

*Attachment At Work: Increasing Authenticity & Wellbeing Among Irish Workers Through
Attachment Psychoeducation Training*

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Declaration

I declare that this thesis that I have submitted to Dublin Business School for the award of BA (Hons) Psychology is the result of my own investigations, except where otherwise stated, where it is clearly acknowledged by references. Furthermore, this work has not been submitted for any other degree.

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Abstract

The aim of this study was to investigate the influence of attachment styles on authenticity and wellbeing in the context of work and to examine the efficacy of brief attachment-based psychoeducation on authenticity and wellbeing among workers in Ireland. Using a quasi-experimental design 44 full time workers in Ireland completed paper and online questionnaires 3 - 4 weeks apart. In the experimental group (N=26) a short attachment-based psychoeducational training was tested for its effect on work attachment, authenticity, perceived stress and job satisfaction. Results indicated a significant increase in authenticity among those who received attachment psychoeducation between surveys who also had significantly lower levels of perceived stress compared to the control group. There was a significant positive correlation between workers higher in secure work attachment with higher levels of authenticity and job satisfaction. In conclusion, findings show attachment psychoeducation has a significant positive effect on authenticity levels and wellbeing in workers.

1. Introduction

“Work-related stress in Ireland doubled over 5 years” (Miley, 2018, para 1).

This RTE headline is from a report that the number of Irish workers who experience job related stress either all of the time or most of the time doubled from 8% in 2010 to 17% in 2015 (Russell, Watson & Fahey, 2018). At this rate it is estimated that up to 670,000 Irish workers now experience daily stress and negative affect at work (Gallup, 2017). The most common source of negative outcomes for workers are work overload and insufficient ability to cope with stress (Sampada, 2019). Sampada points to social support from colleagues and family as having the biggest influence on our ability to cope (2019). Hassard et al., (2014) estimated that the cost of work-related stress to EU-15 is €617 billion annually. Gallup’s (2017) ‘Global State of the Workforce’ study estimated that a dissatisfied employee costs their employer 34% of their salary in absenteeism and lost productivity. Using the current average salary in Ireland of €39,998 (Labour Force Survey Quarter 4 2018—CSO - Central Statistics Office, 2019) work related stress could be costing the Irish economy €9.1 billion per year in lost productivity alone. Work-related stress causes and results in increased incivility between colleagues which has a significant societal and economic cost. In their study of the impact of job stress on the NHS Kline and Lewis (2019) identified two negative work behaviours alone (bullying and harassment) that were costing the NHS as much as £2.1bn per year. Work related stress has been considered to be an epidemic by the World Health Organisation who over 20 years ago put stress related illness on a par with physical disability caused by workplace accidents (Kalia, 2002). Nielsen, Ogbonnaya, Kansala, Saari & Isaksson (2017) state that the key influence on wellbeing in work is the nature of interactions with colleagues, teammates, and supervisors.

With this in mind it is the intention of this study to propose further evidence for the application of attachment theory to mitigate this growing problem in the Irish workplace.

Attachment theory as described by Bowlby (1988) indicates that all individuals are born with an innate desire to seek proximity to others in times of need or distress and that we form internal working models for building social bonds known as Attachment Styles. These styles are a relatively stable pattern of stress response that are shaped by the consistency of care and support received throughout the lifespan (Leiter, Price & Day, 2015). Whilst being stable these working models are changeable. Thus far attachment theory has been applied almost exclusively to the domains of child development and intimate relationships. Leiter et al. (2015) concluded that attachment theory is appropriate when used to better understand relationships at work as the behavioural implications of having a more secure or insecure attachment style significantly influence relationships and behaviours in the workplace. Therefore, this research will examine the effectiveness of applying attachment theory to the Irish workplace in order to influence authenticity which is an accepted antecedent of wellbeing.

1.1 Work Attachment

Attachment theory until recent years has been largely ignored by Human Resource practitioners and organisational psychologists alike due to its association with child development and romantic relationships (Harms, 2011). However Bowlby theorised about multiple, attachment working models. Fraley, Heffernan, Vicary (2011) studied attachment styles of 21,000 people and found that relationship specific attachment styles were more predictive of outcomes than a global representation of attachment styles adding to the recent consensus around the co-existence of different styles of attachment that apply to a variety of particular relationships or contexts simultaneously (Shaver & Mikulincer, 2004). Fraley's (2007) investigation into the suitability of a connectionist framework for attachment has proven

to be an important study for advocates of the application of attachment theory to organisational research. Fraley (2007) provided support for how we can develop different attachment patterns across different relationships. For example, this model allows for an individual to be securely attached to a primary caregiver yet can display insecure attachment in a romantic relationship. This is a contradiction to the previous general acceptance that a secure parent-child attachment is predictive of a generally secure attachment across the lifespan (Baldwin, Keelan, Fehr, & Rongarajoo, 1996). Furthermore Fraley, described a secure attachment style as the result of an individual's experience of consistent and supportive care from an authoritative figure either real or symbolic. When support from an authoritative figure is not consistent individuals are more likely to have higher levels of intimacy avoidance and abandonment anxiety that results in an insecure attachment (2007). Just as per the original Bowlby-Ainsworth model of attachment (Bowlby, 1979) in the case of work attachment our secure or insecure attachment styles are influenced by past experiences of work and become the basis of our attachment style in that context (Popper, Mayseless, & Castelnovo, 2000).

In an interesting study of 1624 Canadian nurses Leiter et al., examined the relationship between attachment styles of nurses and the occurrence of stress and burnout to conclude that individuals high in anxiety attachment are more likely to experience incivility and burnout whilst those higher in avoidance attachment are more likely to experience incivility and mistrust. Moreover, individuals higher in anxiety attachment were identified as hypersensitive to signs of rejection with a compulsion to seek closeness to others whilst those who were high in avoidant attachment had a negative view of others and were more likely to rely on themselves due to a mistrust of others with a compulsion to keep a safe distance (2015). The potential for these behaviours to create conflict and distress in the workplace is high. An attachment figure does not have to have a close emotional relationship to provide a secure base, in the context

of work it can be somebody who occupies a formal role such as a manager or any authoritative figure (Mikulincer & Shaver, 2020).

Fraley (2007) has contributed significantly to our understanding of attachment in his evaluation of the connectionist model of attachment in which concluded that this framework allows for the existence of attachment styles that can be situational and relationship specific. More recently Yip et al., (2018) added support to this conclusion. The connectionist model allows for relationship specific attachment across contexts whilst also allowing for a global representation which is most likely formed in early life (Fraley, 2007). An individual's style of attachment to work is not necessarily indicative of their attachment style to interpersonal relationships as each style can co-exist independently having been shaped by past experiences within specific contexts. Attachment styles are prone to change with life experience (Shaver & Mikulincer, 2004) furthermore this change can be triggered through self-reflection and increased self-awareness. Previous literature has confirmed that self-reflection on how one's own style of attachment in a given context may be influencing current events can potentially shift an adult's style of attachment from being insecure to secure (Hinojosa, McCauley, Randolph-Seng, & Gardner, 2014).

Recent research has increased our understanding of the role of work attachment in leadership, trust, emotion regulation, employment relationships, ethical behaviour and employee proactivity (Yip et al., 2018). The benefits of short-term psychoeducation have been identified as highly effective attachment-based interventions across a range of life domains. In a contemporary review of the application of attachment theory in research Mikulincer & Shaver (2020) described how in child psychology increasing a parents awareness of their own attachment behaviours has proven effective in nurturing security in the child. Similarly educating a manager on how to behave in a manner that is more conducive to nurturing secure

attachment within their team members may prove to be as effective on their teams (Leiter et al., 2015; Hinojosa et al., 2014).

A common limitation to research applying attachment theory beyond child-parent or romantic relationships is that most studies have used general attachment measures not designed with a specific context in mind (Shaver & Mikulincer, 2004; Leiter et al. 2015). To address this limitation in organisational research Leiter et al. (2013) adapted *The Relationship Questionnaire* (Bartholomew & Horowitz, 1991) to create the ten-item *Short Work Attachment Measure (SWAM)* to address this limitation. *SWAM* is the only scale that specifically measures work attachment. Unlike the traditional four-category model, *SWAM* measures the construct of attachment as a continuous dimension. There has been much support for the validity of a context specific two-dimensional approach measuring high versus low avoidance of intimacy and anxiety over abandonment (Fraley et al., 2011; Leiter et al., 2015). Rather than define a fixed style Leiter et al. provide empirical support for concluding that individuals on the lower end of both attachment dimensions are more appropriately described as being more securely attached whilst those higher on both dimensions are more insecurely attached to work (2015).

1.2 Work Related Stress & Wellbeing

Over the last decade mental ill-health among the working population has increased whilst mental ill-health amongst the general population has remained stable (Nightingale, Prideaux, & Hofman, 2019). The high social and economic cost of this has seen an increase in research into employee wellbeing in recent years (Grant, 2006). In a meta-analysis of workplace wellness programmes McIntyre, Bagley, & Carroll (2017) conducted highly critical review of such programmes warning against a common mistake being to apply wellness and wellbeing as interchangeable terms for the same construct. Whilst there is yet to be an agreed

consensus on the definition of organisational wellness programmes they have been described by RAND Corporation as “an employment-based activity of employer-sponsored benefit aimed at promoting health-related behaviours and disease management” (Mc Intyre et al., 2017, p 59). Employee wellbeing has been defined as the overall quality of an employee’s experience and functioning at work with agreement upon the three core dimensions of wellbeing being psychological, physical, and social health (Grant et al., 2007). In a comprehensive meta-analysis of the effectiveness of work wellness programmes from a large sample of diverse employers Mattke et al., (2013) proposed that wellness programmes are effective ways to encourage weight loss or cessation of smoking but have minimal impact on addressing overall wellbeing as they only address one of the three core dimensions of wellbeing. From reviewing the literature on workplace wellbeing interventions, it is the conclusion of this researcher that a programme incorporating psychoeducation more specifically, attachment training, could be more effective as it may also addresses psychological and social dimensions of wellbeing.

Employee well-being has been defined as the state of an individuals’ mental, physical, and general health, as well as their experiences of satisfaction both at work and outside of work by Nielsen et al., (2017). In this context, employee wellbeing is influenced by the pleasure or displeasure derived from the job itself, as well as individuals’ interactions with colleagues, teammates, and supervisors. Danna and Griffin (1999) described well-being as comprising of psychological outcomes such as lack of distress, anxiety, and emotional exhaustion, as well as physiological outcomes such as blood pressure, heart condition, and general physical exhaustion. Nielsen et al. (2017) reviewed 84 quantitative studies of wellbeing in the workplace and concluded that self-reported assessments of employee wellbeing are appropriate as firstly it is a subjective measure and secondly wellbeing is an employee’s response to their environment. Self-report single item measures of stress, depression and anxiety have been also found to be effective for each factor in research by Williams & Smith (2013) when assessing

120 university. Similarly, in a meta-analysis of single item self-report measures of job satisfaction from 17 studies with 7,682 people, Wanous et al. (1997) found an average uncorrected correlation of .63 with scale measures of overall job satisfaction. Measures of psychological constructs consisting of less than 10 items are accepted as having low reliability (Pallant, 2013), however Wanous et al. (1997) point to previous literature that provide support for exceptions to reliability norms where the construct being measured is sufficiently narrow and unambiguous to the respondent. Therefore this study used a 3 item and 4 item scale to measure two components of wellbeing in work.

1.3 Authenticity At Work

Authenticity is the ability for the individual to act in accordance with their true-self or the unobstructed operation of one's true self in daily operations (Metin et al., 2016) and has been identified in recent literature as the core dimension of wellbeing and healthy functioning (Gillath, Sesko, & Chun, 2010; Hinojosa et al., 2013; Bosch & Taris, 2014). Previous research has consistently supported authenticity as an antecedent to increased workplace wellbeing and positive, trust-based leader-follower relationships. The key traits of authentic leaders and followers are congruent to traits of a secure attachment style being; Self Awareness, Relational Transparency, Balanced Processing, Authentic values. Whilst secure work attachment is congruent to the traits of authentic leaders and authentic followers, insecure attachment styles are congruent to both pseudo & non-authentic leadership which are also correlated with higher levels of stress, burnout and illness (Metin, Taris, Peeters & Van Den Bosch, 2016). Harms, in an extensive review of literature linking adult attachment styles to leadership, trust and organisational behaviours pointed to several studies which have provided evidence for a securely attached leader being more likely to foster security in their team and to delegate responsibility. Whereas an insecure avoidant leader will delegate less due to lower emotional efficacy whilst their followers are more likely to show signs of decreased mental health.

