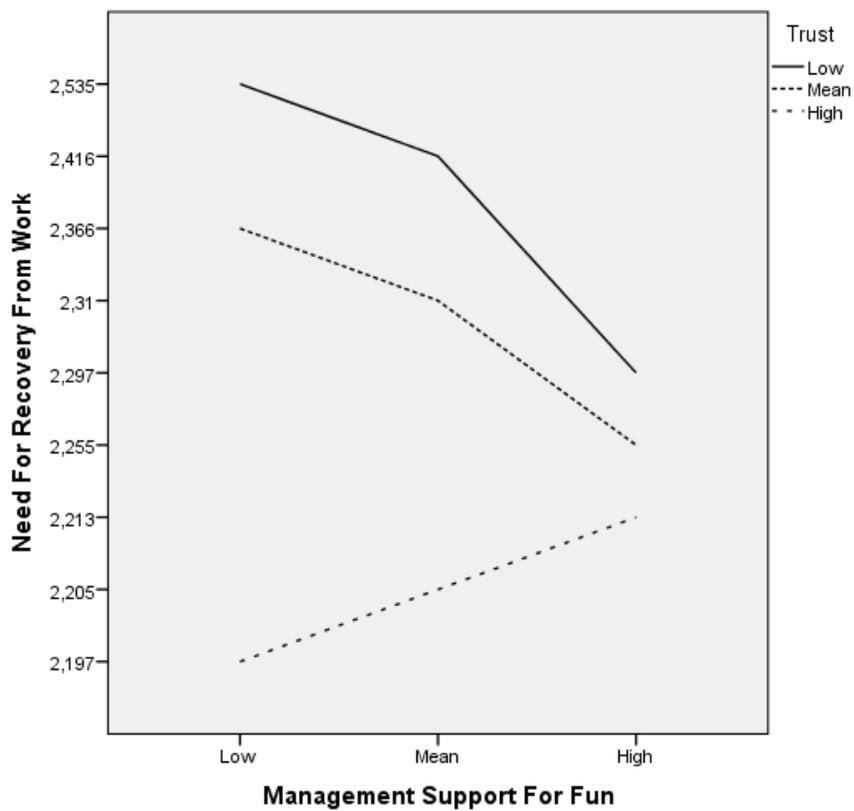


Figure 4

Hypothesis 11b.

There was a significant interaction effect of Trust only for the relationship between organized fun and turnover intentions ($b = .11$, 95% CI [.046, .181], $t = 3.31$, $p < .001$, $R^2 = .20$), management support for fun and turnover intentions ($b = .11$, 95% CI [.007, .205], $t = 2.11$, $p < .05$, $R^2 = .18$) and pure organic fun and turnover intentions ($b = .13$, 95% CI [.048, .211], $t = 3.11$, $p < .05$, $R^2 = .17$) (see Figure 5, Figure 6 and Figure 7 for the simple slopes graphs).

