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Moving Beyond Work-Family: Establishing Domains Relevant to Work-Life Conflict.

For the degree of Master of Science



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MOVING BEYOND WORK-FAMILY: ESTABLISHING DOMAINS
RELEVANT TO WORK-LIFE CONFLICT

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ABSTRACT

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Theoretically, inter-role conflict can occur between any life domains that place competing demands on an individual. However, inter-role conflict research has mainly focused on the conflict between only two domains: work and family. This limited focus is problematic because it has excluded many other potential life domains in which people participate. In order to focus more attention on other life domains, however, it is necessary to understand which life domains people are participating in. As such, the goal of the present qualitative research was to identify and define the full spectrum of life domains by asking two questions: *What life domains are relevant to work-life conflict,* and *how do people value the various life domains in which they are involved?* A total of 13 life domains emerged from the data. Participants engaged in an average of 9 of these domains, indicating that people engage in many activities in life outside just work and family.

CHAPTER 1: INTRODUCTION

1.1 Introduction

The number of hours worked by full-time employees is steadily increasing around the world (OECD, 2010). Further, access to technology such as smartphones, widespread Internet, and video chatting has increased the amount of time spent on work even when people are not technically working (Voydanoff, 2007). As a result of these changes, employees sometimes struggle to balance work with other important activities such as exercise, spending time with friends and family, and relaxation. The challenges employees face in this regard are referred to as work-life conflict (Greenhaus & Buetell, 1985). Work-life conflict occurs when participation in one life role or domain makes participation in another role more difficult. For example, if an employee has to skip a night of exercise or a dinner with friends because s/he has to work, work-life conflict is said to have occurred. Work-life conflict may theoretically occur between any of the life domains an individual participates in. However, the literature on work-life conflict has overwhelmingly focused on the conflict between only two domains: work and family (Eby, Casper, Lockwood, Bordeaux, & Brinley, 2005). While some researchers have attempted to address domains outside of family, the identification and definition of these domains has been unsystematic and unclear (e.g., Brummelhuis & Van der Lippe, 2010; Carlson & Kacmar, 2000; Gutek, Searle, & Klepta, 1991). As a result, the majority of life

domains outside family have gone unexplored with respect to work-life conflict. This paper will argue that in order to fully address work-life conflict, researchers should expand our consideration beyond just family and attempt to address all potential life domains. As such, the goal of the present study will be to identify and define the full spectrum of life domains in order to better represent the construct of work-life conflict.

In order to accomplish this goal, first, a discussion about theories explaining the underlying mechanisms of inter-domain conflict will be provided. Second, there will be a brief review of the literature on work-family conflict including types of conflict and antecedents and consequences of conflict. Third, this paper will argue that work-family research should expand to a wider work-life focus due to factors such as societal changes, construct validity issues, individual differences in values, and employee backlash against work-family human resources policies. Fourth, a discussion of research that has alluded to the study of life domains outside of family and how this research has been unsystematic and unclear will be presented. Finally, a qualitative study that expands the literature on inter-domain conflict by empirically identifying a set of life domains and clearly defining what is encompassed within each domain will be described. In order to develop a comprehensive set of life domains from which people draw to create their unique set of life domains and investigate differences in the extent to which people value these various life domains, this research will use grounded theory methodology.

The present research should contribute to the literature on inter-domain conflict in several ways. First, and most importantly, this research fills a gap in the literature by attempting to represent the entirety of inter-domain conflict. Building a comprehensive set of life domains is important because exclusively measuring family may not capture

the conflict process as a whole and conflict can have a large impact on work, family, and personal outcomes. Second, this study will examine qualitative data from exploratory research, which is useful for understanding social processes. This method allows results and conclusions to rise from the data rather than be imposed on the data. This is important because it helps avoid biasing the data with preconceived ideas about life domains. Third, this research provides practical insights for the workplace because it better represents the reality of balancing work with multiple life domains. Fourth, this research allows for the consideration of how important different life domains are to different people. Researchers have often made the assumption that family is the most important life domain; however there is no strong empirical research supporting this claim and it stands to reason that some people value other domains equally or more than family. In order to develop the set of life domains proposed, it is first helpful to understand the nature of inter-domain conflict. Toward that end, the theories which have proposed to explain the mechanisms underlying conflict will now be discussed.