Additionally, Harms warned of the dangers of combining an insecure leader with an insecure follower, as this is more likely to lead to follower burnout (2011).

Moreover, Gardener, Avolio, Luthans, May & Walumbawa (2005) identified correlations in the career outcomes of individuals with secure attachment and those with highly authentic leaders whilst also noting exceptions existing in task oriented domains where senior managers tend to be higher in avoidance such as in the military. Hinojosa et al., in their study of attachment's influence on authentic leadership proposed that encouraging authenticity in the workplace could lead to better outcomes for both employer and employee. Their rationale being that increased authenticity at work leads to higher levels of personal well-being, better relationships, better performance and more sustainable levels of performance (2014).

Existing literature underlines the importance of being authentic for human functioning yet like attachment much of the literature relies on measures of general authenticity. Bosch & Taris (2014) developed the Individual Authenticity Measure at Work (IAM Work) to address this limitation by applying three subscales of authenticity (Accepting external influence, authentic living and self-alienation) to identify an overall authenticity in work score.

Whilst existing literature has identified a relationship between secure attachment and higher levels of authenticity it is often focused on identifying authentic leaders. It was the purpose of this study to test how educating individuals about their attachment to work could potentially be applied to address the growing problem of work related stress and declining levels of positive wellbeing.

1.4 Limitations of previous research

To date there has been much research into how secure attachment influences authenticity within the leader-follower dynamic (Gillath et al., 2010) (Hinojosa et al., 2013)

however research using measures designed specifically for authenticity and attachment in an organisational context is scarce. Whilst research has looked at attachment as a predictor of work-related illness and burnout (Leiter et al., 2015) and career outcomes (Gardener et al., 2005) there is a scarcity of research into the efficacy of attachment education on influencing an employee's work attachment style. Whilst Hinojosa et al. offered support for the use of attachment-based psychoeducation that encouraged self-reflection as a way to nurture more effective leaders and followers (2013), no research has been identified that evaluates the influence of attachment education on a worker's levels of authenticity or overall experience of working.

To date research into work attachment and authenticity in the workplace have almost exclusively looked at ways to make leaders more effective. It is the intention of this study to build on research by Metin et al., (2016) to identify how greater attachment self-awareness and education can actually improve the outcomes for an individual worker by increasing their potential to have more positive work relationships and reduce potential for conflict and stress. If workers with insecure work attachment can be helped to adapt a more secure work attachment this could potentially improve career progression amongst a cohort that is more often than not overlooked for promotion and leadership positions.

1.5 Rationale:

This literature review has identified a gap in research into the direct relationship between attachment styles and levels of authenticity in work. Existing literature points to evidence that secure attachment correlates with higher levels of authenticity in leaders and followers. This study aims to build on this and to see if change in attachment style will be correlated with a change of authenticity levels. Moreover much of the literature on attachment

and authenticity in a work and organisational context focused on a more global representation of attachment and authenticity and then subsequently applied that to the context of work. This study looked specifically at attachment and authenticity in the work domain and used instruments adapted and validated specifically for work attachment and individual authenticity as a targeted approach to these constructs is more precise than applying general measures to the context of work (Harms, 2011). This research also builds upon conclusions by Leiter et al. (2015) that attachment training could be effective to help improve leader follower dynamics by helping managers to be more aware of the implications for how their own attachment style may impact upon that of their team. Additionally the attachment psychoeducation component in study was designed with Shamir & Eilam's (2005) proposed life story approach to triggering an introspective narrative by helping an individual connect past experience to their current work attachment style in order to bring about change.

The aim of this study is to evaluate the significance of work attachment styles as an antecedent to authenticity and in turn workplace wellbeing. This study will measure the effect of a brief psychoeducational training component on work attachment styles, authenticity and wellbeing in order to identify potential applications for work attachment training to primarily improve personal and professional outcomes for the individual worker. A secondary benefit is to offer employers an effective way to improve performance through increased self-awareness which is of mutual benefit for the organisation and the employee.

This current study therefore aims to investigate the following questions:

Does increasing a worker's awareness of their own attachment style and understanding of attachment's influence on their behaviour at work lead to any changes in attachment style, levels of authenticity and work place wellbeing? And secondly is work attachment a predictor of authenticity and in turn wellbeing?

1.6 Hypotheses:

In order to investigate these questions, the following hypotheses were examined based on the findings of the literature review.

Hypothesis 1:

Workers with secure work attachment will report higher levels of authenticity than workers with an insecure attachment to work.

Hypothesis 2:

Workers with insecure anxious attachment to work will report higher levels of stress than those with secure attachment.

Hypothesis 3:

Workers with a secure attachment will report higher levels of job satisfaction than those with an insecure attachment.

Hypothesis 4:

There will be a greater increase in authenticity among workers who receive attachment education and perform self- observation task.

Hypothesis 5:

There will be more shift in attachment styles among experimental group when retested.

Hypothesis 6:

Attachment styles will predict authenticity levels with workers higher in secure attachment having higher levels of authenticity.

2. Methods

2.1 Participants

Participants were selected by means of random sampling. The samples were taken from a population of employees aged over 18 and living in Ireland as per research criteria. 47 participants took part in the current study however three participants could not be matched to their unique ID pin and therefore were not included or analysed, consequently total participants numbered 44. Participants consisted of 18 males and 26 females. Participant job seniority ranged from business owner (1) to entry level (5) ($M=3.82$ $SD=1.17$).

Participants were recruited through their employers using contacts from the authors professional and personal network. In total 5 organisations provided access to sample with 2 of these being self-employed individuals. Of these participating organisations 2 were not for profit, 1 was public sector and 4 were private sector companies.

Each organisation who provided access to sample was assigned randomly by toss of a coin to a control group and experimental group. The experimental group ($N=26$) received a brief piece of psychoeducation about work attachment styles ($N=26$) after first measurement whilst the control group ($N=18$) received no psychoeducation between measurements.

As directed by the Cohen's power primer table the sample size required for large effect size at power .80 and probability (α) at 0.05, was calculated as requiring at least 18 per condition and a total sample of at least 36 (Cohen, 1992) when considering all six hypotheses and statistical analyses.

2.2 Design

A quasi-experimental quantitative design was used with random sampling. The design consisted of two groups, control and experimental who each completed a self-report survey consisting of two demographic questions, and four questionnaires; the 10-item Short Work Attachment Measure, the 12-item Individual Authenticity Measure at Work, the 4-item Perceived Stress Scale and the 3-item Michigan Organizational Assessment Questionnaire Job Satisfaction Scale. All surveys were completed in the presence of the researcher between 3 and 4 weeks apart. Participants in the experimental group received brief attachment-based psychoeducational training (see appendix B) after completion of their first survey whilst the control condition did not.

The predictor variables that were looked at were one's work attachment style while the criterion variable was one's levels of authenticity, perceived stress and job satisfaction. The hypotheses for the study were that the work attachment styles of participants would be a predictor of their levels of authenticity, perceived stress and job satisfaction.

Variables (within group and between subject)

H1: The dependent variable (DV) was levels of authenticity (IAM WORK) at work. The independent variable (IV) was (more secure) attachment scores (SWAM).

H2: The DV was (more insecure) attachment scores (SWAM). The IV was levels of perceived stress (PSS).

H3: The DV was (more secure) attachment scores (SWAM). The IV was levels of job satisfaction (JSS).

H4: The DV was levels of authenticity (IAM WORK). The IV was psychoeducational component group.

H5: The DV was attachment scores (SWAM). The IV was psychoeducational component group.

H6: The DV was authenticity scores. The IV was attachment score.

2.3. Materials

Surveys were compiled into a research booklet (see appendix A) and included several items, listed in the order they appeared: information sheet, terms of participation sheet, demographic questions (i.e. gender and job seniority), four questionnaires, and a debrief sheet. An online version of this survey was used with participants who could not meet in person using Microsoft Forms and Google Hangouts. A short attachment based psychoeducational component consisted of a 10 slide powerpoint presentation. IBM SPSS 26.0.0 computer software was used to analyse statistical data. A windows 10 laptop with web camera with chrome web browser to run Office365 was used. The four questionnaires contained in the survey are as follows:

2.3.1 Short Work Attachment Measure (SWAM) 10-item (Leiter, Price & Day, 2013)

Leiter et al., (2013) created the ten-item Short Work Attachment Measure which measures the construct of attachment as a continuous dimension. This is supported by existing literature conceptualising attachment using a two-dimensional approach (Fraley et al., 2011). The Short Work Attachment Measure is appropriate for the purposes of this thesis, as Leiter et al.,(2013) used principal components analysis with varimax rotation to demonstrate the presence of two distinct subscales of anxiety and avoidance within their measure. Using these

subscales, the Short Work Attachment Measure generates scores for attachment anxiety and attachment avoidance.

Responses followed a 5-point Likert scale ranging from “not at all like me” (1) to “very much like me” (5) (see appendix C). Scores are interpreted via the use of normal mean score direction with items 1,2,3,5 and 7 reverse scored as seen in appendix D. Lower subscale scores infer less anxiety & avoidance. Attachment security is presumed through a lower combined score of both subscales (Leiter et al.,2015). Cronbach’s alpha was applied to assess reliability, producing the coefficient alphas $\alpha .74$ (T₁) $\alpha .69$ (T₂) for Anxiety and $\alpha .77$ (T₁) $\alpha .83$ (T₂) for Avoidance, showing acceptable reliability and desirable psychometric properties. This is coherent with previous figures by Leiter et al., (2015) with $\alpha .78$ for Anxiety and $\alpha .78$ for Avoidance.

2.3.2 Individual Authenticity at Work (Bosch & Taris, 2014)

The short version *12-item IAM Work* questionnaire is used in this study as it focuses on the measure of authenticity specifically in a work context by framing questions with the inclusion of “at work” focusing on current positions by instruction to answer items in respect to the past 4 weeks. There are 3 subscales each with 4 items, *Authentic Living (AL)*, *Self-Alienation (SA)* and *Accepting External Influence (AEI)* with items in SA and AEI reversed (see appendix E). Overall authenticity at work is the combined mean score of three subscales as seen in appendix F

Cronbach’s alpha was applied to assess reliability, producing the coefficient alpha $\alpha .90$ (T₁) $\alpha .84$ (T₂) for AL and $\alpha .89$ (T₁) $\alpha .83$ (T₂) for SA and $\alpha .57$ (T₁) $\alpha .67$ (T₂) for AEI showing high reliability and desirable psychometric properties in two subscales. AEI reliability was below the .70 threshold and lower than previous figures by Bosch and Taris (2013) with

α .81 for AL, α .83 for SA and α .67 for AEI. However, Pallant (2013) has stated that it is hard to achieve an alpha value of over .70 in scales of less than 10 items adding that an alpha $>.50$ is acceptable reliability in lower item scales.

2.3.3 Michigan Organizational Assessment Questionnaire – Job Satisfaction Scale 3

(Camman, Fichman, Jenkins, & Klesh 1979)

This study applies the *Job Satisfaction Subscale of the MOAQ* sourced from a meta-analytic review by Bowling & Hammond (2008) using a 5 point likert scale ranging from *completely disagree to completely agree* with each statement (see appendix I). Scores on the MOAQ-JSS 3 are computed using the average three items with the second item reversed-scored (see appendix J) posing unambiguous questions such as “All in all I am satisfied with my job.”