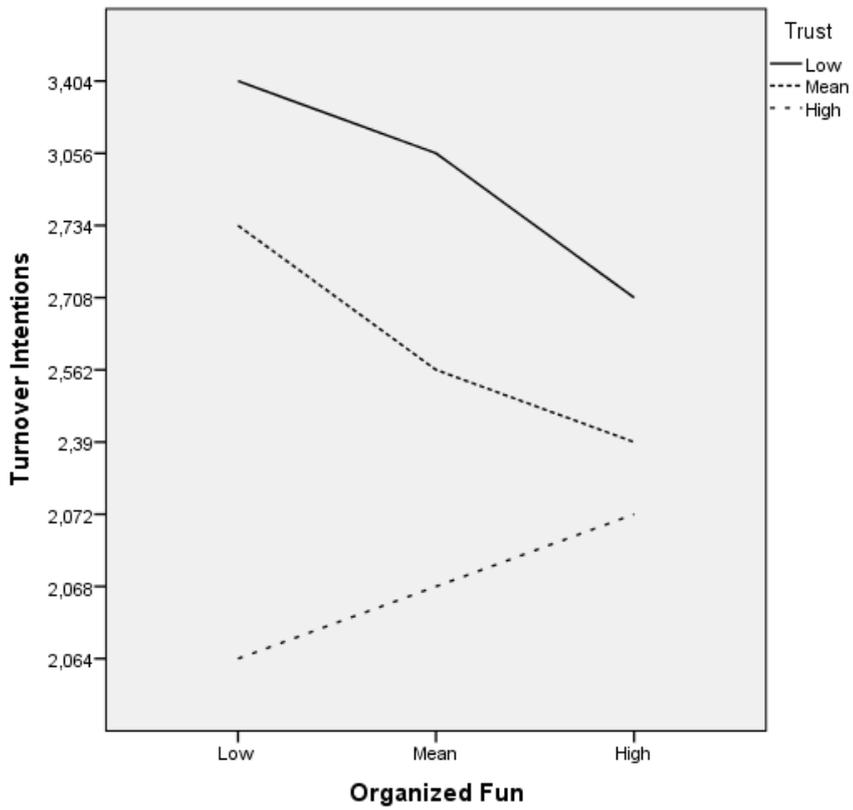


Figure 5

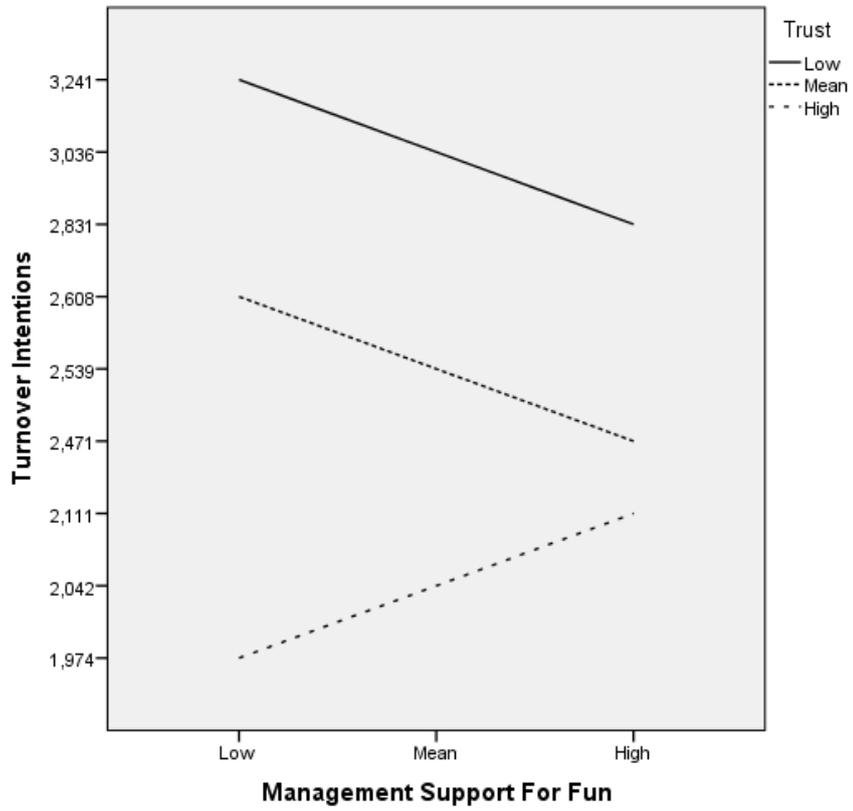


Figure 6

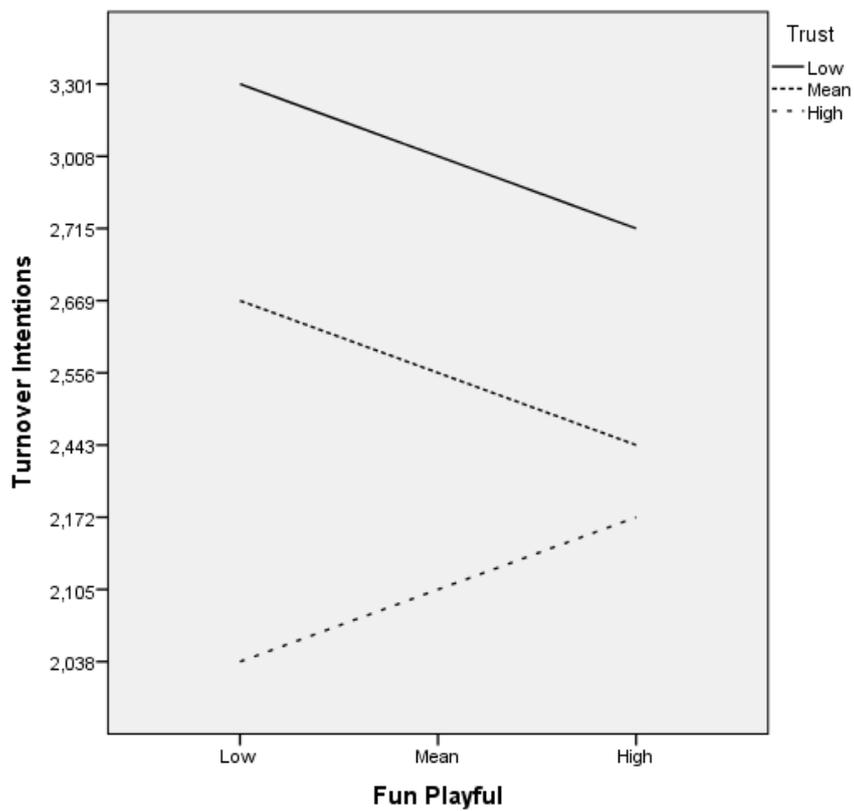


Figure 7

Hypothesis 11c.

There was a significant interaction effect of Trust only for the relationship between management support for fun and chronic social stressors ($b = .08$, 95% CI [.024, .135], $t = 2.83$, $p < .05$, $R^2 = .50$) (see 8 for the simple slopes graphs).

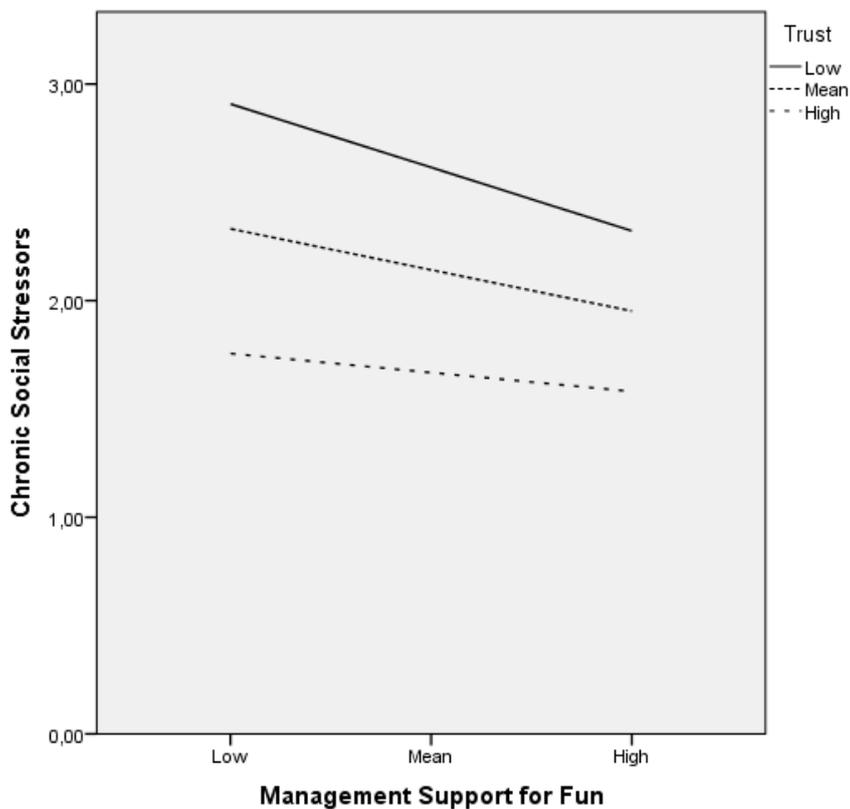


Figure 8

Hypothesis 11d.

There was no significant interaction effect of Trust for the relationship between workplace fun and vigour, dedication or absorption (Tables 35-37).

Discussion

In this study a clear distinction between different types of workplace fun is drawn and their function in relation to organizational items is identified. Three types of fun were studied; climate fun, managed fun, and organic fun and the most important predictor in all the tested models, was management support for fun as part of climate fun.

Climate fun was conceptualized as consisting of two dimensions, fun freedoms and management support for fun. Fun freedoms, although it correlated with all the variables in this study expect for turnover intentions it failed to explain variance when the other fun dimensions

were present, expect for the case of emotional exhaustion. Fun freedoms was measured in the sense of relaxed dress code, music is allowed, taking breaks from work and having access to internet is allowed (social media etc.) as previously suggested in the literature (McDowell, 2005). Management support for fun is the main dimension depicting the underlying assumptions (Owler et al., 2010). Consistent with the theory this dimension was the most important predictor of outcomes as it correlated with and predicted all the variables of this study as hypothesized.

Workplace fun, in its management-led forms, was studied with two dimensions; fun events and special fun events. Special fun events, where the employees participate in trips, contests, competitions and social responsibility events, is positively correlated with all desirable positive outcomes, so we conclude that special fun events can function as a job resource, through its enhancing role. But in a model with all fun dimensions, special fun events was only found to explain variance in personal accomplishment. Special fun events did not predict any of the other variables confirming Plester et al. (2015, p. 391) in that although *“managed fun is often enjoyable for employees, our data highlight that sometimes fun that is arranged by the organization, with the best of intentions can actually create the opposite effect to what was intended”* and has to do with employees feeling obligated to participate in these activities even though they might feel uncomfortable or they think of them as foolish (e.g. Fleming, 2005). We hypothesise that activities that might not be common or might be taking people out of their comfort zone will tend to have such results.

The second dimension of managed fun is fun events, and has to do with office parties, throwing parties to recognize accomplishments, observing birthdays and other events, festivities during holidays and other special times, and other formal and informal gatherings. These events, are much more common than special fun events and in this study we found that they also positively correlated with all desirable positive outcomes, so we conclude that fun vents can function as a job resource, through its enhancing role. Fun events also have another

role as they negatively correlated with chronic social stressors. In a model with all the fun dimensions as predictors, fun events did not predict variance in the outcomes. Interestingly, fun events predicted variance in burnout, specifically emotional exhaustion. It is evident that fun events can have a positive impact on desirable outcomes, but its buffering role for negatives outcomes is fairly limited.

What we term organic fun, which we consider an intrinsic part of organisational life, integrated to every work life was measured with five dimensions; organized fun, socializing fun, pure organic fun, playful fun, and gossip. Pure organic fun (teasing, jokes and pranks, laugh with your soul, we laugh a lot at my workplace, the overall climate of my company is fun, this is a fun place to work) was the most important predictor as far as organic fun is concerned. Pure organic fun correlated as hypothesized with all the dimensions of fun and all the outcomes of this study and was an important predictor when all types of fun were entered in the equation except for the case of need for recovery from work.

Organized fun, as in going out to lunch with co-workers and socializing with co-workers outside of work was found to be correlated to all positive outcomes and personal accomplishment, as well as emotional exhaustion and turnover intentions. Organized fun predicts the above even when the other dimensions of fun are present. This type of workplace fun is one that allows co-workers to detach from their workplace and formulate other types of relationships too. This social side of work relationships can have include organic fun too and it can be spontaneously implemented or planned by the employees themselves. This freedom is what differentiates it from managed fun.

In this study socializing fun was correlated with all positive outcomes except for absorption, but failed to have significant impact in the model with all other variables present. This result shows that having friendships at work, sharing each other's stories and joking can be beneficial, but other types of fun explain more variance in the dependent variables.

Playful fun (dancing flirting, fun behaviours e.g. pokes, jostles, tickles, scaring people, nicknaming, playing games and playing around) was only correlated with sense of accomplishment and vigour, positive affect, but failed to explain variance when the other types of fun were present. Furthermore, playful fun showed a suppressor effect in the prediction of turnover intentions and dedication leading to the result that its part that is not correlated positively with the other fun variables increases turnover intentions and decreases dedication.