1.2 Mechanisms Underlying Inter-Domain Conflict

The basic premise underlying inter-domain conflict is that the differing demands posed by various domains create the potential for conflict (Greenhaus & Buetell, 1985). Some of the major theories of inter-domain conflict include role theory, spillover theory, and conservation of resources theory. While each of these theories broadly discuss the notion that participation in multiple domains creates the potential for conflict, each postulates different mechanisms underlying conflict.

First, according to role theory, conflict occurs as a result of incompatible pressures or expectations among domains (Greenhaus & Buetell, 1985). For example, the

time necessary for a person to finish their work responsibilities may conflict with time demands from the family domain such that a person may have to work late and thus miss dinner with his or her family. Alternatively, the energy required to get through the workday may not leave enough energy left over to exercise after work. Overall, role theory seeks to explain the mechanism by which different roles may conflict by segmenting life into different domains and focusing on the demands posed by the different domains.

Second, spillover theory posits that if a person has an experience in one domain, it is likely that experience will carry over into another domain. Two types of spillover are typically studied: positive and negative. Positive spillover occurs when one domain enriches experiences in another domain. For example, if a person receives news that makes them happy at home, they are also likely to be happy when they get to work. As another example, if a person learns computer skills at work, they are also likely to be able to use those computer skills at home (Zedeck & Mosier, 1990). In contrast, negative spillover is when experiences in one domain make life experiences in other domains more difficult (Sumer & Knight, 2001). For example, if a person has a fight with their significant other at home, that person may continue to be angry during the workday. Or, if a person is passed up for a promotion at work, the negative affect that person experiences is likely to carry over into an activity after work. Negative spillover has received much more attention in the literature, and is the mechanism proposed to underlie conflict.

Third, conservation of resources theory suggests that people have a limited supply of resources and must divide them among all of their life domains. People thus

experience stress when they feel they are having difficulty reserving some of their resources for themselves and when they feel they may be losing important resources. Resources can include, but are not limited to, status, energy, and tangible resources (Grandey & Cropanzano, 1999; Hobfoll, 1989). For example, if a person is at risk of losing his or her job, that person may experience stress because of a threat to his or her tangible resources like money and symbolic resources like status.

While each of these theories takes a divergent perspective on the mechanisms associated with conflict, each is applicable to studying conflict across life domains. As such, it is surprising that until now each has primarily been used in the context of work and family. Some researchers have suggested, however, these theories can and should be applied to conflict between all life domains (Eby et al., 2005; Zedeck, 1992). For example, conservation of resources theory may be applied to an individual's entire life and not just to work and family. Tasks related to an individual's personal life, friendships, and health, for instance, might draw upon resources and thus induce stress. Thus, it has been proposed that the mechanisms underlying role conflict are applicable across a broad range of potential life domains and not just to work and family (Eby et al., 2005). Similar to *theories* of inter-domain conflict, empirical *research* on inter-domain conflict has also focused almost exclusively on work and family. As a result, a review of the literature on inter-domain conflict is necessarily a review of work-family conflict. However, reviewing this literature should still shed light on the nature of conflict; and as a result, research on work-family conflict will now be reviewed.

1.3 Previous Research on Work-Family Conflict

Conflict between work and family has been studied in two directions: work interference with family and family interference with work. In addition, three types of conflict have been studied: time-based conflict, strain-based conflict, and behavior-based conflict (Carlson, Kacmar, & Williams, 2000). First, in time-based conflict, time devoted to one domain directly conflicts with the time necessary to fulfill the demands of another domain. For example, if a person is called into work unexpectedly, this may cause that person to miss a family vacation. Second, strain-based conflict involves pressure from one domain intruding and interfering with participation in another domain. For example, if a person experiences pressure at work because of an upcoming deadline, they may have a headache at home as a result. Third, behavior-based conflict is the idea that specific behaviors required to fulfill one domain conflict with the behaviors necessary in another domain. For example, authoritarian behaviors that might be required to be a successful manager may be incompatible with authoritative behaviors that might work best as a parent.