Cronbach’s alpha was applied to assess reliability, producing the coefficient alpha α .67 (T₁) however with α .82 (T₂) showing high reliability and desirable psychometric properties. The lower T₁ alpha coefficient was lower than previous figures by Cammann et al., (1983) with α .77. However as stated by Pallant (2013) a coefficient alpha of $>.50$ is acceptable reliability for a 3 item scale.

2.3.4 Perceived Stress Scale 4-item (Cohen, Kamarck, & Mermelstein, 1983)

The *Perceived Stress Scale (PSS)* was designed by Cohen et al. (1983) to measure the 'degree to which situations in one's life are appraised as stressful'. The original 14 items refer to subjective appraisals of events occurring within a one-month time frame. This study used the short PSS-4 scale. 4 items consisted of questions asked in relation to your feelings in the last month with items (see appendix G) 2 and 3 reverse scored as seen in appendix H. Items

are scored on a 5 point likert scale with the highest possible score being 20 and lowest being 4.

Cronbach's alpha was applied to assess reliability, producing the coefficient alpha α .84 (T₁) α .78 (T₂) showing high reliability and desirable psychometric properties. This is consistent with three samples by Cohen et al. (1983) showing an α .84 , .85 and .86.

2.4 Procedure

Participants volunteered by responding to an email from a senior manager at their respective workplaces. Data collection sessions were scheduled and conducted in person at each organisation as well as in scheduled online sessions via video call. The procedure protocol was consistent across all participants in both conditions whether conducted in person or online.

Participants were welcomed by the researcher and received a verbal explanation of the terms of participation, right to withdraw and were offered an opportunity to ask questions. They were then handed a research booklet and invited to read the information sheet and consent form before proceeding to complete the questionnaires. Participants in the control group were thanked upon completing survey 1 after which a second meeting was scheduled for 3-4 weeks in future. Participants in the experimental group received a brief psychoeducational component after completing their first survey. The psychoeducational component consisted of a short 10 slide presentation with information about how attachment styles influence how we interact in the workplace. Each participant was given instructions on how to score the *SWAM* measure in their research booklet (for participants completing survey online an instruction to go back to the *SWAM* questions and calculate their scores before submitting was shared). After this short presentation there was an opportunity to ask questions. An appointment to complete a second survey was then confirmed with participants.

After between 3 and 4 weeks each participant completed the same survey for a second time. Participants in the control group received the psychoeducational component was upon second survey completion for ethical considerations of equal chance to benefit. All participants received a full debrief and were given an opportunity to ask questions. Participants received a debrief sheet containing contact information for the researcher & supervisor, contacts for support services, as well as some recommended reading should they wish to learn more about work attachment.

2.5. Ethics

The ethical process began with the submission of the ethical approval form which accompanied part of the overall research proposal. Research approval was granted in relation to the four core principals of the Code for Professional Ethics (The Psychological Society of Ireland, 2011). The following potential ethical risks were considered and addressed:

Consent: To ensure ethical participation informed consent was granted by all participants through the use of a consent form which was completed after reading the research information sheet (see appendix B).

Anonymity & Confidentiality: A self-generated unique identifier pin for analysis of responses across time was used to ensure anonymity. Risks surrounding confidentiality were addressed by electronically storing data in compliance with GDPR that was recorded from the surveys on an encrypted password protected laptop which only the researcher had access to. Participants were informed of these assurances on the provided information sheet (see appendix K).

Sensitive Topics: Though no obvious risks of participation were identified, the topics discussed in the study may be of a sensitive and personal nature to participants. Therefore, the

potential risk of negative effect was made evident to participants on the provided information sheet. Furthermore, a debrief sheet as seen in appendix L was provided on completion of the survey containing email addresses of researcher and supervisor for any questions in relation to the present study as well as support service contact information in the event of distress.

Deception: There was an element of deception used in this study which was addressed in the information sheet advising that participants were required to be naïve to the exact nature of the research question. A detailed debrief (see appendix L) explained the exact research question and shared reasons for neutralising names of attachment styles within the psychoeducational component.

Equal Chance To Benefit: Only the experimental group were required to receive a brief psychoeducational component however in order to give all participants equal opportunity to benefit, the psychoeducational component was delivered to participants in the control group upon completing their second survey.

3. Results:

3.1. Overview of results

The main purpose of this study is to investigate how work attachment styles influence authenticity and wellbeing among the Irish workforce and also to investigate how a brief attachment-based psychoeducational training can influence styles of work attachment and levels of authenticity. The results of the present study consisted of an analysis of the factor of work attachment, looking at the influence of work attachment styles on authenticity, perceived stress and job satisfaction. The results of this study also consisted of an analysis of the factor of attachment psychoeducation looking at the influence of increased attachment self-awareness on attachment security and authenticity at work. All data was entered into SPSS 26 software with the various statistical procedures being conducted; a descriptive statistics analysis, an independent t-test, a repeated measures analysis of variance (ANOVA), and a simpler linear regression analysis.

3.2. Descriptive statistics

In order to describe the key characteristics of the data, a preliminary analysis was run on the data to achieve measures of central tendencies. Participants consisted of 44 workers with 18 males (40.9%) and a total of 26 females (59.1%). Participants were all over the age of 18 and in full time employment in Ireland as per inclusion criteria. Job seniority ranged from Business Owner to Entry level with mean ($m= 3.82$) and standard deviation being ($SD= 1.17$). Out of the 44 participants the majority, 17 participants, were mid-level managers (38.6%) followed closely by 14 who were entry level (31.8%). Figure 1 shows the breakdown of job seniority for male and female participants.

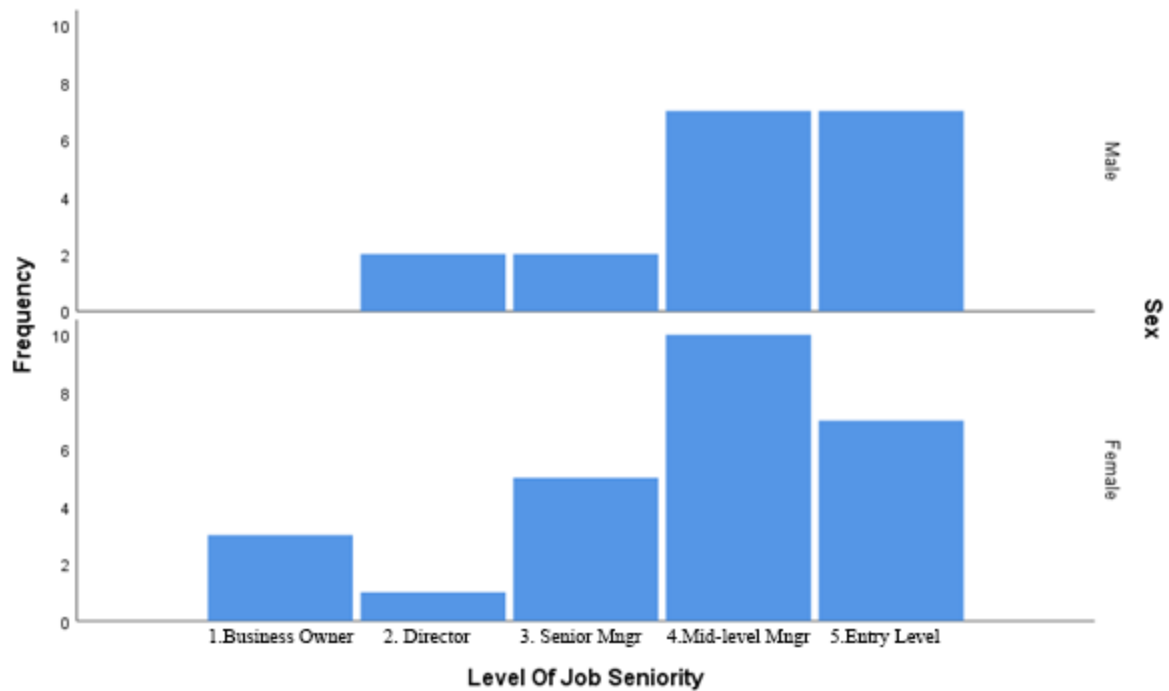


Figure 1: Bar chart displaying level of job seniority for males and females

3.3 Inferential Statistics:

The main psychological measures assessed in this study's hypotheses were work attachment, authenticity in work, perceived stress and job satisfaction. Results of the above statistics are presented in Table 1.

As seen in table 1, there was a slight increase in work attachment scores across t_1 & t_2 . Work attachment scores are recorded in the range of 1 – 50 with higher mean scores indicative of a more insecure attachment and lower scores indicative of a more secure attachment (see appendix D). Authenticity in work scores are recorded in the range of 0 – 7 (see appendix F) with an increase in authenticity between times with a mean score of 4.16 in t_1 & mean score of 4.32 in t_2 . Job Satisfaction mean results were 4.36 (t_1) and 4.39 (t_2) which is reported as agreeing in regard to being satisfied with your job (see appendix H). Perceived

stress is recorded in the range of 1 to 20 (see appendix I) and resulted in a lower mean score of 8.72 in t_2 compared to 9.16 in T1. Finally all assumptions were met before each analysis.

Table 1: Descriptive Stats of Psychological Measures

Variable	Mean T1	Standard Deviation T1	Mean T2	Standard Deviation T2
Attachment	22.34	5.95	22.91	5.58
Authenticity	4.16	.64	4.32	.66
Perceived Stress	9.16	3.04	8.72	.59
Job Satisfaction	4.36	.60	4.39	.59

3.3.1 H1 Workers with a more secure attachment will report higher levels of authenticity than those with a more insecure attachment.

In order to test differences of authenticity among secure and insecure attachment groups two independent t-test's were conducted. Test 1 found that there was a statistically significant difference between authenticity levels among workers with a more secure attachment (M=4.47, SD=.41) and workers with a more insecure attachment (M=3.94, SD=.69)($t(41.23)=3.19, p=.003, CI(95\%) .195 \rightarrow .866$). Therefore the null hypothesis is rejected. These results are seen in Figure 2.

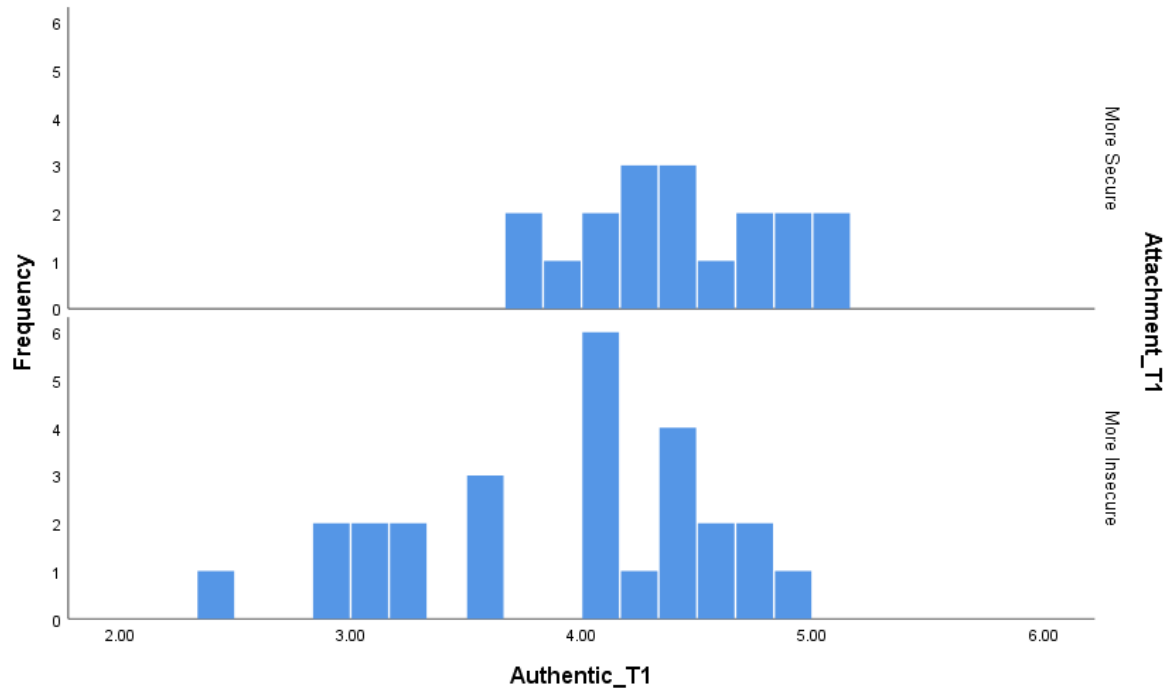


Figure 2: Bar chart displaying level of authenticity for more secure and insecure work attachment

Test 2 found that there was not a statistically significant difference between authenticity levels among workers with a more secure work attachment ($M=4.56$, $SD=.46$) and those with a more insecure work attachment ($M=4.19$, $SD=.73$) ($t(41)=1.78$, $p=.083$, $CI(95\%)$ $-.049$ to $.786$). Therefore the null hypothesis is accepted. These results are seen in figure 3.