Gossip (using satire, comment about your colleagues, and comment about what is happening in your organisation) is a fun dimension that has the opposite results from what we would expect. Gossip correlates positively with all other fun dimensions but it has the opposite result in terms of the outcomes as it positively correlates with burnout, specifically emotional exhaustion and depersonalization, chronic social stressors, need for recovery from work and turnover intentions and it negatively correlates with job engagement dimensions. This results shows that part of the gossip that stops being a positive activity is affecting organizational life in a negative way.

In terms of further explaining the relationship between workplace fun and engagement we found that positive affect explains the relationship between organized fun, management support for fun, pure organic fun and engagement, confirming Fluegge's (2008) findings.

In terms of the protecting role of fun we found support for the hypothesis of fun directly predicting burnout dimensions. We assume that several types of fun seem to offer short releases from work pressure that could decrease turnover intentions, but are not enough to help deal with chronic issues that would lead to increased need for recovery from work, unless the generating demands are tackled first.

In terms of workplace fun antecedents we found that freedom of speech predicted management support for fun and fun freedoms confirming the assumption that these two dimensions of fun reflect underlying assumptions of the organizational culture.

Benevolent leadership was an important predictor of all workplace fun dimensions enriching the assumption that management support for fun activities and a perception of benevolent leadership are the most important characteristics for workplace fun to have a positive impact.

As trust plays an important role in organizations and different levels of trust might affect the perception of fun from a positive experience to a coercive task we found that for different levels of trust, fun events had different results. Specifically, more fun events were helpful in terms of decreasing emotional exhaustions in the cases of low and mean levels of trust, but were unnecessary and even damaging in high cases of trust. Similar results were found for special fun events, management support for fun and need for recovery from work, were fun dimensions were decreasing the need for recovery in organizations with low and medium levels of trust. The same pattern is observed for turnover intentions.

Various types of fun.

In our study we found that different types of fun have impact on different outcomes. All categories of workplace fun function as a job resource confirming its enhancing positive, and its buffering effects suggested by the results of this study. As the literature so far suggested managed fun has limited impact due to its sometimes forced character and as Plester et al. (2015, p. 384) noted “*chasing fun away and creating instead discomfort, ridicule and dismay – again highlighting the complex and paradoxical perceptions of fun*”, only one fifth of their studies respondents claimed to enjoy this category of fun and the negative comments for workplace fun that were mentioned were mostly for this category. Warren and Fineman (2006) draw insights from ethnography of a corporate fun programme in the UK, in order to assess whether it represents a benevolent initiative or an example of ‘espoused’ organizational values. What they found was that fun activities were interpreted and experienced by the participants in ways that contradicts a simple analysis of fun. On the one hand participants often debunked or subverted the instruments of fun, while on the other hand, the very existence of a fun

programme seemed also to contribute to employees' feeling of wellness, some feeling special and valued because of the provision of a 'fun zone'. What Warren and Fineman found interesting was that ambivalent and/or contradictory views were often held by the same person, on the same issue 'For many of the people of Department X fun at work was loved, hated, valuable and unimportant – all at once' (2007: 96). This particular fun programme involved the redecoration of a traditional web-design office and was planned and implemented by management with very little consultation with staff. This lack of consultation appeared to generate a good deal of tension, resulting in 'subversive' fun with the fun toys provided. Certain of the toys were ultimately banned from use by management for health and safety reasons, or because staff were using them subversively and were therefore seen to be not respecting company property. Also, Fleming 2005 argues for a model of fun that, unlike the Sunray program, does not compromise dignity and respect, and notes that the secret of organizational fun resides in the organic process of self-management and genuine autonomy, the onus for which would lie with workers as much as those who formally manage them' (2005: 300). In this context 'fun' emerges unpretentiously out of a culture of basic assumptions that rest support and ownership with each individual employee. Fleming's argument makes sense intuitively but needs to be examined through further research, a possibility we discuss in the conclusion.

As per Plester et al. (2015) organic fun too has an unwanted side, as people feel that not all of it is desirable and they don't want to be constantly engaged in all of the fun activities. This illustrates the paradox and ambiguity people feel about workplace that in our study was reflected by the results of playful fun. Fun activities that require a lot of effort and time by the employees even if they are spontaneous may not always reflect the mood of all present people, showing that organic fun can have a pressure to participate part or be inappropriate due to time or workload issues. As Plester et al. (2015) noted it is spontaneous, momentary forms of fun that are characterize by freedom of choice that lead to enjoyment and increase in mood, and

this appears to be an important component of the experience of fun that is integral to organic fun but mostly absent in managed fun.

Two fun related variables that were measured in this study reflect underlying assumptions of the organization towards fun, management support for fun and fun freedoms. As expected, underlying assumptions are the most important predictor of workplace fun. The overlapping effects of fun types as conceptualized by Plester et al. (2015), who noted that in practice, fun may involve more than one of its elements at the same time is evident in this model, as pure organic fun is clearly the most important predictor.

Fun functions through engagement.

According to the Job Demands and Resources model, fun as a job resource will impact on positive outcomes through job engagement. In our study we further analysed the relationship with job engagement and we found that vigour is the most important process that can explain the relationship found between management support for fun, organized fun, and pure organic fun with turnover intentions. Job engagement also mediated the relationship between management support fun and need for recovery from work and management support for fun and pure organic fun with chronic social stressors, although with a small effect. Job engagement is an important factor in the workplace as it has been connected with perceived health, well-being, and positive social relationships (Schaufeli, Taris, & Rhenen, 2008) and the vigour component has proven to be especially important in explaining why employees give effort at work (Robinson, Perryman, & Hayday, 2004).

Management support for fun.

While fun might feel ‘freeing’, like any other human experience it is never free of social or organisational context and although it may be viewed as light-hearted frivolity by most people, if it also carries with it a freeing sense of subversion of the accepted order, people are unlikely to like being told how and when to have fun (Owler et al., 2010).

Leadership style and support is crucial for encouraging workplace fun. The literature suggests that a “transformational leadership” style is effective for managing employees (Bass, 1985, 1999; Bass & Avolio, 1993). Such a leader provides a clear vision, inspires and motivates, offers intellectual challenges, and shows real interest in the needs of the workers. This kind of leader elevates the personal status of workers through his or her ability to demonstrate humility, values, and concern for others, which is the benevolent leadership style that can enhance the impact of fun. The result for this leadership style in workplace fun is often that employees develop greater trust in management and perceive fun initiatives as management efforts to support their wellbeing while respecting them, both of which are factors that are strongly associated with the effectiveness of workplace fun.

Gossip.

Gossip reflects small talk and using satire in the interactions. While we understand that these interactions are very common (Dunbar, 2004 reports results from a series of studies on the content of everyday conversations, showing that gossip accounts for approximately 65% of speaking time and can be fun and that gossip is a powerful mechanism of informal social control, which contributes to the preservation of social groups and their norms (Elias & Scotson, 1994; Gluckman, 1963) we can’t ignore the information that these behaviours give for an organization. Several types of fun, like small talk that includes gossip may be developed out of the employees’ frustration. Negative gossips that might come out of these talks could be a maladaptive way of controlling the demands of a workplace. In a recent study, negative gossip was positively associated with burnout, in terms of emotional exhaustion and depersonalization and negatively related to job engagement (Georganta, Panagopoulou, & Montgomery, 2014). Gossip can be used to express some of the deepest emotions about others (Waddington, 2005) and it has been considered as a form of emotional support and a way to relieve stress (Waddington & Fletcher, 2005). Others believe that gossip has a cathartic function (Ribeiro & Blakely, 1995). While we could hypothesize positive effects of such interactions in our study

we found only their negative impact. The most observable negative aspects of gossip is the damage it can do to relationships and to the reputations of other persons and their stature in the workplace (Kurland & Pelled, 2000) and it has been connected with the turnover of valued employees (Danziger, 1988), which was confirmed by this study too. Gossip was the only workplace fun factor that was not related to trust, confirming the literature findings that negative gossip could be an indicator of low trust, non-friendly relationships, and infrequent contact with the managers (Ellwardt, Wittek, & Wielers, 2012).