Importantly, in the work-family research, the definition of family has been somewhat unclear. In their literature review, Eby et al. (2005) note that researchers usually define family in line with Piotrkowski's 1978 definition as "two or more individuals occupying interdependent roles with the purpose of accomplishing shared goals." They then go on to point out that most researchers also add a caretaking component into this definition to account for child- and adult-care responsibilities associated with family. It is important to note, however, that Piotrkowski's definition does not suggest that family are only people related by marriage or blood. While the

common understanding of family is that it includes only people who are related, there has been a lack of a consistent and specific operational definition in the literature. As such, this study did not focus on a particular definition of family, rather asked participants to define it themselves.

1.4 Antecedents of work-family conflict

Researchers have examined several potential precursors of inter-domain conflict between the work and family roles, including both predictors of work interference with family and family interference with work.

First, several antecedents of work interference with family have been identified. Antecedents with the most research support include working long hours (Jacobs & Gerson, 2001), having a heavy workload (Yang, Chen, Choi, & Zou, 2000), having an unsupportive supervisor (Tepper, 2000), and experiencing increased pressure and stress at work (Carlson, 1999; Fox & Dwyer, 1999). Other antecedents of work interference with family include unpredictability in a person's work schedule (Shamir, 1983), perceived reward inequity in the workplace (Greenhaus, Bedeian, & Mossholder, 1987), and self-employment (Parasuraman & Simmers, 2001). Importantly, although they have been studied almost solely in relation to work-family conflict, it seems reasonable to suggest that these work antecedents of conflict would predict work interference with any life domain, not just work interference with family.

Second, researchers have also identified several factors that are related to family interference with work. Grzywacz and Marks (2000) found that adults who have children at home are more likely to experience family interference with work. In addition, Fox and Dwyer (1999) found that adults who worry about childcare or experience marital tension

are more likely to experience family interference with work. Similarly, Carlson and Perrewe (1999) found that high family involvement and low social support from family are related to family interference with work. Overall, these research findings suggest that factors in the work and family roles representing *demands* are associated with interference between domains. Although little to no research on conflict has explored demands outside the work and family roles, it stands to reason that demands from other roles would also be associated with conflict, given the broad support that currently exists for the role of work and family demands as predictors of conflict.

1.5 Consequences of work-family conflict

In response to experiencing conflict, research has established that people may suffer consequences in their work domain, their family domain, or personally. With respect to the workplace, researchers have found that conflict is associated with decreased job satisfaction, organizational commitment, and perceptions of career success as well as increased intentions to turnover and burnout (Allen, Herst, Bruck, & Sutton, 2000; Peluchette, 1993). With respect to family, Allen et al. (2000) and Bedeian, Burke, and Moffett (1988) found that conflict had negative effects on life and marital satisfaction. With respect to personal consequences, Allen et al. (2000) found that conflict was associated with increased general psychological and physical strain, increased alcohol abuse, and increased depression. Several other studies have found similar mental and physical health consequences due to conflict (Schmitt, Colligan, & Fitzgerald, 1980; Sparks, Faragher, & Cooper, 2001), and other studies have found that alcohol consumption increases as conflict increases (Burke & Greenglass, 1999; Frone, Russell, & Cooper, 1997).

Given the large amount of research on the topic, it is clear that when people experience conflict between work and family, they may experience work, family, or personal consequences as a result. Although each of these results discusses conflict outcomes as a result of work-family conflict, it seems highly likely that conflict between work and any life role may lead to these outcomes. Taken altogether, previous research on work-family conflict shows that sources of increased demand increase conflict, sources of support may decrease conflict, and conflict is associated with negative consequences. Although little to no research has applied these results outside the arena of work-family, it seems that that research could benefit from doing so.

CHAPTER 2: EXPANDING TO WORK LIFE

Thus far, this paper has discussed the fact that domains may conflict with each other for a number of reasons broadly applicable to all life domains, and that work and family domains have dominated the literature. There has also been a brief review of the work-family conflict literature. Now, this section will present the argument that there are a number of reasons to expand to the focus of research on inter-domain conflict beyond work-family and into work-life. Some of these reasons include societal changes, individual differences in values, and employee backlash against work-family policies.

2.1 Societal Changes

One reason the limited focus on work and family in research is problematic is because it requires making the assumption that family is the only important life domain outside work. However, this assumption may be flawed for many reasons. For example, there is growing evidence that people are having children later in life or not at all. In addition, there is also evidence that even when people do have families with young children at home, that these individuals still engage in other life domains outside family.