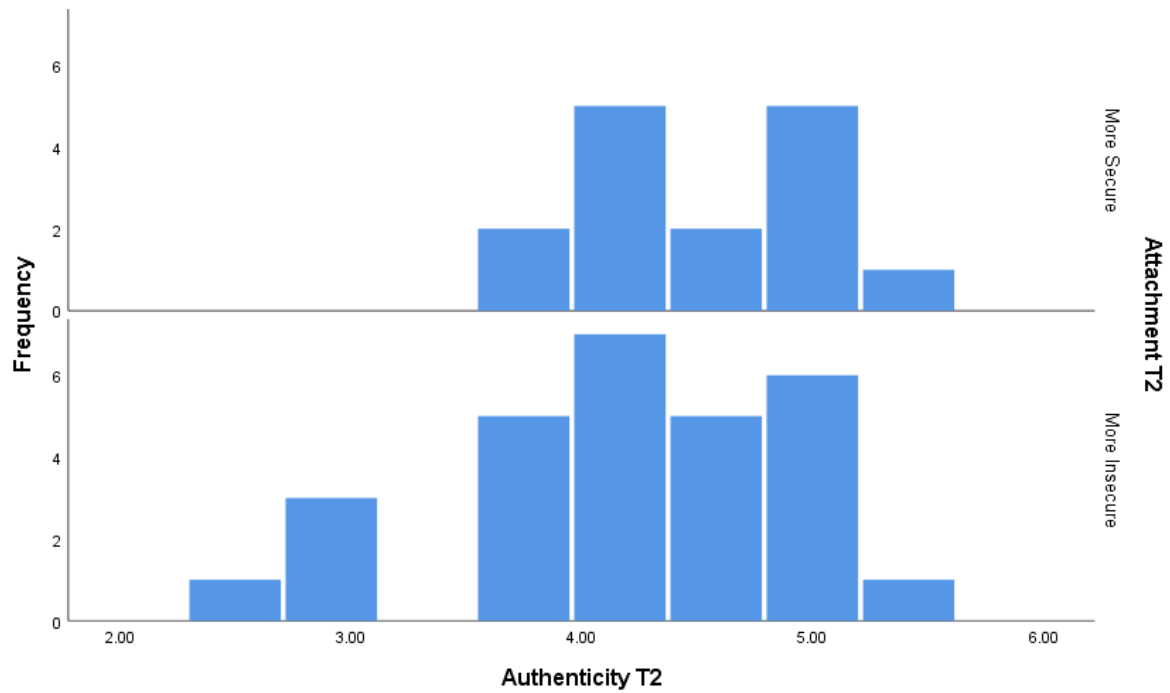


Figure 3: Bar chart displaying level of authenticity for more secure and insecure work attachment in Test 2.

The results of Test 1 suggest that work attachment has an effect on authenticity more specifically when workers are higher in work attachment security they are also higher in authenticity. Whilst the results of test 2 suggest that work attachment security had not a significant effect as seen in Table 2 authenticity levels were higher among workers with a more secure attachment in the repeated measure.

Table 2: Descriptive Stats of Authenticity Levels Among Attachment Groups in Test 1 & 2

	Attachment	N	Mean	Standard Deviation
Authenticity T1	More Secure	18	4.47	.41
	More Insecure	26	3.94	.69
Authenticity T2	More Secure	15	4.56	.46
	More Insecure	28	4.19	.73

3.3.2 H2 Workers with a more insecure attachment will report higher levels of perceived stress

In order to test the differences of perceived stress among more secure and more insecure attachment groups two independent t-tests were conducted in order to determine mean difference of perceived stress scores in the baseline measurement (Test 1) and repeat measurement (Test 2). Test 1 found that there was not a statistically significant difference between perceived stress levels among workers with a more secure work attachment (M=8.44, SD=2.81) and those with a more insecure work attachment (M=9.65, SD=3.15)(t(42)=-1.31, p=.198, CI(95%) -3.08 -> .66). Therefore the null hypothesis must be accepted. Test 2 found that there was no statistically significant difference between perceived stress levels among workers with a more secure attachment (M=8.13, SD=2.33) and workers with a more insecure attachment (M=9.04, SD=3.19)(t(42)=-.967, p=.092, CI(95%) -.278 -> .98). Therefore the null hypothesis must be accepted.

Whilst both tests found that attachment style did not have a significant effect on perceived stress levels as can be seen in Table 3 workers with a more insecure attachment did report higher levels of perceived stress than those with a more secure attachment.

Table 3: Descriptive Stats of Perceived Stress T1

	Attachment	N	Mean	Standard Deviation
Perc. Stress T1	More Secure	18	8.44	2.81
	More Insecure	26	9.65	3.14
Perc. Stress T2	More Secure	15	8.13	2.32
	More Insecure	29	9.04	3.19

3.3.3 H3 Workers with more secure attachment will have higher levels of job satisfaction

In order to test differences of job satisfaction among workers with a more secure and insecure attachment two independent t-tests were conducted. Test 1 found that there was a statistically significant difference between job satisfaction levels among workers with a more secure attachment ($M=4.67$, $SD=.43$) and workers with a more work insecure attachment ($M=4.15$, $SD=.61$)($t(41.98)=3.67$, $p=.002$, $CI(95\%) .196 \rightarrow .829$). Therefore the null hypothesis is rejected. The above results of both can be seen in figure 4.

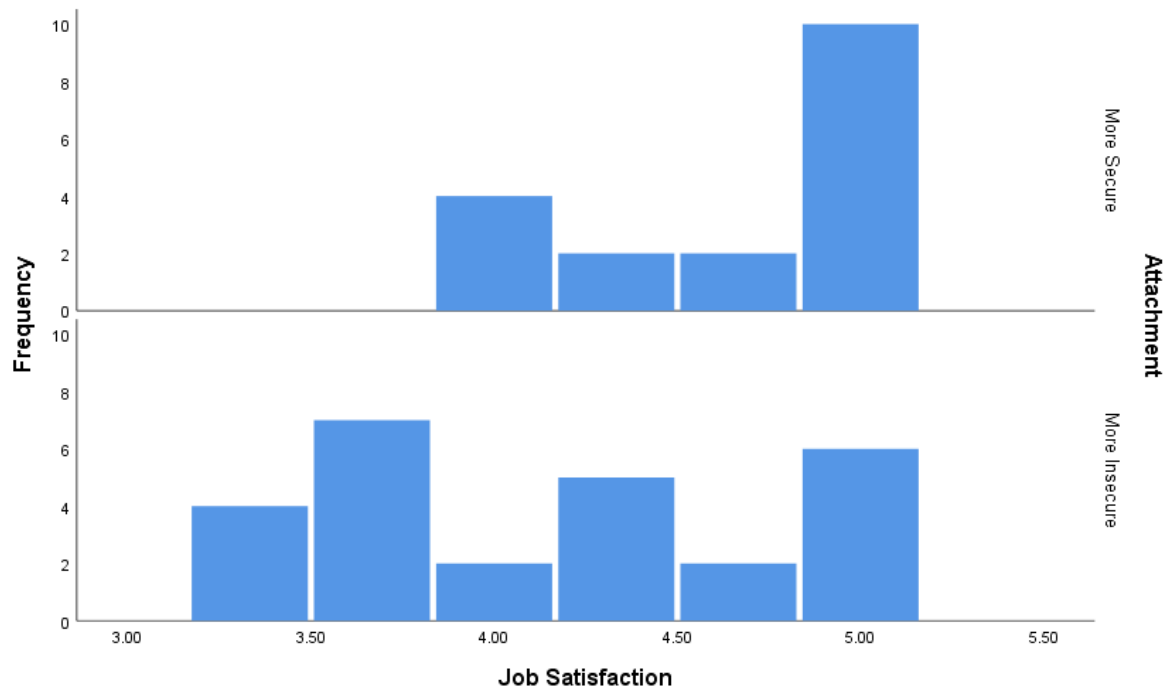


Figure 4: Bar chart displaying level of job satisfaction for more secure and insecure work attachment

Test 2 found that there was no statistically significant difference between job satisfaction levels among workers with more secure attachment ($M=4.56$, $SD=.6$) and workers with a insecure attachment ($M=4.31$, $SD=.11$) ($t(42)=1.33$, $p=.191$, $CI(95\%)$ $-.13 \rightarrow .617$). Therefore the null hypothesis is accepted. Whilst attachment style did not have a significant effect on job satisfaction levels workers with more secure attachment ($M=4.56$, $SD=.6$) did report higher job satisfaction levels than those with more insecure attachment ($M=4.31$, $SD=.11$).

3.3.4 H4 There will be a greater increase in authenticity levels at work among the group who receive a brief attachment based psychoeducational training.

In regards to testing variance of authenticity levels among the control and experimental group a repeated measures analysis of variance (ANOVA) was conducted in order to determine the effect of brief attachment-based psychoeducation on authenticity levels among workers in the experimental group.

A repeated measures ANOVA using the greenhouse geisser correction showed that levels of authenticity differed significantly between both conditions $F(1,41) = 4.43, p=.041$ with an effect size of .10. There was no significant post hoc results however authenticity increased in the experimental group between Test 1 ($M=4.13, SD=.63$) and Test 2 ($M=4.41, SD=.59$) whilst there was a decrease in authenticity in control group between T1 ($M=4.25, SD=.65$) and T2 ($M=4.19, SD=.76$). It can be concluded that attachment psychoeducation increases authenticity in work.

Table 5: Descriptive Stats of Authenticity Levels Among Control & Experimental Conditions

Variable	Group	N	Mean	Standard Deviation
Authenticity T1	Control	18	4.25	0.65
	Experimental	25	4.13	0.63
Authenticity T2	Control	18	4.19	0.59
	Experimental	25	4.31	0.67

3.3.5 H5 There will be a greater increase in secure attachment among workers who receive a brief psychoeducational training.

In regards to testing variance of attachment among the control and experimental group a repeated measures analysis of variance (ANOVA) was conducted in order to determine effect of attachment based psychoeducation on secure attachment among workers in the experimental group. A repeated measures analysis of variance (ANOVA) using the greenhouse geisser correction showed there was no significant change in attachment between the two conditions $F(1,42) = .37, p=.547$) with an effect size of .01. Whilst it cannot be concluded that a brief attachment psychoeducation increases attachment security. As seen in table 6 below there was a decrease in anxiety attachment scores amongst the experimental group. There was also a surprising result of increased avoidance among the experimental group between measures whilst in the control group there was no change.

Table 6: Descriptive Stats of Attachment Subscales in Control & Experimental Conditions

Variable	Group	N	Mean	Standard Deviation
Anxiety T1	Control	18	2.10	0.73
	Experimental	26	2.07	0.71
Anxiety T2	Control	18	2.11	0.81
	Experimental	26	2.01	0.73
Avoidance T1	Control	18	2.56	0.98
	Experimental	26	2.33	0.64
Avoidance T2	Control	18	2.56	0.96
	Experimental	26	2.59	0.74

3.3.6 H6 Secure work attachment will be a predictor of higher levels of authenticity

In regards to testing differences of attachment security on authenticity two attachment groups were utilized; more secure attachment and more insecure attachment, two simple linear regressions were conducted in order to determine authenticity scores in regards to levels of secure attachment and levels of insecure attachment. Test 1 found that levels of attachment security predicted levels of authenticity ($F(1,42) = 27.73, p < .001, R^2 = .38$)(Attachment, $\beta = -.63, p < .001, CI (95\%) -.09, -.04$). These results can be seen in figure 5 below.