Limitations.

The cross-sectional design of our study means it is difficult to attribute causality between the variables. However, this study was the first study to measure various types of fun and their relation to widely studied organizational variables. The links between the variables might vary though across different professions, different company types and sectors and different generations. Future studies should also include team related variables as a potential correlates for workplace fun. Given the recent emphasis on the role of enjoyment and positivity in the workplace future studies should consider workplace fun within that framework. While the design of the study does not allow for causal interpretations, findings highlight the link between fun and engagement. This relationship should be further explored by future studies using longitudinal designs. In addition more research is needed to identify which specific dimensions of fun are affected and affect organizational variables, which mediators explain them and what moderators exist. This study assessed workplace fun using a measure that was a collation of previous questionnaires on the topic and of new items developed for this study. Future studies should focus on establishing a questionnaire for further use. As a result, no conclusions can be made concerning specific dimensions of fun but with the note for future studies to extend the research. All constructs were assessed via self-reports, which raises concerns that results may have been biased by common method variance (CMV).

8 General Discussion

Summary of findings

The aim of this thesis was to study workplace fun in a variety of professions and workplaces utilising a multi-study exploratory methodology. Using the Job Demands and Resources model as the theoretical framework this thesis provided a new look at the concept of workplace fun and advanced scientific knowledge, contributing in this way to the advancement of work and organizational psychology theory. Specifically, workplace fun was conceptualized as job resource, and its relations with organizational variables were delineated in terms of both theory and practice. The first study has uncovered conceptual, theoretical, and empirical connections between workplace fun and organizational outcomes, and integrated them into the Job Demands and Resource Model and has answered this way the first research question: Can workplace fun be considered a job resource? This way the present thesis contributed to the literature in this area by elucidating how increasing organic, organized and managed fun can have direct and indirect effects on engagement and other positive outcomes while buffering the negative effects of job demands on well-being. Also, in this first chapter it was analysed how fun can be an important indicator and determinant of workplace relationships.

The main goal of the second study was to address the research questions two and three concerning the dimensions of workplace fun and how these dimensions impact differently on outcomes. This was achieved by exploring the meaning attributed to the concept of workplace fun by employees and whether the different participants shared similar perspectives on which dimensions represent the concept compared to international studies on the topic. Overall, the analysis revealed that the process and not the content issues emerged as the most important. Also, a fourth type of fun was revealed; organized fun was clearly distinct from the other types in two ways; it is organized at some level by the employees themselves, but it is not management led and also it is organic but not work disruptive. This is an important distinction as it can help future literature provide a better understanding of which fun activities have an

impact on different outcomes. Furthermore, workplace fun has emerged as a characteristic of the organisational climate revealing the concepts of genuineness, good communication and management support for fun as its core antecedents, answering research question four (Which are the antecedents of workplace fun?). Finally, the participants constructed workplace fun as a stress relief and coping mechanism that lies beyond respite answering research question five, concerning the antecedents of workplace fun.

The next two studies were conducted to further understand the phenomenon and advance the literature with data from samples that are rarely studied in the workplace fun literature and provided more data for research questions four and five (Which are the antecedents of workplace fun and Which are the benefits of workplace fun). Specifically, the aim of the third study was to explore the way medical residents have fun while working in a hospital, their attitudes towards having fun in this context and the obstacles related to it. The findings provide several interesting observations regarding the role of fun interactions and activities in the hospital, especially in respect to employees' well-being and performance. The themes are consistent with previous findings in the literature as described above. Six themes were identified, three in the explicit level and three in the latent level. In the explicit level the themes were; anything can be fun, boundaries for fun and fun is a necessity. In the latent level the themes were; social support stems from fun, fun is contextual and fun related dissonance.

The aim of the fourth study was to examine workplace fun for teachers. Collegiality has emerged as a proximal variable to workplace fun, and both emerged as characteristics of the organizational culture of a school. In other words, collaborative actions, collegial relations and fun interactions constitute important working conditions for teachers and as such they influence the professional life. The literature has mentioned many factors that can facilitate collaboration among teachers (see Vangrieken, Dochy, Raes, & Kyndt, 2015). From our interpretative analysis we found that positive fun relationships can function as a group

characteristic that can enhance collegiality while management support for fun can function as an organizational characteristic that can support the development of collegiality through fun.

Workplace fun was perceived similarly by teachers and medical residents but a clear distinction can be made in terms of workplace fun obstacles which were pervasive in the narratives of medical residents but was not a concern for teachers. This root difference stems from the perception of a professional ethos that the residents related to working in a hospital and which entails certain 'rules' of formality that needs to be adhered to with patients, creating the perception of an out-group whose members could not be a part of the fun activities. Their need to maintain professional relationships with the patients, while 'letting off steam' when with their peers, is a key characteristic of this work environment. On the contrary, teachers reported having fun with their students and inside the classroom too, using fun activities for a variety of reasons ranging from letting off steam to aiding in the learning process for their students.

The aim of the last study was to examine research questions two to five using a quantitative methodology, and thus contributing this way to the triangulation of data providing validity for this thesis. Specifically, the triangulation of data strengthens this thesis by allowing for various sources of information to give more insight into the topic while minimizing the inadequacies and inconsistencies found in one-source data and verifying their validity when multiple sources confirm the same findings (Flick, 2004; Jick, 1979). Furthermore, when used together, qualitative and quantitative methods can confirm a theory to a greater degree than the use of either method alone (Risjord, Dunbar, & Moloney, 2002).

In order to get a more comprehensive picture of fun, a factor analysis was conducted which included previously validated questionnaires and self-constructed items (based on the qualitative research). The aim was to develop a structural theory of how many dimensions comprise the higher order factor of workplace fun and use this structure to better understand the effects of workplace on organizational and individual outcomes. Specifically, nine factors

of workplace fun were identified that were categorized in three clusters of fun types; (1) fun climate consisting of the dimensions (a) management support for fun and (b) personal freedoms, (2) managed fun consisting of the dimensions (c) fun events and (d) special fun events, and (3) organic fun consisting of (e) organized fun, (f) socializing fun, (g) pure organic fun, (h) playful fun, and (i) gossip. Then we drew a clear distinction between different types of workplace fun and identified their function in relation to organizational items; burnout, engagement, need for recovery from work, turnover intentions and chronic social stressors. Management support for fun emerged as the most important predictor of outcomes as it correlated with and predicted all the variables of this study. In this study we found that different types of fun have impact on different outcomes. All categories of workplace fun function as a job resource confirming both its enhancing positive role and its buffering effects. Also, we found that vigour is the most important process that can explain the relationship found between management support for fun, organized fun, and pure organic fun with turnover intentions. Job engagement also mediated the relationship between management support fun and need for recovery from work and management support for fun and pure organic fun with chronic social stressors, although with a small effect. Overall, the quantitative data examined the meditational and moderating mechanisms explaining the relationship between workplace fun and specific organizational outcomes.

The present thesis extended previous research of workplace fun by examining the perception of workplace fun in occupations that have not been previously studied; teachers and medical residents. Also a variety of employees' experiences on the topic were be discussed shedding light to aspects of fun that have not been thoroughly studied before, like small talk and gossip.

The meaning of workplace fun

The participants in the above studies constructed their meaning of workplace fun relationally and apart from reporting fun activities, they were constantly building their understanding of the phenomenon in underlying assumptions of the culture and the quality of relationships between the co-workers, highlighting that the content of a fun activity is not as important as other peripheral but directly linked notions. The participants of this study who were having fun in their workplace described it as the tip of the iceberg that was reflecting a climate that respects or even promotes freedom of expression, and an environment where genuine fun seems to be the manifestation of honest relationships. This finding suggests that specific activities or types are enhanced by a fun culture. The role of management support for fun as part of the fun culture has been revealed in the studies that constitute this thesis. The manager can function as a facilitator, and help employees to interact in a friendly manner. For example, Amabile and Kramer (2007) found that when managers made an attempt to make the work environment more fun and relaxing, it had a positive impact on people's perceptions, emotions, and motivations. Also, the absence of management support for fun can have an impact on the perception of appropriateness of fun in the workplace. For example, the participants of the interviews study noted that having fun during the work hours does not translate into 'playing around' whereby productivity and service quality suffer. In this sense, when fun happens with the support from management it can have different results on desirable outcomes. This finding is consistent with the positive impact on turnover that Tews, Michel, and Stafford (2013) found which was present only after the interaction between manager support for fun and fun activities was taken into consideration.