With respect to the age at which people begin having families, the White House Council on Women and Girls (WHCWG, 2011) reports that the average age a woman has her first child is now 25, which is four years later than the average age in 1970. In

addition, the average number of children a woman will have today is just over two, in comparison to just over three in 1970 (WHCWG, 2011). Further, 18% of women never have children; almost double the number of women who never had children in 1970 (Livingston & Cohn, 2010). Similarly, the U.S. Department of Labor reported that in 2009, less than half of households included children under the age of 18. Also, census data show that there are over twice as many people in the workforce today that have never been married than in 1970 (Bureau of the Census, 2012, 1981). These data suggest that there is a growing population of single people in the work place. Together, these statistics suggest that a growing percentage of the workforce may work for many years before starting getting married or having children, or in fact may never have marry or have children. As a result, many individuals may not view family as the only life domain outside work.

Another important piece of evidence to consider is that even individuals who have families do not necessarily consider family to be the only important life domain outside of work. Recent statistics show that parents with children under the age of 6 spend an average of only 2 hours per weekend day engaged in primary childcare (Bureau of Labor Statistics, 2010). In those households where the youngest child is between 6-17, the average time spent in primary childcare is less than 1 hour. While the time spent in secondary childcare was much higher, it is import to note that secondary care is time when a person's attention is on another activity while also caring for a child. Thus, these statistics suggest that even people with families engage in many activities outside work and family.

Overall, the data presented here suggest that the demographics of the workplace are changing, and also that people may be spending their time outside work on activities other than family. As a result it is critical to consider what factors other than family may be contributing to conflict between work and other life domains.

2.2 Individual Differences in Values

By focusing only on family, previous researchers have made the implicit or explicit assumption that family is the most important domain of life, however there is no empirical research supporting this claim. It stands to reason that, at least for some individuals, other life domains might be at least as valuable, if not more valuable than family. At the very least, it seems reasonable to assume that even for individuals for whom family is highly valued, other domains might also be valued as well. Thus, we need to better address life values in the literature to better understand work-life conflict.

Most of the current research on values has examined how domain centrality, priorities, importance, and commitment affect the way people perceive conflict (Carlson & Kacmar, 2000; Meyer, Allen, & Smith, 1993). First, centrality theory states that people see life domains as more or less central to their lives. When people experience conflict, they perceive less central domains to be conflicting with domains more central to themselves. Carlson and Kacmar (2000) describe centrality as the life role a person associates with when they introduce themselves to another person. Second, the way in which people prioritize different domains may have an impact on the way they perceive conflict. Priorities are the way in which people categorize their life domains by deciding which are the most critical on which to act (Hammer, Allen, & Grigsby, 1997). Specifically, people invest their personal resources into a domain to the extent that the

domain is a priority in their life, and they experience conflict to the extent that top priorities conflict with one another. Third, people may view different domains as more or less important in their lives, and importance is associated with salience of that domain. Carlson and Kacmar (2000) suggest that importance of a life domain is associated with the way in which that domain aligns with self-image. Often people consider their most important domain to be the domain in which the most important events in their lives occur.

Finally, commitment to a domain may influence the way in which people perceive conflict (Meyer, Allen, & Smith, 1993). Commitment deals with how attached a person is to a life domain and why they decide to continue or discontinue participation in that domain. Researchers typically study three different types of commitment: affective, continuance, and normative commitment. First, affective commitment is when a person continues to participate in a domain because they enjoy it. Second, in continuance commitment a person's decision to continue participation in that domain is related to a fear of losing something they value if they discontinue participation. Third, in normative commitment people continue participation in a domain because they feel obligated to continue participation and fear other people will be upset with them if they discontinue.

Although centrality, prioritization, importance, and commitment have been found to be related to conflict, it is not entirely clear how these constructs are different from one another due to the fact that they have typically been looked at in isolation. Further, each has a somewhat circular definition and is largely atheoretical. As a result, it is unclear how each of these constructs may converge or diverge. For example, Stryker and Serpe (1994) identify role centrality and importance to be the same, but role salience to be a

different construct; while Carlson and Kacmar (2000) identify role importance and salience as the same, but centrality as a separate construct. In summary, the potential differences in people's values have gone undetected not only because of the problematic nature of these constructs, but also because past research has focused only work and family, leaving other domains of life unexplored. By investigating the value individuals place on various life domains in a qualitative manner, the present research will gain a better understanding of the relative value of different life domains.