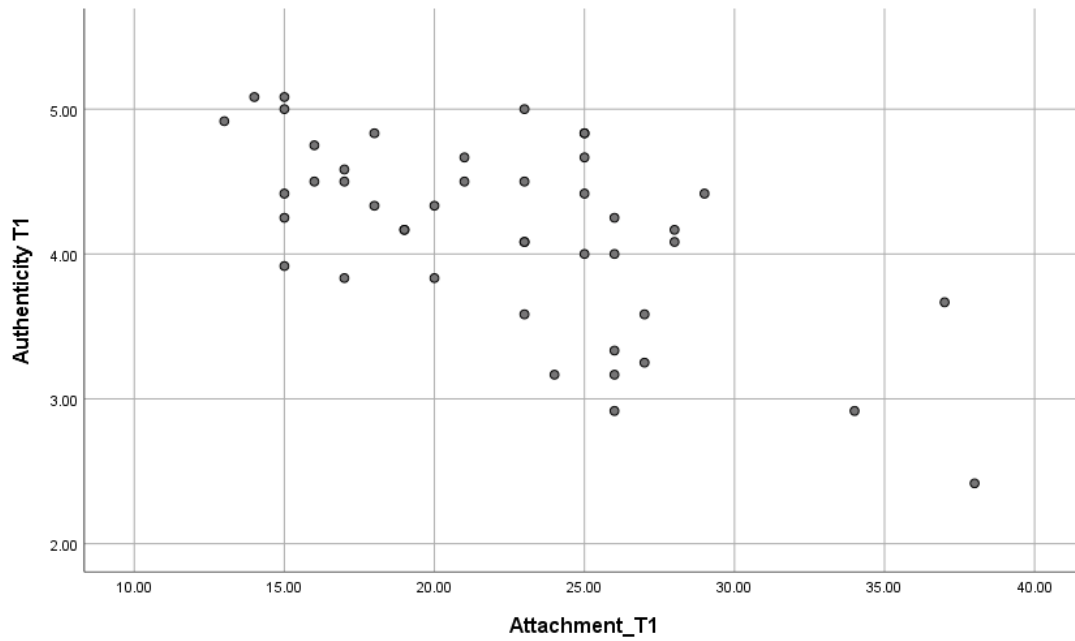


Figure 5: Scatter plot displaying level of attachment for authenticity in test 1

Test 2 found that levels of attachment security predicted levels of authenticity ($F(1,41) = 15.65, p < .001, R^2 = .26$)(Attachment, $\beta = -.53, p < .001, CI (95\%) - .1, -.03$) as can be seen in figure 6.

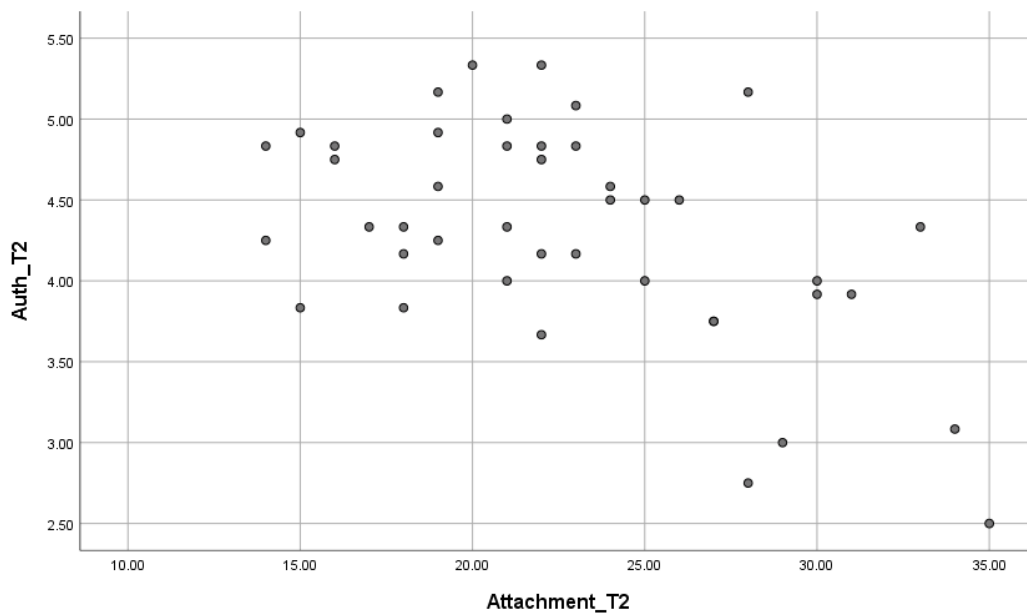


Figure 6: Scatter plot displaying level of attachment for authenticity in test 2

4.Discussion

4.1. Overview of study aims

The purpose of this study was to provide a quantitative investigation of the effects of work attachment on the authenticity and subjective wellbeing of Irish workers, as characterised by perceived stress and job satisfaction. Furthermore, the current study's aim was to investigate the effectiveness of an attachment-based psychoeducation as means to increase authenticity in work. This study aimed to extend the research on the topic of attachment theory within the domain of work and its application as a mitigator of perceived stress among workers in Ireland. The main hypotheses explored in this study consisted of two factors; work attachment styles and authenticity measured in two conditions over two times. Subjective wellbeing was also assessed in relation to work attachment styles. In addition, this study also investigated work attachment styles as a predictor of authenticity. This chapter will discuss the study's findings, the findings in terms of previous research, the study's strengths and limitations, and the application and implication of findings for future research.

4.2. Interpretation of findings

H1 Workers with a more secure attachment will report higher levels of authenticity than those with a more insecure attachment.

Results demonstrated that authenticity scores differed across attachments. Workers with a more secure attachment had higher authenticity scores. There was a significant difference in authenticity scores at baseline measurement but not in the repeated measurement therefore this hypothesis is only partially confirmed. This result may be explained by the attachment psychoeducation having increased authenticity scores among the experimental

group. These findings are in line with previous literature regarding the influence of attachment styles on authenticity (Hinojosa et al.,2013).

Previous literature points to traits associated with secure attachment being congruent with those of authenticity (Gillath et al.,2010) as both constructs are associated with high levels of relational awareness and trust (Mikulincer, 1995). Past research has looked at correlations between attachment security and authenticity measuring both constructs in a general context however these results which used two measures specifically designed for the context of work are in line with the previous literature and can be accepted as reliable predictor of attachment related outcomes (Fraley et al., 2011).

H2 Workers with a more insecure attachment will report higher levels of perceived stress.

Results of T₁ and T₂ did not differ significantly across more secure / insecure attachment scores and perceived stress. Therefore, the hypothesis cannot be confirmed. However, workers with a more insecure attachment did report higher levels of perceived stress across both times which is consistent with previous literature.

Leiter et al., (2015) have contributed evidence that higher insecure work attachment is associated with higher risk of burnout, unmanageable workloads and incivility with individuals higher in anxiety attachment more likely to have higher levels of stress due to a combination of a hypersensitivity to criticism. Previously, Gardner et al. (2005) found that individuals higher in anxiety attachment are more vulnerable to overworking due to a need to please and negative opinion of self.

H3 Workers with more secure attachment will have higher levels of job satisfaction

Results of T₁ demonstrated that workers with a more secure attachment report higher levels of job satisfaction with a statistically significant difference between job satisfaction in those with a more insecure attachment. Whilst the results of T₂ did not show a statistically significant difference in job satisfaction between more secure and insecure attachment, workers with a more secure attachment did report higher levels of job satisfaction than those with a more insecure attachment. It is possible that the mean difference between factors wasn't significant in the repeated measure as some participants were in the experimental group which resulted in an increase in job satisfaction among both secure and insecurely attached participants within that group.

H4 There will be a greater increase in authenticity levels at work among the group who receive a brief attachment based psychoeducational training.

Findings showed that levels of authenticity differed significantly between the psychoeducation condition and the control condition. This confirmed the hypothesis and demonstrated that increasing a worker's awareness and understanding of their attachment style effectively influenced authenticity levels. These findings are consistent with previous literature regarding the influence of self-awareness and attachment on authenticity.

Leiter et al., (2015) proposed that attachment training could be of benefit to managers as awareness of attachment styles could enable them to better perceive social events in their workgroups. Hinojosa et al., (2013) also considered the potential for attachment training to be incorporated into leadership development programmes as a potential means to nurture more authentic leader and follower relationships. In the weeks following the completion of data collection for this study an organisation who provided access to 18 employees for this study

submitted a report to the researcher (see appendix M) based on qualitative feedback of participants. One participant in a management role said “As a manager of a team I found this extremely beneficial. It made me stop and think about not only my own (attachment) style but also those within my team. It made me think about how important it is to identify personality types and ensure that each person is happy and comfortable in their own unique style and that we create that environment for all.”

H5 There will be a greater increase in secure attachment among workers who receive a brief psychoeducational training.

Results found that there was no significant change in attachment between the two conditions therefore the null hypothesis cannot be rejected. Whilst the hypothesis cannot be confirmed this finding is consistent with previous literature on increasing secure attachment. A change of attachment can occur when self-reflection is triggered in which individuals connect present behaviour with past experience (Harms, 2011; Leiter et al., 2015). When applied as an intervention in other domains this introspection is performed over a prolonged period of time. As stated by Hinojosa et al., (2013) insecure-avoidant people are less likely to engage in meaningful self-reflection without a secure base to help them interpret and adjust to the self-revelations generated requiring a gradual process starting with self-observation before attempting self-reflection.

H6 Secure work attachment will be a predictor of higher levels of authenticity

Findings from both tests showed that lower attachment scores predicted higher authenticity meaning that a more secure attachment is a predictor of higher authenticity. These

findings are coherent with the previous literature examining the influence of secure attachment on authentic leadership.

It has been posited by Harms (2011) that attachment styles in the workplace are important antecedents of interpersonal relationship quality and linked to leadership, trust, and relational awareness. Relational awareness as described by Gardener et al., (2005) is particularly important with awareness of self and others being key components of authenticity. This study provides empirical evidence to support that not only is an individual workers style of attachment correlated with levels of authenticity but is also a predictive factor. As work specific measures were employed in this study these results are likely to be a more accurate prediction of outcomes based on attachment styles reported (Fraley et al., 2011).

4.3. Limitations and strengths of study

The overarching limitation of this study is the issue of reliability within two of the scales used. When internal consistency was tested results from T₁ showed the three item *MOAQ Job Satisfaction Scale* was below the .70 acceptable threshold. Similarly, the *Self Alienation subscale in the IAM Work* measure was .57 in T₁ which questioned the validity of baseline measurements. However Pallant (2013) states that it is hard to achieve an alpha value of over .70 in scales of less than 10 items adding that an alpha >.50 is acceptable reliability in lower item scales. With only 3 items and 4 items respectively with coefficient alphas greater than .50 they are deemed to be acceptable. Secondly the design of the psychoeducational component was a limitation as participants were asked to perform a self-reflection task in the weeks between measurements however no procedure was put in place to measure whether participants performed this task. As stated in the literature self-reflection is critical to developing a secure attachment the design of this attachment training component can only account for one instance of self-reflection that would have occurred during the 20 minute delivery of attachment

psychoeducation. Finally, a limitation that cannot be ignored is the limitation of volunteer bias. As participants volunteered to participate after receiving information from their employer some deception was used to minimise potential for any bias. Participants were naïve to the exact research questions and terminology within the attachment training presentation was swapped for neutral terms of ‘work connections’ and ‘connection styles A, B & C’ to reduce the risk of prior knowledge of attachment from a relationship or parenting experience influencing their perception of what a good or bad answer may be.