Workplace fun emerged as a job resource, contributing with a significant positive impact on job engagement. This enhancing role of fun has been extensively expressed by many participants in the interviews as both a long term effect, by building trusting relationships, and as a short-term effect, functioning as a mental fix which is carried through the day, and makes

it easier to deal with stress, emotional exhaustion, routine and negativity. The enhancing role of workplace fun was evident in the discussions of teachers in terms of increasing the sense of belonging in the team as it fosters behaviours beyond mere collaboration that can lead to meaningful social support. Positive collegial relationships were aligned with a fun climate suggesting that fun can function as a group characteristic that can enhance it, while management support for fun can function as an organizational characteristic that can support its development through fun.

Workplace fun was also found to contribute to reduced turnover intentions and reduced emotional exhaustion, and with a medium impact in the need for recovery from work and chronic social stressors, consistent with the previous literature (Romero & Cruthirds, 2006). Moreover, the participants in the interviews study clearly mentioned that they use fun as a coping mechanism to deal with stress or routine. More specifically, the residents in the second study reported that fun activities can result in positive affect that ranges from a state of pleasantness to a state of pure arousal and they found the occurrence of fun as necessary in terms of helping them go through their day. People want the company of others when in high anxiety situations and the use of humour has been found to regulate emotions. Specifically, positive and negative types of humour seem to have different effects, with negative humour providing a short relief and positive humour helping to overcome the problem in the longer term (Samson & Gross, 2012). Positive outcomes of fun have been found in healthcare settings before; consistent with this study, after introducing the fun philosophy at Missouri Baptist Hospital, results of an in-house survey showed that the number of employees expressing “strong” satisfaction changed from 25% to 75% within a year (Lundin, Christensen, Paul, & Strand, 2002).

Negative side of fun and the complex issue of trust

The negative side of workplace fun was evident in this PhD thesis, specifically in chapters 2 and 3. If we would like to analyse the concept a little bit deeper, being able to have fun in the workplace entails feeling free and safe to express oneself and reveals a background of trust. Trust is a key issue here. When employees have fun by mimicking for example their supervisor there are two levels of analysis to be mindful of; the first is the relationship of the employees with each other and the second concerns the relationship of the employees with their supervisor (Korczynski, 2011). Making fun of the supervisor entails trust and a lack of trust at the same time. There is trust among the employees but there is a hint of mistrust towards the supervisor or the organization. This leads to the interesting paradox concerning the experience of fun. Making ‘fun’ of someone can be enjoyable and bonding for the actor and their co-actors but might have negative consequences for the person receiving the fun comments or being the epicentre of the negative jokes. This highlights an issue to take into consideration, that is, that the line between bullying and fun can be a thin one. In order to understand the negative side of fun, important issues regarding fun need to be disentangled, especially regarding organic fun and its manifestations, as they are those inherent to human nature. Different behaviours that entail organic and organised fun should be recognised. Most importantly, the emotions that follow the experience of organic versus organised fun should be distinguished.

What can fun tell us about an organization?

Positive genuine fun -as opposed to imposed ‘fun’- might be an indicator of a healthy organization. Stress is almost inevitable as things are not always predictable and controllable, but being able to have fun even in situations when stress levels are high, might be an indicator of certain types of organizational culture like a support culture. Support cultures are evident in

environments with high levels of trust and openness (Cameron & Quinn, 1999) and these virtues should function as the basis of healthy fun manifestations.

We can appreciate that some employers may view the promotion of fun with scepticism and associate it either with a less professional approach in the workplace or a topic not deserving of serious consideration. However, such attitudes ignore the fact that their employees are ‘engineering’ their own fun regardless of company policy (see organic fun). It is also very important to consider what employees are doing “for fun” when they are not allowed to. Managers should take into consideration the negative effects of the absence of fun in the workplace and view the promotion of a healthy fun culture not only as an investment in the employees’ psychological capital and consequently in the human capital of their organization, but also as a way to protect the organization itself.

Moreover, in a workplace where fun is the norm, a positive organizational culture will be created where feelings of psychological safety, empowerment and psychological presence are leading towards a healthier organization. Fun could help relieve feelings of anxiety, stress and even insecurity as well as creating a sense of belonging in a group, with consequences in many sensitive issues that the organization has to deal with, like the introduction of new employees and their socialization process or ‘surviving’ transition periods.

Fun should be a key to creating human relations and nurturing connectivity with all the positive effects that it has (Losada & Heaphy, 2004). Moreover, the feeling of having a good day at work could easily be transferred at home, and eliminate the need for recovery, mainly because of the feeling of anticipation of going back where fun is accepted, especially organic fun (Rodriguez-Munoz, Sanz-Vergel, Demerouti, & Bakker, 2014). However, understanding the underlying elements, the basic pillars of fun, which are freedom, trust, open communication and tolerance, can inform our approach to managing people (Figure 1).

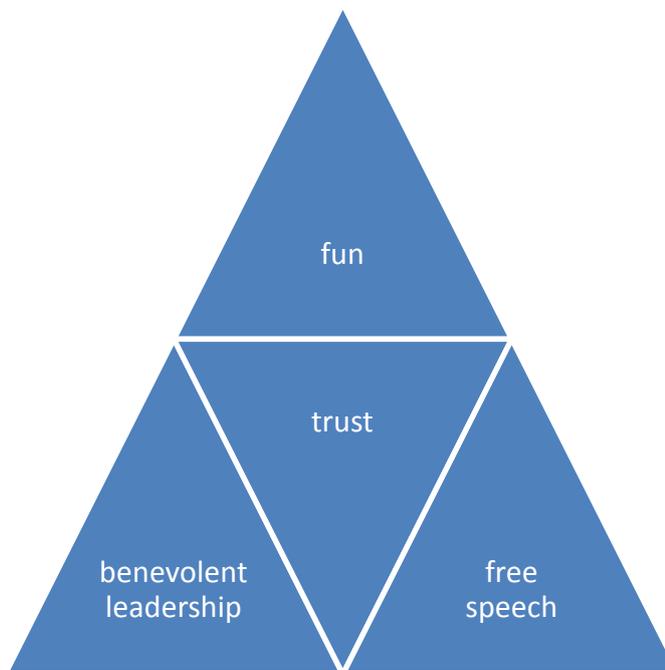


Figure 1. The iceberg model of fun

Practical Implications

Fun as a phenomenon involves complex relations that can be organically driven (Strömberg & Karlsson, 2009), and it originates and grows in workplaces that valorise freedom, open communication and trust. Employers can take action to respond to the need for workplace fun in several ways. Conceptual models suggest that such efforts should be undertaken at two levels—that of the individual employee and also at the larger organizational level. The business literature also cautions readers when it comes to implementing workplace fun activities, noting that it is not an easy task to start with and they suggest that an organization should make small steps and use bottom up approaches (Parks & Recreation, 2008). Urquhart (2005) in her steps to promoting workplace fun, suggested that the first step should be a change of attitudes towards the nature of work and whether it should include fun.

Workplace fun can have a significant impact on job engagement and turnover intentions, outcomes which are greatly sought by today’s employers as a means to increase performance and reduce retention. The implications of the findings that a fun climate strongly

correlated with turnover intentions could be fairly significant. A fun climate might reduce turnover which could lead to lower attrition, reduced turnover costs and improved employee performance overall. Our results suggest that higher levels of positive fun interactions with colleagues create a positive environment where engagement can flourish. This is especially relevant given the shift toward team-based work environments (LePine, 2003) taking into consideration that engagement and positive mood can cross over from one person to another (Bakker & Xanthopoulou, 2009; Fredrickson, 2001). Management can benefit from this interpersonal transmission by promoting positive interactions by setting up social events which may help this transfer. But perceived superficiality of expensive 'fun at work' initiatives, particularly when other requests were not granted as evident in this thesis will not lead to desirable results. The results of the last study show which types of fun can lead to desired results and highlights the path to them through increased vigour and trust.