2.3 Employee Backlash

As is true with the research on work-life conflict, the vast majority of work-life human resources policies in the work force are actually work-family policies (Kossek, Noe, & DeMarr, 1999; Poelmans, 2005). From a business perspective, companies who work on an equity goal seek to increase profit and reward employees based on input. However, family-friendly policies are perceived as need based by employees, and this creates a perception of injustice in the workplace (Hegtvedt, Clay-Warner, & Ferrigno, 2002). While these policies were put into place to increase employee satisfaction and retention, employees without significant family responsibility may feel that these policies create inequity in the workplace by taking into consideration only the needs of certain groups of employees.

Feelings of resentment and injustice toward family-friendly policies has been termed backlash. People experiencing these feelings often perceive they have to work extra to compensate for employees who take advantage of family-friendly policies. For example, Haar and Spell (2003) found that worker non-use of available family-friendly policy was negatively correlated with loyalty to the company, morale, and satisfaction

with benefits. Similarly, several other researchers have found that those who do not need family-friendly policies perceive more injustice in the workplace (Burkett, 2000; Grover, 1991). In addition, Hegtvedt, Clay-Warner, and Ferrigno (2002) found that workers without children were likely to feel resentment when faced with a situation in which they had to work late because a coworker had a family obligation.

Further, Flynn (1996) reported on the real-world repercussions of the strict focus on family. She found that 80% of people felt that single people are left out of important benefits and that they carry more of a burden than employees with children, which included activities such as staying late, working weekends, and letting employees with families have first pick on prime holiday time off. She argues that this division in access to benefits discriminates against single and childless workers. In reaction to backlash against family-friendly policies, there is a need for more research investigating what domains people value outside of family. Only when there is sufficient research in this area will organizations be equipped with the information needed to serve the needs of all employees.

In summary, issues such as societal changes, individual differences in values, and employee backlash highlight the need to expand the literature toward a work-life focus. Specifically, the nature of the workforce is changing such that people are more often having families later in life if at all. As such, it is not appropriate to assume that family is the only or most important domain of life for all people. Moreover, there is evidence that this assumption in the research has already had negative consequences in practice as employers are beginning to experience backlash from employees without families. Thus,

the present research on work-life conflict is needed to fully understand and address the construct of inter-domain conflict.

2.4 Consequences and Construct Validity

Taken together, the arguments just presented seem to indicate that people in the workforce today live complicated and diverse lifestyles. As such, the fact that the only domains that have received noteworthy attention in the literature are work and family presents problems with respect to the construct validity of inter-domain conflict.

Theoretically, the construct of inter-domain conflict includes conflict among all possible life domains. As a result, in order to fully understand and measure the construct of inter-domain conflict, researchers should consider all possible life domains. Focusing on only work and family, therefore, has been a deficient strategy of identifying conflict that may arise between work and life domains in general (Borsboom, Mellenbergh, & Heerden, 2004). Figure 1 helps to illustrate this concept. In this figure, as in theories of inter-domain conflict, work may interfere with any domain of life, and life is composed of many individual domains. Each person may have a different number of domains within life, and some of those domains may account for more space in a person's life than others.

In contrast, Figure 2 illustrates the way in which past research has characterized inter-domain conflict. In this example, the construct of life only has one main internal construct: family. All other domains that may exist are unaccounted for in the undefined residual space that family does not cover. These models of work-life conflict illustrate the fact that there is a need in the literature for research addressing domains of life outside of family. In sum, the points presented above display growing observable evidence that the

field needs to expand the literature to match the theoretical concept of the construct of work-life conflict.

CHAPTER 3: ISSUES WITH PAST WORK-LIFE RESEARCH

Thus far this paper has discussed a number of reasons why research on work-life conflict should be expanded to consider a broader range of potential life domains. It is important to note, however, that some researchers have already attempted to assess life domains other than family. However, this research has been problematic for two main reasons. In some cases, researchers have purportedly examined work-family conflict but have touched on other domains incidentally. In other cases, researchers have labeled their studies as work-life but have actually stayed within the scope of work-family.