The main strength of this current study is that it is a first to test the application of attachment theory to the Irish working population to address the problem of increasing work related stress. Though previous research has investigated the psychological benefits of workers having a secure attachment there was a scarcity of research measuring the constructs of authenticity and attachment specifically targeting the context of work. As stated by Leiter et al., (2015) as well as Bosch & Tauris (2014) the constructs of attachment and authenticity in the work domain have largely been calculated based on a general measure of each construct that are then superimposed onto the domain of work. Previous literature supports the existence of a generalised attachment alongside domain specific attachment styles (Fraley,2007) meaning this approach is not reliable as generalised attachment and target specific attachment are not always consistent (Harms,2011). This research has not only found that there is a relationship between attachment and authenticity but that attachment is predictive of authenticity. Furthermore this study has contributed that authenticity is a construct that has higher malleability than attachment as a 20 minute piece attachment psychoeducation was sufficient to influence authenticity but not attachment styles.

4.4. Applications and implications for future research

When considering the implications for future study the findings of this study must be considered. As hypothesised attachment-based psychoeducation had the effect of increasing authenticity among the experimental group. This group also reported reduced perceived stress and lower scores in the anxiety attachment subscale. This training component may have been too brief to affect significant change in attachment scores. Therefore this study's findings add to the implication of future research to examine the effect of a longer attachment-based training delivered over several time points at regular intervals that allows for a life story approach to be applied (Shamir & Eilam, 2005). A longitudinal design over a number of months would allow more time for participants higher in avoidance to begin gradually with self-observation practices before engaging meaningfully with reflecting on their mal-adaptive attachment behaviours through journaling (Hinojosa et al., 2013; Neath & McCluskey, 2018).

Though this study has its limitations the significant results yielded regarding work attachment, authenticity, perceived stress and job satisfaction provide a basis for future research investigating potential interventions targeting increasing job stress and decreasing workplace wellbeing. Research allowing for a longer timeframe of completion may benefit from a mixed methods design in order to investigate the qualitative experience associated with intervention as well as beliefs regarding their work relationships.

Furthermore, the findings of this study showed a predictive relationship between work attachment and authenticity in work. The traits of secure attachment are congruent with those associated with higher levels of authenticity this provides a basis for exploring other constructs relevant to organisational psychology of which attachment may also be an (Yip et al., 2018). An area of particular interest to work and organisational psychologists is that of motivation more specifically this research would like to pose the question; is intrinsic or extrinsic motivation influenced by levels of attachment anxiety and avoidance?

4.5. Conclusions

The aim of this study was to investigate the influence of work attachment on authenticity and wellbeing of workers in Ireland in order to contribute to the existing literature on work attachment and the influence of attachment psychoeducation on authenticity and wellbeing in order to expand these areas of research to incorporate current problem of increasing work related stress in Ireland.

The key findings of this study have shown that authenticity in work is affected by attachment psychoeducation and can be predicted by an individual's attachment style. The hypotheses of the current study were partially accepted. These results indicate that increased awareness of one's own work attachment style leads to increased authenticity and a reduction of perceived stress. Also workers with a more insecure attachment have lower levels of authenticity and experience higher levels of perceived stress. Furthermore, work attachment results indicate that as levels of secure attachment increase so too does authenticity. As some of the hypotheses were not confirmed it is recommended that further research be conducted with repeated measures over several weeks. This piece of research provides a foundation for subsequent psychological research regarding the topic of increasing work-related stress among Irish workers. This research contributes an important empirical basis upon which future research can build in order to investigate the efficacy of attachment psychoeducation as an intervention to the epidemic of work-related stress. These findings provide evidence to suggest that such an intervention would have the potential to increase the career outcomes for a large cohort of the workforce who are likely to be overlooked due to how their attachment styles influence their interactions with colleagues and superiors.

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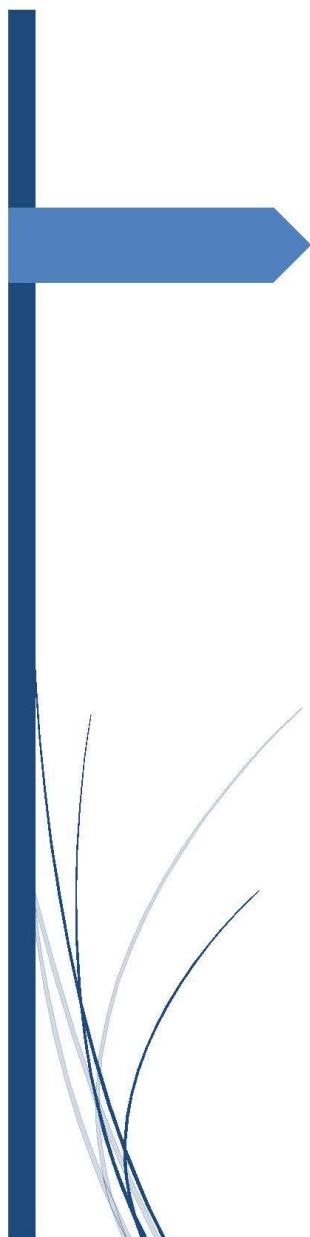
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6.Appendix

Appendix A : Research Booklet



A Study of Processes Underlying Authenticity & Wellbeing in the Irish Workplace

Psychology Thesis Research Booklet

Shane Cowley

Supervisor: Dr Ronda Barron ronda.barron@mydbs.ie

DUBLIN BUSINESS SCHOOL

BA (HONS) PSYCHOLOGY (PART TIME)



1

Study Of Processes Underlying Authenticity & Wellbeing At Work

My name is Shane Cowley and I am conducting research in the Department of Psychology at Dublin Business School that explores factors affecting levels of authenticity and well-being among workers. This research is being conducted as part of my thesis and will be submitted for examination.

You are invited to take part in this study and participation involves completing and returning the attached anonymous survey. While the survey asks some questions that might cause some minor negative feelings, it has been used widely in research. If any of the questions do raise difficult feelings for you, contact information for support services are included on the final page.

Participation is completely voluntary and so you are not obliged to take part.

You are asked to create your own unique code to allow individual results to be compared over time however this will not affect anonymity or confidentiality. Please be aware it may not be possible to withdraw data after collection.

The questionnaires will be securely stored and data from the questionnaires will be transferred from the paper record to electronic format and stored on a password protected computer as well as on a secure server at DBS.

It is important that you understand that by completing and submitting the questionnaire that you are consenting to participate in the study.

Should you require any further information about the research, please contact:

Researcher: Shane Cowley, [REDACTED]
Research Supervisor: Dr.Ronda Barron; [REDACTED]

Thank you for taking the time to complete this survey.

2

Tick the relevant box to indicate your answer.

Please create a unique personal pin using:

Middle Initial _____ First Four Digits of Date of Birth _ _ _ _

Please indicate your sex

- Male
 Female

How would you describe your level of seniority

- Business Owner
 Director
 Senior Manager
 Mid Level / Manager
 Entry Level

Give a rating towards how you feel in relation to work by circling the most appropriate answer.

Please be sure to answer each question.

In recent times...		not at all like me	a little like me	Rather like me	Much like me	Very much like me
1	A close friendship is a necessary part of a good working relationship.	1	2	3	4	5
2	I don't need close friendships at work.	1	2	3	4	5
3	I like to have close personal relationships with people at work.	1	2	3	4	5
4	Others are often reluctant to be as close as I would prefer at work	1	2	3	4	5
5	I make close friendships at work.	1	2	3	4	5
6	I worry that others don't value me as much as I value them.	1	2	3	4	5
7	I work hard at developing close working relationships.	1	2	3	4	5
8	I fear that friends at work will let me down.	1	2	3	4	5
9	I worry that I won't measure up to other people at work.	1	2	3	4	5
10	I'm afraid to reveal too much about myself to people at work.	1	2	3	4	5

Give a rating towards how you feel in relation to work by circling the appropriate answer. Please be sure to answer each question.

In recent times...		Never	Rarely	Sometimes usually not	Neutral	Some-times	Often	Always
1	Other people influence me greatly at work.	0	1	2	3	4	5	6
2	At work I behave in a manner that people expect me to behave	0	1	2	3	4	5	6
3	I am strongly influenced in the workplace by the opinions of others.	0	1	2	3	4	5	6
4	I find it easier to get on with people in the workplace when I'm being myself.	0	1	2	3	4	5	6
5	At work I always stand by what I believe in.	0	1	2	3	4	5	6
6	I am true to myself at work in most situations.	0	1	2	3	4	5	6
7	At work I feel out of touch with the "real me".	0	1	2	3	4	5	6
8	I behave in accordance with my values and beliefs in the workplace	0	1	2	3	4	5	6
9	At work, I feel alienated.	0	1	2	3	4	5	6
10	In my working environment I feel "cut off" from who I really am	0	1	2	3	4	5	6
11	At work, I feel the need to do what others expect me to do	0	1	2	3	4	5	6
12	I don't feel who I truly am at work.	0	1	2	3	4	5	6

The questions in this scale ask you about your feelings and thoughts during THE LAST MONTH. In each case, please indicate your response by placing an "X" over the circle representing HOW OFTEN you felt or thought a certain way

	Never	Almost Never	Sometimes	Fairly Often	Very Often
	1	2	3	4	5
1. In the last month, how often have you felt that you were unable to control the important things in your life?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In the last month, how often have you felt confident about your ability to handle your personal problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. In the last month, how often have you felt that things were going your way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



4

Give a rating of the below statements by circling the appropriate answer.
Please be sure to answer each question.

In recent weeks...		Completely Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	All in all I am satisfied with my job	1	2	3	4	5
2	In general, I don't like my job.	1	2	3	4	5
3	In general, I like working here.	1	2	3	4	5

4

Give a rating of the below statements by circling the appropriate answer.
Please be sure to answer each question.

In recent weeks...		Completely Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	All in all I am satisfied with my job	1	2	3	4	5
2	In general, I don't like my job.	1	2	3	4	5
3	In general, I like working here.	1	2	3	4	5

5

Useful Contact Information:

If you have any questions or concerns regarding this study, its purpose or procedures, or if you have a research-related problem, please feel free to contact the researcher **Shane Cowley**

If you have other concerns about this study or would like to speak with someone not directly involved in the research study, you can contact the research supervisor Dr.Ronda Barron ronda.barron@dbs.ie.

If you feel upset after having completed the study or find that some questions or aspects of the study triggered distress, talking with a qualified clinician may help. If you feel you would like assistance please contact:

- Your Employee Assistance Programme
- Aware : Freephone 1800 80 48 48
- Samaritans: 116 123

Appendix B : Attachment Psychoeducation Training Slides

PROCESSES INFLUENCING AUTHENTICITY & WELLBEING AT WORK

- Why I'm Here Today
- Confidentiality
- Questionnaire
- Our Connection Styles
- Awareness Task
- Your Questions?



WHY IM HERE

BA (Hons) Psychology Student Part Time

- 4th Year Student
- Dublin Business School
- Thesis Research

Area of Interest:

- Work & Organisational Psychology

Participation:

- Requires 2 groups of Irish working adults
- 100% Voluntary
- Focus on underlying factors affecting authenticity and wellbeing in work.

CONFIDENTIALITY

- Data collected anonymously
- No individual is identifiable
- Collected data will be used for study only
- Independent research conducted by a student of Dublin Business School Department of Psychology.
- Not being conducted for your employer or any stakeholders associated with your employer.
- Right to withdraw without explanation



QUESTIONNAIRE

Carefully Read & Sign The Consent Form
Carefully Read Questions & Answer Honestly
Return Consent Form Separately

CALCULATE

SOCIAL CONNECTION AT WORK STYLE

On Page 2

For Type (A) Add Value of all answers together

(If greater than 35 calculate B & C Totals)

For Type (B) Add answers Q1R,2,3R,5R,7R ÷ by 5

For Type (C) Add answers Q4,6,8,9 & 10 ÷ by 5

*R = Reverse score 1=5, 2=4, 3=3, 4=2, 5=1

WHAT ARE SOCIAL CONNECTIONS AT WORK

- The way we create bonds with people we interact with at work
- There are 3 Styles of forming Work Social Connections
- Each style influences how we connect to others
- These styles change with experience & work outcomes



LINKS IN A CHAIN

Social connections are formed like links in a chain some...