Given that fun at work appears to have important consequences for the individual, a practical question arises: Does having fun at work really matter, i.e. are there actually positive outcomes that result from having fun in the workplace? In light of the evidence presented in this study, the answer is yes, fun at work really does have significant impact in reducing emotional exhaustion and need for recovery from work, while decreasing chronic social stressors. In the present study, people having fun at work not only reported being in better moods and more engaged but also reported positive wellbeing. The results also suggest that the opportunity to have fun at work could not only impact a range of psychological factors in the workplace but compliment stress relief methods already used.

Consistent with Karl, Peluchette, Hall-Indiana, and Harland (2005) who found that individuals at the same organization may perhaps respond differently to workplace fun activities such as socializing and celebrating, in this thesis it was evident that the consequences of having fun at work were not the same for everyone and not everyone had fun the same way, but a perception of a fun climate and management support for fun are the key contributors to

better results. One clear implication of this result is that organizations might be well served in enhancing opportunities for having fun at work, but the results will be potentially stronger if a change in core values and assumptions is achieved. Taking into consideration that management support for fun was the most important predictor of all outcomes and that perceived benevolent leadership was an important antecedent of fun managers may want to consider their behaviour in terms of whether they foster and encourage a fun environment. An awareness of the factors that help in promoting a healthy fun climate for employees should allow for a manager to increase the fun in the workplace. The factor structure of fun provided in this study may offer some clues as to which activities might be considered for this to be accomplished. For example, managers who promote joking and laughter, encourage fun themselves, and create a climate where employees can play around and socialize with one another should find themselves with a fun work environment. Focusing on these things could impact the engagement and create an incentive for them to stay with the organization.

Promoting fun in the workplace.

The data provided with this thesis should help management to further consider the validity of incorporating fun as a core ingredient in the organizational culture. A foundation for more effectively defining fun at work in order to assist organisations to develop relevant interventions has been provided along with clearly defined fun dimensions and data linking each one to specific organizational outcomes. The dimensions identified could be used as a tool to assess the current climate and compare it with the desired levels of fun as well as steps for increasing workplace fun.

With the interest of providing aid for human resource development strategies formulation and management practices foundation, in the following section, four key strategies in the field of work and organizational psychology that can be utilized to promote fun in the workplace are reviewed.

Nudging.

An indirect way that might be effective in promoting fun in the workplace could be a nudge, which Thaler and Sunstein, (2008, p. 6) define as any aspect of the choice architecture that alters people's behaviour in a predictable way without forbidding any options or significantly changing their economic incentives. Simply put, nudges are changes in the way alternatives are presented in order for the desired choices to be more frequently or chosen. While Thaler and Sunstein give great emphasis to default choices, the major characteristic of nudges is that they don't compromise choice, which, as discussed above, in the case of fun is crucial. Imposing fun activities on employees might sometimes have the opposite results or even lead to cynicism (Fleming, 2005; Fleming & Sturdy, 2009), as the need to regulate behaviour and emotions is not reduced. The movement towards a fun promoting culture should respect the freedom of choice especially when we talk about organized fun. We should not consider as a default that employees want to participate in organized (by others) fun activities but we should function with the default of free choice among alternatives or not choosing anything at all. Tolerance is the key here, so that employees who prefer to not participate in organized fun activities for any reason should not be stigmatized. Respite breaks seem to be helpful in maintaining positive affect (Troughakos, Beal, Green, & Weiss, 2008), for example a micro break, especially during stressful or intense work days can protect the wellbeing of the employees by helping dilute the tension and regain strength. Organizations could offer the alternative of a lunch time walk or play a game, for example, instead of letting the employees merely sit in front of a computer screen. Taking a respite from work during work time to engage in fun activities should be promoted or offered as a choice but not imposed or involve the extra burden of longer work hours. An organization should offer the alternatives for having fun but not impose managed fun to their employees. Nudges would be the difference between managed and organized fun, which as mentioned above refers to fun activities organized by the employees themselves.

Job crafting / Break crafting.

Fun has been associated with increased feelings of autonomy (Fleming, 2005; Fleming & Sturdy, 2009, 2011) and building on the assumption that control is a variable that has been historically associated with increased wellbeing (Karasek, 1979) we assume that by offering employees control over certain aspects of their work related to fun, we can have favourable outcomes in terms of wellbeing. Employees who adopt an active role, by using their resources and redesign aspects of their work (Bakker, 2010) are not passive recipients of their work environment and can shape their own work context. This type of involvement in job design, is called job crafting, and Wrzesniewski and Dutton (2001, p. 179) define it as “the physical and cognitive changes individuals make in the task or relational boundaries of their work”. Job crafting could be useful in laying the foundations for fun to exist. Being able to craft one's job is a resource by itself, as it entails freedom of choice. Aspects of work that could be designed by the employees themselves in this meaning could also refer to their rest and respite times. Being able to choose not only the tasks but also the breaks, the content of the breaks as well as craft the interpersonal relationships someone experiences during their break might function as a significant job resource. For example, employees can craft their breaks by requesting the provision of a ping pong table in their workspace or by taking a break at the same time with a colleague with whom they have fun.

Appreciative inquiry.

Another classic approach could entail using the method of appreciative inquiry (Cooperrider & Srivastva, 1987). During the last decade, appreciative inquiry has been extensively used as a method for positive organizational change by focusing on the parts of the organization that function as energy sources and exploring new ways to utilize them. For example Verleysen, Lambrechts, and Van Acker (2015) found that organizations who use appreciative inquiry differ significantly from organizations that don't use it in terms of

psychological capital development, specifically in relation to optimism and resilience. By focusing on what is already being done to have fun, people could envision what more they can do and find and implement ways to achieve it. This could serve as a collective/ participatory bottom up intervention for promoting fun in the workplace that will bring to the surface many voices, creating in this way a shared understandings of things, and thus making boundaries and thin lines more clear. Using this approach, characteristics of the workplace that are considered positive are kept while new elements are added. For example, employees could form groups with the objective to identify moments or share stories of events in which they had a lot of fun and examine their context. Organized or managed events that were successful in the past and were considered fun can be repeated laying the foundation of a series of related initiatives. Furthermore, the context of organic activities can be explored and help the employees understand the sources of fun in their workplace. The appreciative inquiry procedure of focusing on what to grow, inquire positively on the cause of success, building on strengths and working together to implement (Vanstone, 2011) is well suited to nurturing a fun promoting culture , mostly as the ideas emanate from the employees themselves.

Schwartz Rounds.

Schwartz Rounds are structured regularly scheduled organisation-wide forums that are implemented in healthcare organizations (Gishen, Whitman, Gill, Barker, & Walker, 2016; Robert, et al., 2017) where all staff, clinical and non-clinical, come together regularly to discuss the emotional and social aspects of working in healthcare through reflective practice that can provide to the employees greater insight into their actions and feelings. The purpose of Rounds is to understand the challenges and rewards that are intrinsic to providing care, not to solve problems or to focus on the clinical aspects of patient care. Rounds can help staff feel more supported in their jobs, allowing them the time and space to reflect on their roles. Evidence shows that staff who attend Rounds feel less stressed and isolated, with increased insight and appreciation for each other's roles (Corless et al., 2009; Deppoliti, et al., 2015;

Gibson, 2008; Lown & Manning, 2010; Moore & Phillips, 2009). During the work hours few opportunities exist to enhance relationships and communication among all members of the organization, Schwartz Groups can incorporate fun activities as part of the process or have fun and relationships with the colleagues as their focus topic. Using an already widely used and increasingly accepted method like this (Robert, et al., 2017) to incorporate relational issues in the discussions of professionals can bring to light and help them evaluate aspects of every day work life that can be improved.