Strong & Fit Easy Together



Want to separate



Don't fit easy together, bit sticky



How likely are we to make predictions about the outcomes of each link?

WHAT DO YOU THINK?

...is the likelihood that the type of each link
might predict the chain's behaviour?

CONNECTION STYLES AT WORK

Style A (if combined score < 30)

- Find it relatively easy to get close to colleagues
 - Comfortable depending on them and being depended on.
 - Don't often worry about being abandoned or about someone getting too close to them.
 - High self awareness
 - Trusting of colleagues & superiors
-



OUR CONNECTION STYLES AT WORK

STYLE B (IF B AVG 3 OR MORE)

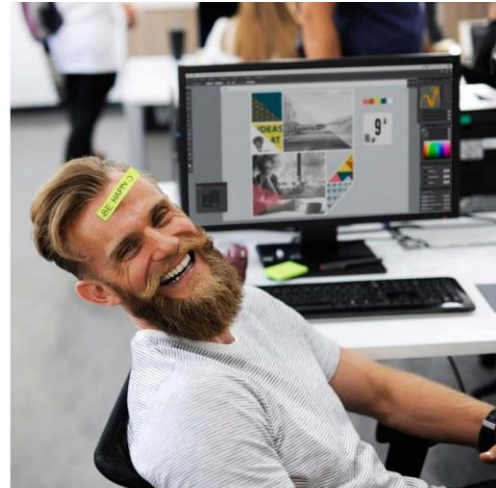
- Can be somewhat uncomfortable being close to colleagues.
 - Can find it difficult to trust colleagues completely.
 - Not comfortable depending on colleagues.
 - Can be uncomfortable when colleagues get close.
 - Prefer to work alone.
-



OUR CONNECTION STYLES AT WORK

STYLE C (IF C AVG 3.5 OR MORE)

- Can find colleagues aren't as eager to get familiar as they would like.
- Often worry that colleagues don't really like them.
- May be judged as oversharing & not listening in return.
- Tend to be concerned about losing something either job / status / relationship with a colleague that they value.



WHAT DO YOU THINK?

Expected career outcomes for each style at work?

Consequences of each style on relationships in work?

What experiences in work may influence your connection style?



FOLLOW UP TASK SELF REFLECTION & OBSERVATION

Every Friday at 3.30pm take 5 minutes To Ask Yourself...

- Do you recognise examples of how your Connection Style may have influenced the nature of your interaction with others at work?
 - Did you recognise at any moment whilst interacting with others?
 - Could this behaviour have influenced how others respond to you?
 - Eg: style of communicating, body language, reluctance to be close, levels of trust
-

**THANK YOU
ANY QUESTIONS?**

Appendix C: Short Work Attachment Measure (SWAM) 10 Items

Give a rating towards how you feel in relation to work by circling the most appropriate answer.

Please be sure to answer each question.

In recent times...		not at all like me	a little like me	Rather like me	Much like me	Very much like me
1	A close friendship is a necessary part of a good working relationship.	1	2	3	4	5
2	I don't need close friendships at work.	1	2	3	4	5
3	I like to have close personal relationships with people at work.	1	2	3	4	5
4	Others are often reluctant to be as close as I would prefer at work	1	2	3	4	5
5	I make close friendships at work.	1	2	3	4	5
6	I worry that others don't value me as much as I value them.	1	2	3	4	5
7	I work hard at developing close working relationships.	1	2	3	4	5
8	I fear that friends at work will let me down.	1	2	3	4	5
9	I worry that I won't measure up to other people at work.	1	2	3	4	5
10	I'm afraid to reveal too much about myself to people at work.	1	2	3	4	5

Appendix D: SWAM Scoring Instructions

RECODE (1=5) (2=4) (3=3) (4=2) (5=1).

- | | |
|----|---|
| 1 | A close friendship is a necessary part of a good working relationship.
(R) |
| 2 | I don't need close friendships at work. |
| 3 | I like to have close personal relationships with people at work.
(R) |
| 4 | Others are often reluctant to be as close as I would prefer at work. |
| 5 | I make close friendships at work.
(R) |
| 6 | I worry that others don't value me as much as I value them. |
| 7 | I work hard at developing close working relationships. (R) |
| 8 | I fear that friends at work will let me down. |
| 9 | I worry that I won't measure up to other people at work. |
| 10 | I'm afraid to reveal too much about myself to people at work. |

Scoring:

Anxiety = mean (item4, item6, item8, item9, item10).

Avoidant = mean (item1R item2, item3R, item5R, item7R).

Appendix E: Individual Authenticity Measure at Work (IAM Work) 12 Items

**Give a rating towards how you feel in relation to work by circling the appropriate answer.
Please be sure to answer each question.**

In recent times...		Never	Rarely	Someti mes usually not	Neutral	Some- times	Often	Always
1	Other people influence me greatly at work.	0	1	2	3	4	5	6
2	At work I behave in a manner that people expect me to behave	0	1	2	3	4	5	6
3	I am strongly influenced in the workplace by the opinions of others.	0	1	2	3	4	5	6
4	I find it easier to get on with people in the workplace when I'm being myself.	0	1	2	3	4	5	6
5	At work I always stand by what I believe in.	0	1	2	3	4	5	6
6	I am true to myself at work in most situations.	0	1	2	3	4	5	6
7	At work I feel out of touch with the "real me".	0	1	2	3	4	5	6
8	I behave in accordance with my values and beliefs in the workplace	0	1	2	3	4	5	6
9	At work, I feel alienated.	0	1	2	3	4	5	6
10	In my working environment I feel "cut off" from who I really am	0	1	2	3	4	5	6
11	At work, I feel the need to do what others expect me to do	0	1	2	3	4	5	6
12	I don't feel who I truly am at work.	0	1	2	3	4	5	6

Appendix F: IAM Work Scoring Instructions

Authenticity at Work

Table 1 Factor loadings for the exploratory factor analysis (exploratory sample, $N = 324$)

Item	Factor		
	Authentic living	Self-alienation	Accepting external influence
17	I am true to myself at work in most situations ^a	0.80	
16	At work, I always stand by what I believe in ^a	0.75	
19	I behave in accordance with my values and beliefs in the workplace ^a	0.73	
15	I find it easier to get on with people in the workplace when I'm being myself ^a	0.61	
21	My daily behavior at work reflects "the real me"	0.59	
22	At work I behave the way I feel	0.44	
6	I feel that I am doing the things in the workplace that are right for me	0.44	
8	I think it is better to be yourself at work, than to be popular	0.42	
9	At work, I feel free to express my emotions to others	0.41	
2	I dislike people in the workplace who pretend to be what they are not	0.37	
20	At work, I feel alienated ^a		0.84
25	I don't feel who I truly am at work ^a		0.81
18	At work, I feel out of touch with the "real me" ^a		0.67
23	In my working environment I feel "cut off" from who I really am ^a		0.63
7	I feel as if I don't know myself very well in the workplace		0.53
3	I have to hide the way I feel inside at work		0.47
24	At work, I feel the need to do what others expect me to do ^a		0.69
13	I am strongly influenced in the workplace by the opinions of others ^a		0.61
10	Other people influence me greatly at work ^a		0.51
11	At work, I behave in a manner that people expect me to behave ^a		0.48
5	I usually do what other people tell me to do in the workplace		0.38
1	I make my own choices at work ^b		
4	I can be myself during daily work activities ^b		
12	I am in touch with the real me while I work ^b		
14	At work, I feel pressured to behave in certain ways ^b		

Principal axis exploratory factor analysis with oblique rotation (promax). Loadings lower than 0.30 are not presented

^a This item is included in the final 12-item version of the IAM Work

^b This item was excluded from the exploratory analyses

Table 1 of this manuscript presents the items of the long and short versions of the measure (the items of the short version being indicated by superscript ('a')).

The scoring instructions are simple; just compute the average for each of the three subscales.

If desirable, these three scores can be averaged as well, yielding an overall authenticity score (note that the items of 'self alienation' and 'accepting external influence' need to be reversed to obtain authenticity, rather than lack of authenticity scores).

There's no specific cut off value for "authenticity problems".

Appendix G: Perceived Stress Scale 4 Items

The questions in this scale ask you about your feelings and thoughts during THE LAST MONTH. In each case, please indicate your response by placing an "X" over the circle representing HOW OFTEN you felt or thought a certain way

	Never	Almost Never	Sometimes	Fairly Often	Very Often
	1	2	3	4	5
1. In the last month, how often have you felt that you were unable to control the important things in your life?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In the last month, how often have you felt confident about your ability to handle your personal problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. In the last month, how often have you felt that things were going your way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix H: Scoring Instructions

Description

The Perceived Stress Scale (PSS) was designed by Cohen *et al.* (1983) to measure the 'degree to which situations in one's life are appraised as stressful'. The 14 items refer to subjective appraisals of events occurring within a one-month time frame. The full scale, PSS-14, as presented here consists of 14 items while a briefer scale, the PSS-10 comprises 10 items (omitting items 4, 5, 12 and 13) and the short PSS-4 is suitable for interviews by phone, having only four items (items 2, 6,7 and 14).

Administration

The scale can be self-administered and full instructions are printed on the form. It can also be presented as an interview, including telephone interview. It takes five to ten minutes to complete.

Scoring

Items are scored from 0 to 4, with items 4, 5, 6, 7, 9, 10 and 13 scored in the reverse direction (0=4, 1 =3, 2=2, 3=1, 4=0) and summed with the other negatively worded items. Scores can range from 0 to 56 (PSS-14), 0 to 40 (PSS-10) or 0 to 16 (PSS-4).

Interpretation

Higher scores indicate more perceived stress. The mean scores, standard deviations and score ranges for the PSS-14, PSS-10 and PSS-4 in a stratified random sample of 2,387 people interviewed by telephone (Cohen and Williamson, 1988) are given in Table 3 below. No specific categories or cut-offs are suggested by the authors.

	PSS-14	PSS-10	PSS-4
Mean score	19.62	13.02	4.49
Standard deviation	7.49	6.35	2.96
Range	0-45	0-34	0-15

Evaluation and psychometric status

The internal consistency, as assessed by Cronbach's alpha, was 0.84, 0.85 and 0.86 in three samples tested by Cohen *et al.* (1983) and 0.75 for the PSS-14, 0.78 for the PSS-10 and 0.60 for the PSS-4 version in Cohen's and Williamson's general population study of 1988 outlined above.

Since perceived stress is affected both by daily hassles and by the availability of coping resources, test-retest reliability should only be high over short time intervals. Over two days test-retest reliability as assessed in college students was 0.85, while over six weeks it was 0.55.

Evidence of concurrent validity is found in studies of college students where there were modest correlations (0.17 to 0.39) with 'number of life events' and slightly greater correlations (0.24 to 0.49) with 'impact of life events' (Cohen *et al.*, 1983). They also showed that the PSS-14 had predictive validity (*see glossary*) as it was a better predictor of future physical symptomatology (range 0.52 to 0.70) than life event measures in studies of college students. It was statistically significantly related to future use of health services both in college students and in the general population sample (correlations of 0.12 to 0.22).

In studies of college students, Cohen *et al.* (1983) found the PSS correlated with indices of depressive symptomatology (0.65 and 0.76). Small significant correlations (0.18 to 0.36) with number of life events were also reported. PSS scores showed small significant correlations with poor health-related behaviours in the general population sample.

In the 1988 general population study, the scale was validated using factor analysis (*see glossary*) which indicated two factors, representing positively and negatively worded items, explaining 42 per cent of the variance in the PSS-14 and 49 per cent in the PSS-10. The PSS-4 had one factor accounting for 46 per cent of the variance.

References

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Appendix I: MOAQ Job Satisfaction Scale 3 Items

Give a rating of the below statements by circling the appropriate answer.
Please be sure to answer each question.

In recent weeks...		Completely Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1	All in all I am satisfied with my job	1	2	3	4	5
2	In general, I don't like my job.	1	2	3	4	5
3	In general, I like working here.	1	2	3	4	5

Appendix J: MOAQ JSS-3 Scoring Instructions

This study applies the Job Satisfaction Subscale of the MOAQ sourced from a meta-analytic review by (Bowling & Hammond, 2008) which describes that scores on the MOAQ-JSS are computed using the average of the following three items (note that the second item is reversed-scored):

“All in all I am satisfied with my job.”

“In general, I don’t like my job.”

“In general, I like working here.”

Although the original version of the MOAQ-JSS used a 7-point agree–disagree scale (Cammann et al., 1979, Cammann, Fichman, Jenkins, & Klesh, 1983), some researchers have used 5-point (e.g., Allen, 2001; Grandey, 2003) and 6-point (e.g., Brasher & Chen, 1999; Fox & Spector, 1999) versions of the measure.

References:

- Bowling, N. A., & Hammond, G. D. (2008). A meta-analytic examination of the construct validity of the Michigan Organizational Assessment Questionnaire Job Satisfaction Subscale. *Journal of Vocational Behavior*, 73(1), 63–77. <https://doi.org/10.1016/j.jvb.2008.01.004>
- Cammann, C., Fichman, M., Jenkins, G. D., & Klesh, J. (1983). Michigan Organizational Assessment Questionnaire. In S. E. Seashore, E. E. Lawler, P. H. Mirvis, & C. Cammann (Eds.), *Assessing organizational change: A guide to methods, measures, and practices* (pp. 71–138). New York: Wiley-Interscience.

Appendix K: Information Sheet & Consent Form

Information Sheet For Study Of Processes Underlying Authenticity & Wellbeing At Work

You are invited to participate in a research study that will form the basis for an undergraduate thesis. Please read the following information before deciding whether or not to participate.

What are the objectives of the study?

The nature of this study requires participants to be naive to the exact research question, as information about the research may influence your behaviour and responses. For this reason I can only inform you that I am conducting research on the processes underlying our levels of authenticity and wellbeing at work. A complete debriefing will be offered after participation, where any questions will be answered.

Why have I been asked to participate?

I would like to collect information from working adults in Ireland. The research requires two groups of participants to take part who must:

- be over 18
- be employed in Ireland

What does participation involve?

Participants will complete a questionnaire, receive a short piece of psycho-education and be asked to complete a second questionnaire after a period of approximately 4 weeks.

Right to withdraw

Participants have the right to withdraw from the research at any time for whatever reason. Once you have completed a questionnaire it will not be possible to withdraw response data as questionnaires are completed anonymously.

Are there any benefits from my participation?

While there will be no direct benefit, participation in studies like this can make an important contribution to our understanding of some of the processes underlying factors influencing wellbeing at work. As such, the findings from this study will be published as a thesis, may be presented at national and international conferences and may be submitted for publication in peer-reviewed

journals. Interim and final reports will be prepared. However no participating employer or individuals will be identified. Individuals will not be offered any monetary or other rewards for their participation.

Are there any risks involved in participation?

This study involves an element of reflection and self-awareness. In rare instances some people may experience distress from reflecting on past work experiences. Any inconvenience involved in taking part will be limited.

Confidentiality

Questionnaires are completed anonymously, all information collected as part of the study will be used solely for experimental purposes. Data will be stored securely in compliance with GDPR.

Contact Details

If you have any further questions about the research you can contact:

Researcher: [REDACTED]@mydbs.ie.

Supervisor: Insert details

Consent Form

Title

I have read and understood the attached Information Leaflet regarding this study. I have had the opportunity to ask questions and discuss the study with the researcher and I have received satisfactory answers to all my questions

I understand that I am free to withdraw from the study at any time without giving a reason.

I agree to take part in the study

Participant's Signature: _____ Date: _____

Participant's Name in print: _____

Appendix L: Debrief Sheet

Work Attachment: An Antecedent To Authenticity, Stress & Job Satisfaction In Ireland

Dublin Business School

Thank you for your participation in this study! Your participation is greatly appreciated.

Purpose of the Study:

Earlier in our consent form we informed you that the nature of the study required you to be naive to the exact research question and that the purpose of the study was to investigate the processes underlying our levels of authenticity and wellbeing at work. In actuality, our study is researching whether work attachment styles are a predictor of authenticity and wellbeing at work. This study is also testing whether increased awareness of a workers work attachment style can influence their style of work attachment.

The psycho-educational component in this study referred to social connection styles at work and named each style as A, B & C. In order to minimize any bias in how you reflect or answer the follow up questionnaire this terminology was used in place of the correct terms in relation to work attachment style which are Secure, Insecure Avoidant and Insecure Ambivalent/Anxious.

The result we are looking for is to see if education around work attachment styles and their consequences for how we behave at work followed by a period of self observation creates any changes in the work attachment style amongst participants.

A second group were used in this study who completed the same questionnaires without receiving the psychoeducational component.

Unfortunately, in order to properly test our hypothesis, we could not provide you with all of these details prior to your participation. This ensures that your responses in this study were not influenced by prior knowledge or bias about the purpose of the study. For that reason Work Attachment Styles : Secure, Insecure Avoidant and Insecure Ambivalent were referred to as Social Connections at Work Styles A, B and C. If we had told you the actual purposes of our study, your ability to answer and reflect without bias could have been affected.

Confidentiality:


Please note that although we withheld the exact detail of the research question and changing the terms used to describe Work Attachment, everything else on the consent form is correct. This includes the ways in which we will keep your data confidential.

Data was gathered anonymously and will be stored on secure servers at Dublin Business School in compliance with GDPR.

Final Report:

If you would like to receive a summary of the findings of this study when it is completed, please feel free to contact us.

Useful Contact Information:

If you have any questions or concerns regarding this study, its purpose or procedures, or if you have a research-related problem, please feel free to contact the researcher **Shane Cowley** @mydbs.ie

If you have other concerns about this study or would like to speak with someone not directly involved in the research study, you can contact the research supervisor

If you feel upset after having completed the study or find that some questions or aspects of the study triggered distress, talking with a qualified clinician may help. If you feel you would like assistance please contact:

- Your Employee Assistance Programme
- Aware : Freephone 1800 80 48 48
- Samaritans: 116 123

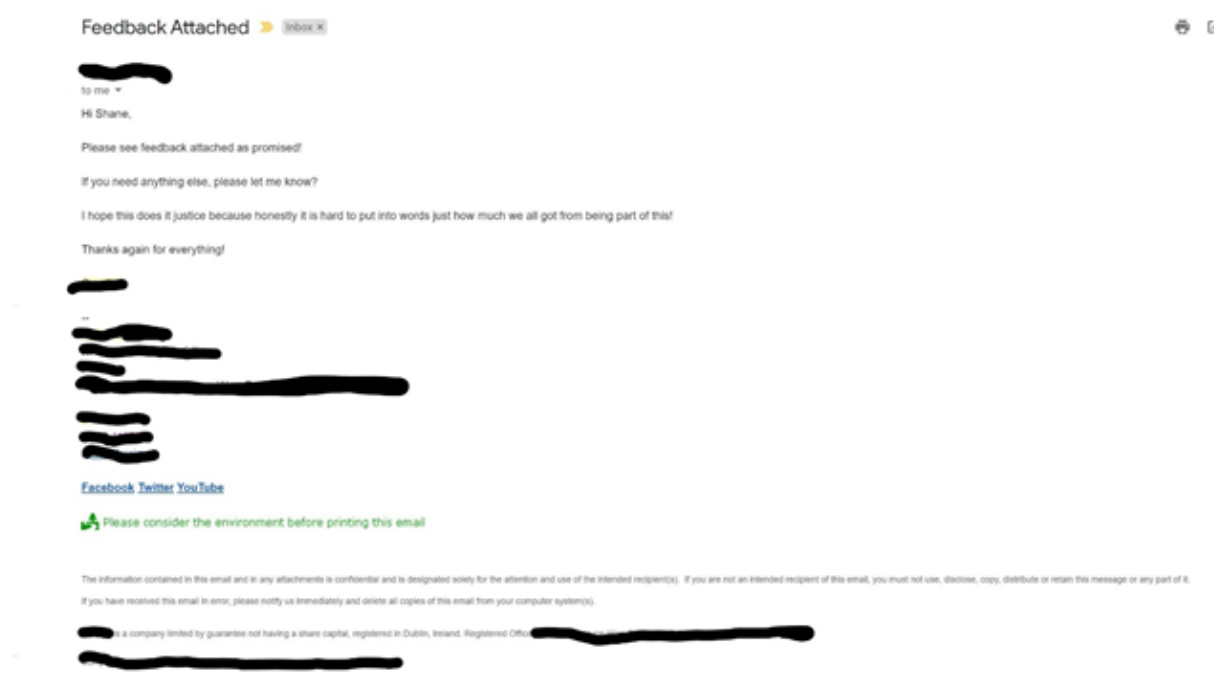
Further Reading(s):

If you would like to learn more about Work Attachment & Authenticity please see the following references:

“To Be Met As A Person At Work” – Neath & McCluskey (2019)

*****Please keep a copy of this form for your future reference. Once again, thank you for your participation in this study!*****

Appendix M: Participant Feedback Report



Feedback – Shane Cowley’s Research

When Shane approached me about recruiting volunteers for his work psychology study I was really interested and I felt it would be a great fit for our organisation. Foróige is a youth development organisation engaging over 50, 000 young people, 400 staff and 5,500 volunteers. [Name Deleted]’s Philosophy states that each person has unique qualities and attributes. We all have a choice in what we think, do and become. We develop through relations with other people and we achieve more by working together. We believe reality is not fixed, it can be changed by our actions. Each person can influence what is going on and what they become in life. We educate our clients on this and therefore it is extremely important as a team of staff and volunteers we too are aware of our talents, skills and attributes and what we bring to our roles and working environment. It is important we continue to create, maintain and develop to grow a healthy, happy working environment for staff, volunteers and young people to thrive in. The aim of this research was to assess the efficacy of applying attachment theory to increase

well-being among full time workers and we were delighted to participate. The feedback has been hugely positive. Shane made it incredibly easy for staff to participate in the study. From the very start of this process he clearly outlined the aims and objectives to staff with a very focused plan in place. We work in a very fast paced environment and Shane was incredibly flexible and adaptable in his approach to ensure he made it work best for all staff taking part. Shane facilitated the sessions with staff in a very confident, relaxed, comfortable style. He clearly explained the questions, the scoring criteria and facilitated some excellent discussions that followed with many questions and comments from the groups interest. These were all welcomed by Shane who was happy to spend extra time with people to ensure everyone could understand the format.

The questions were extremely interesting. It gave staff an opportunity to not only reflect on their own work style but also to reflect on the team they work in, the office environment and employee/management style. As we work with so many people on a day to day basis it is hugely important we understand and adapt to various working styles so everyone feels included and supported. Shane's research opened up many discussions for staff who participated. Some of the following quotes from staff from their own feedback were as follows:

“Shane was fantastic, he is really engaging and made it really easy for me to follow”

“I found it really interesting. I had never really thought about it before and it really made me reflect and think of my own style”

“It was really fascinating. I find myself looking at people in my circle and wondering what attachment style they are ! I could absolutely relate to my own style and really enjoyed the discussions on this”

“I could have talked to Shane all day on this research. He was so interesting and engaging and it really makes you stop and think about how important it is to understand where everyone is coming from. We all play a part”

“As a manager of a team I found this extremely beneficial. It made me stop and think about not only my own style but also in my team. It made me think about how important it is to identify personality types and ensure that each person is happy and comfortable in their own unique style and we create that environment for all”

I can honestly say it was one of the best pieces of research I have ever participated in. Shane is extremely trustworthy, honest, hardworking and dedicated. It is evident he has found something very unique with a huge potential to develop it further on a much wider scale.

Staff have since approached me expressing interest to take part as they have heard such positive feedback from the pilot group.

There is a great saying that *“We are not a team because we work together. We are a team because we respect, trust and care for each other”* This is the overall feeling our team and I felt when we participated in Shane’s research. If we can share this message with those we work with then it has already been a huge success. Thanks so much to Shane for selecting us to be part of it all and I really hope if he continues to expand on this area he will consider working with us again in the future.