A fun workplace is certainly not easy to achieve due to the complexity of the phenomenon itself, especially its subjective and spontaneous nature. Even seemingly simple ideas can become complex in the implementation process when experiencing fun is the goal. Bottom up approaches combined with management support should have the best results in terms of creating a work environment that people can have fun. Other participative approaches in change and the employee voice literature can also provide frameworks for effective implementation of fun initiatives.

While fun can create a positive climate in the workplace, practitioners should be cautious of encouraging strategies that focus on enhancing job resources without altering the level of job demands. According to the JD-R model, job resources buffer the effect of job demands on strain. However, job resources may be unable to buffer significantly high levels of demands; there are such situations, when fun activities may not be enough to tackle the impact of demands. Thus it is increasingly important to understand what happens in terms of strain when job demands and job resources are both high (Van Vegchel, de Jonge, Bosma, & Schaufeli, 2005) and when is increasing resources, like promoting more fun activities, useful by itself and when tackling several demands first is necessary.

To sum up the results of this thesis contribute significantly in the field of Organizational Psychology and Psychology of Work. First, fun in the workplace was studied as an element of relationships between employees and emerged as an important resource that has an effect on a range of variables that significantly impact the well-being of employees and the performance of an organization. This thesis adds to the mapping of job resources with an evidence-based identification of a resource that has not been adequately studied so far and the presentation of its two roles (enhancing and protective role). Second this thesis provides an established and clear theoretical background for understanding the concept by incorporating it into the Job Demands & Resources model. A similar functional theoretical model did not exist in the bibliography of fun. Also, this thesis extends the literature on the measurement of fun (concept operationalization) through the extensive evaluation of existing methods and the presentation of two more comprehensive tools. Furthermore, this is the first project that studies such a vast list of fun types, adding to the literature with the emergence of new types and categorizations and highlighting the distinct role of each. Also, fun is studied for the first time in relation to concepts, such as trust, chronic social stressors and the need for recovery from work in a quantitative way, and this is the first study to my knowledge that provides an explanation of the mechanism by which fun affects dependent variables, thus significantly expanding the literature. In addition, important information that help construct the knowledge for fun in the workplace have emerged from this thesis, like the subjective, pervasive and contextual nature of fun, and the findings that fun is affected and reflects the organizational culture, that functions as a stress coping mechanism and as the basis of perceived social support, and that it is associated with collegiality. Also, this thesis helped promote the literature on the negative side of fun by exploring its boundaries of fun that may stem from personal limits, dyadic boundaries, or organizational barriers and its negative aspects in terms of cynicism, gossip, and the creation of sub-groups/cliques. Key findings also include the emergence of management support for fun as a key predictor, the result that emotional

exhaustion is affected by almost all types of workplace fun, the identification of job engagement as an explaining mechanism and the reveal of fun as a necessary component in low and medium trust climates.

Furthermore, the results of this thesis contribute significantly on a practical level in the management of human resources. First, the data provided with this thesis will help the management of organizations to further consider the validity of integrating fun as a key component of the organizational culture, as the effect of fun on desired results such as reducing emotional exhaustion and increasing vigor is highlighted. Also, in order to help organizations to develop relevant interventions, this thesis provides clear definitions for the dimensions of the concept and presents data regarding the distinct association of each with specific organizational results. The dimensions can be used as a tool to evaluate an organization's current climate and compare it to the desired levels of fun as well as transform them into steps to increase fun in the workplace within a long-term goal of employee well-being. Finally, with the aim of helping to create human resource development strategies and management practices, this thesis provided practical guidance with four strategies that can be used to promote fun in the workplace. Overall, and considering that many organizations invest significant resources (money, time, staff, energy) in fun, this thesis offers data on the effectiveness of these initiatives and the corresponding protection and conservation of resources possibly invested in non-effective action.

Future research

Various types of fun.

In this thesis it was found that different types of fun have an impact on different outcomes. The literature so far has studied distinct types of fun (Plester, Cooper-Thomas, & Winquist, 2015; Tews, Michel, & Allen, 2014), but exhaustive studies in relation to each type's

characteristics and their interactions have been rarely assessed and typically via a qualitative approach. Future research should focus based on Plester's et al. (2015) framework to reveal the underlying components and their interactions as well as their synergistic impact on outcomes. For example the interaction of fun events and pure organic fun is a key reciprocal relation to take into consideration.

The episodic nature of fun.

The episodic nature of fun and its effect on daily life should be given attention in the future literature. Fun episodes are common in everyday life. These episodes can be conceptualized as momentary experiences that result in certain affective, cognitive and behavioural outcomes.

A growing body of research shows that the level of subjective well-being fluctuates significantly on a within-person level. For example, Bakker et al. (2013) studied intra-individual, daily fluctuations in subjective well-being (i.e., happiness, vigour, state of being recovered) among 85 employees over the course of nine workdays. Results showed that 59% of the variance in happiness, 66% of the variance in vigour, and 88% of the variance in recovery before sleep (i.e., a combination of feeling relaxed and recovered) could be attributed to fluctuations on a within-person and day level. Another example is the study of Ilies and Judge (2002), where 27 employees completed momentary job satisfaction measures at four different times during the day for a period of four weeks, resulting in a total of 1907 observations. Results showed that the within-individual variance for daily job satisfaction was 36%.

Fluctuations in momentary of subjective well-being can be attributed to very specific events, activities, social interactions, or other "momentary" indicators that vary within individuals, on a day-to-day basis. For instance, the study of Bakker et al. (2013) showed that continuing work-related activities during off-job time at night had a negative effect on daily happiness, whereas engaging in exercise had a positive effect on daily subjective well-being

(i.e., happiness, vigour, and recovery before sleep). Similarly, Dimotakis, Scott, and Koopman (2011) showed that momentary positive interactions in the workplace had a positive effect on daily positive affect at work, whereas momentary negative interactions in the workplace were positively related to daily negative affect at work.

When studying specific episodes, the boundaries between each one appears to be important in terms of the consolidation and encoding of experiences into memory (Kurby & Zacks, 2008). At the end of a specific episode, individuals update their memory in terms of activities, social interactions, or other objects that were present, they are evaluating and deciding what to take away from their experience (Beal & Weiss, 2013; Swallow, Zacks, & Abrams, 2009). To capture fun episodes during the work day and study the relationship between their type, frequency and intensity to individual or organizational outcomes diary studies should be deployed. For example, Experience Sampling Methods (ESM) (Csikszentmihalyi, Larson, & Prescott, 1977), which asks individuals to report their experiences in real time will be used to capture fun episodes during a work day. This method is effective because it minimizes or eliminates memory biases because of the proximity of the recall to the experience. Specifically, interval-contingent sampling where participants complete self-reports after a designated interval for a pre-set amount of time will be used. Real time measurements are needed because people tend to forget details about experiences. Another type of method is the Day Reconstruction Method (DRM) where individuals report on their experiences after chronologically reconstructing the various episodes of the preceding day is a method less intrusive than (ESM), though demonstrating similar results in terms of capturing momentary experiences (Kahneman, Krueger, Schkade, Schwarz, & Stone, 2004). By using a DRM design future research can have all kind of episodes unfolded in chronological order and understand the role of fun episodes (their absence or presence) in each case-day.

Limitations

This PhD is not without limitations. The samples used in this study were heterogeneous, and other samples may have been more appropriate, like employees of IT companies or younger employees who might value workplace fun more (Hunter, Jemielniak, & Postula 2010; Lamm & Meeks, 2009). Further, the samples were non-random making generalisability and transferability of results difficult. All data were collected via self-reports not allowing for objective measurement of the examined variables. Objective outcomes like company performance and profit were not measured in this study. Also, all studies are cross sectional so causality cannot be inferred. The influence of the author when analysing and interpreting qualitative data should be noted.

Notwithstanding the aforementioned limitations, the thesis provides rich insights into the nature of fun via the use of a variety of methodologies to collect data, such as interviews, focus groups and surveys that allowed for data triangulation.

A meta-analysis was not possible due to the small amount of studies and disproportionate large variability of outcomes studied. Workplace fun is a naturalistic phenomenon so quasi-experimental methods, while desirable in social psychological research, assume that phenomena can be successfully manipulated. The present thesis was concerned with refining a topic that is poorly understood, thus such methods would not be appropriate. Longitudinal studies were not a part of this thesis due to limited resources, but such studies would go some way to establishing the causality of relationships.

Concluding remarks

Positivity is not the first item on the agenda of many organizations, at its effects in the workplace are not clear, especially regarding performance or more broadly profit. The economic crisis, had also affected this, as both in the US and Europe, the workplace is set to become more demanding as fewer resources and more stress push wellbeing ‘weighing scales’

more out of kilter. Thus, the need to identify which positive phenomena contribute to wellbeing is even more important. Fun is a positive phenomenon that can function as an effective job resource and can help relieve feelings of anxiety and stress, as well as creating a sense of belonging in a group, with consequences in many sensitive issues that the organization has to deal with, like coping with high demands. Positive feelings that emerge from fun activities have an impact at both the individual and organizational level (Fredrickson, 1998). Moreover, in a workplace where fun is the norm, a positive organizational culture will be created where freedom of expression can lead towards a healthier organization.

At present it is difficult to find studies that directly connect fun at work with performance. However, we can see that fun is linked to important team processes. For example, fun plays an important role in how teams function. Across diverse occupations, the factor that has been most strongly associated with effective team working is psychological safety (Edmondson & Lei, 2014). Most recently, Google investigated what makes its own teams effective via its Project Aristotle (Duhigg, 2016). The results of their investigation suggested that ‘psychological safety’ - whereby team members have a shared belief that it is safe to take risks and share a range of ideas without the fear of being humiliated – emerged as crucial. As we have argued in the first part of this paper, fun is directly associated with trust, freedom of expression and sense of belonging. Thus, fun is an important part of building psychological safety. Finally, psychological safety is a significant job resource which returns us to the JD-R model.

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10 Appendix A

Pool of Questions in Greek

Γενική Συζήτηση

Ποιο είναι το επάγγελμά σας; Πού εργάζεστε;

Περιγράψτε μου μια μέρα στη δουλειά σας.

Τι είναι η διασκέδαση στον εργασιακό χώρο;

Τι θεωρείτε διασκέδαση στον εργασιακό χώρο;

Διασκεδάζετε στη δουλειά σας;

Πότε ήταν η τελευταία φορά που διασκεδάσατε στη δουλειά σας;

Θα ήθελα να μου περιγράψετε ένα περιστατικό κατά το οποίο διασκεδάσατε στη δουλειά σας.

Τι ήταν αυτό που το έκανε τόσο ωραίο, τόσο αστείο;

Με ποιον τρόπο συμμετείχατε εσείς στο συμβάν;

Θέλετε να μου περιγράψετε λίγο περισσότερο τι κάνατε;

Συνέβη κάτι διασκεδαστικό σήμερα στη δουλειά σας;

Ποιο ήταν η πιο διασκεδαστική στιγμή της καριέρας σας; Κάτι που θυμάστε ίσως πολύ έντονα.

Θα ήθελα να μου περιγράψετε και άλλα συμβάντα κατά τα οποία διασκεδάσατε στον εργασιακό σας χώρο. Προσπαθήστε να αναφερθείτε στο τι έγινε, τι κάνατε εσείς, πως αισθανθήκατε, ποια άλλα πρόσωπα εμπλέκονταν και με ποιο τρόπο σας επηρέασε.

Κοινωνικές συναναστροφές

Όταν διασκεδάζετε, θα λέγατε ότι αυτό συμβαίνει όταν είστε μόνος σας ή όταν είστε με άλλα άτομα;

Στον εργασιακό χώρο με ποιον συνήθως διασκεδάζετε;

Τι είναι αυτό που σας κάνει να περνάτε καλά με αυτό το άτομο;

Υπάρχει κάποιος με τον οποίο δεν διασκεδάζετε;

Ποια είναι η κύρια πηγή διασκέδασης για εσάς στη δουλειά σας;

Σε πολλά επαγγέλματα μία πηγή διασκέδασης είναι οι πελάτες (μαθητές, ασθενείς κ.λπ.). Για παράδειγμα κάνουν αστεία σχόλια για αυτούς. Συμβαίνει αυτό στη δική σας δουλειά;

Το ότι συνήθως με κάποιο άτομο διασκεδάζετε επηρεάζει τις εργασιακές σας σχέσεις; Με ποιο τρόπο;

Ποιος είναι ο ρόλος του προϊστάμενού σας σε περιστατικά κατά τα οποία διασκεδάζετε;

Οι συνάδελφοί σας με ποιον τρόπο διασκεδάζουν;

Διασκέδαση: Τρόπος

Θα θέλατε να διασκεδάζετε περισσότερο στη δουλειά σας;

Τι θα κάνατε για να διασκεδάζετε περισσότερο στη δουλειά σας;

Διασκέδαση: Επιπτώσεις, ανάγκη, ηθική

Πώς επηρεάζει η διασκέδαση τη δουλειά σας;

Πιστεύετε ότι οι άνθρωποι χρειάζεται να διασκεδάζουν στον εργασιακό τους χώρο;

Σας έρχεται στο μυαλό κάποιο περιστατικό κατά το οποίο κάτι ήταν πολύ διασκεδαστικό για κάποιον αλλά αρνητικό για κάποιον άλλο;

Θα μπορούσε να θεωρηθεί η διασκέδαση στον εργασιακό χώρο κάτι κακό;

Γιατί; Ποιες είναι οι επιπτώσεις;

Διασκέδαση: Ορισμός

Τι είναι διασκέδαση στον εργασιακό χώρο;

Υπάρχει διαφορά ανάμεσα στην έννοια διασκεδάζω και την έννοια περνάω καλά;

Με ποιες λέξεις θα περιγράφατε μία μέρα στη δουλειά κατά την οποία διασκεδάσατε και πώς μία μέρα κατά την οποία δεν υπήρχε διασκέδαση.

Τι έλειπε; Τι συμβαίνει; Τι παρεμβάλλεται;

Τελική Ερώτηση

Υπάρχει κάτι που θα θέλατε να προσθέσετε σχετικά με το θέμα;

Curriculum Vitae

Mrs. Georganta graduated from the Department of Psychology of the Aristotle University of Thessaloniki in 2006 and continued post graduate studies in Business Administration with Specialization in Human Resource Management (MBA) at the University of Macedonia, from where she graduated in 2009 with honors. In 2004-2005 she worked in the “Heraclitus research program: Children with low school performance and referral to diagnostic services: academic and psychosocial factors” at the Aristotle University of Thessaloniki and from 2011 she worked at the University of Macedonia as a researcher in the projects “ORCAB: Improving quality and safety in The hospital: The link between organizational culture, burnout and quality of care (FP7)” and “PPPER: Participatory Prevention of Psychosocial Emerging Risks in SMEs”. At the same time, as of October 2014 she worked as Editorial Manager in the Bulletin of the European Health Psychology Society. Mrs. Georganta has taught courses as a teaching assistant at the undergraduate and postgraduate levels at the University of Macedonia and the Aristotle University of Thessaloniki and has organized training workshops on the issues of psychosocial risks and job stress. Mrs. Georganta was the president of the organizing committee of the 1st International Conference in Re-imagining Schools and the 2nd International Meeting on Wellbeing and Performance in Clinical Practice as well as a member of the organizing and scientific committee of other conferences. Mrs. Georganta is a member of the Greek Psychological Society and has been a reviewer in international journals.

Publications

Peer reviewed journals

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Book Chapters

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της επαγγελματικής εξουθένωσης και της εργασιακής δέσμευσης. 16ο Πανελλήνιο Συνέδριο Ψυχολογικής Εταιρείας, Θεσσαλονίκη, Ελλάδα.

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Costa, P., Ramos, S., Silva, S., Passos, A, Tavares, S., Bretones, F., Delgado, A., Doulougeri, K., Georganta, K., Giacominielli, B., Gonzalez, J., Gonzalez, R., Montgomery, A., & Pasini M. (2016, April). SME's Perspective on Psychosocial Risks – From Identifying to Intervening in Four Countries. 12th Conference of the European Academy of Occupational Health Psychology, Athens, Greece.

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