3.1 Work-Family Research Assessing Additional Domains

In previous research on inter-domain conflict, there has been some work-family research that has touched on domains outside family. However, the researchers in this category have tended not to define the domains they chose to use or to explain why they chose to measure those particular domains.

For example, in their work on work-to-family conflict, Gutek, Searle, and Klepka (1991) touched on life domains including friends, personal interests, and personal time in their survey. However, despite the measure's mention of these domains, the results and implications of these items were never discussed. Similarly, in their review, Allen et al. (2000) stated their focus as work-family up front but then discussed non-family outcomes

including leisure and life satisfaction. However, they offered no operational definition for either of these two domains nor do they explain why these two domains were chosen. Carlson and Kacmar (2000) also stated their focus as work-family conflict, but they touched on other life domains including personal life, religion, community involvement, and global life satisfaction. Although these domains were mentioned, again they were not operationally defined, explained, nor specifically analyzed. Finally, Carlson, Kacmar, and Williams (2000) focused on work-family conflict in their construction of a work-family conflict measure; yet also mention other life domains such as friends, personal interests, and global life measures. Importantly, they include each of these domains in their final measure without ever discussing what these domains may encompass.

In summary, in each of the above-mentioned studies, the researchers did not explain their choice to include these non-family domains; neither did they explain why they chose these particular extra domains. Thus, in each of these studies the researchers have acknowledged that there are relevant domains of life outside of family, but there still remains a need to develop and empirically examine a comprehensive set of life domains.

3.2 Work-Life Research Assessing Only Work-Family

In addition to researchers who mention other domains but state a focus on work and family, some researchers have presented their work as “work-life”, but actually focused only on work-family conflict. For example, Brummelhuis and Van der Lippe (2010) suggest they will study work-life human resources policy in the workplace, however the only antecedents or outcomes they measure deal with work and family. Further, Barnes, Wagner, and Ghumman (in press) examined sleep as a life domain, and found that high

demand from both family and work can negatively impact sleep time and quality. Also, Hill, Erikson, Holmes, and Ferris (2010) discuss work-life balance in their title; however, they refer only to the work and home domains. In addition, Reynolds (2005) states that he is studying work-life conflict and desired work hours, however he considers only family and work characteristics. Thus, there is evidence that work-life research has been deficient in considering the totality of inter-domain conflict.

As a consequence of the unsystematic and unclear approach to studying inter-domain conflict in the past, a unified set of all potential domains of life has yet to emerge. The evidence presented above displays that many researchers acknowledge the need to address life domains outside family, however, no framework for examining these other domains yet exists. Thus, there was a need to study life outside of work and family clearly and systematically in order to fully understand the ways in which work and life can conflict.

CHAPTER 4: THE PRESENT STUDY

To this point, this paper has discussed the fact that life domains may conflict with each other for a number of reasons broadly applicable to all life domains, briefly reviewed the literature on work-family conflict, argued the need to expand to a work-life focus, and identified the issues with past research on inter-domain conflict. The present study seeks to remedy problems with past research on inter-domain conflict by identifying and defining a set of life domains in order to better define the construct of work-life conflict.

After completing the preceding review of the literature, two theoretical questions emerged. The first is: *What life domains are relevant to work-life conflict?* This question intends to address the fact that previous research has focused on work and family, but has not considered how people define their domains of life. The second question asks: *How do people value the various life domains in which they are involved?* This question intends to address the fact that researchers have assumed work and family to be the most valued life domains, but there is no evidence to support this statement. The overall goal of this research was to produce a framework of domains from which people draw when choosing which domains to include in their lives and to determine if people differentially place value on each of their domains. By answering these two theoretical questions, this research represents a wider variety of people in the workplace who are attempting to manage a diverse set of life domains, with and without family considerations.

This approach is an improvement on current research for several reasons. First, this research fills a gap in the literature by identifying a set of life domains relevant to inter-domain conflict using qualitative data from exploratory research. Second, this research has practical implications in the workplace because it will better represent the reality of balancing life with multiple domains. Third, it allows for the consideration of how important different domains are to different people. As a result, this research helps bridge the researcher-practitioner gap by developing a more unified construct of life domains applicable to all people facing work-life conflict.

4.1 Theoretical Background and Rationale

The review of the literature suggests the theory of inter-domain conflict is currently in its nascent stages such that there is no comprehensive set of theoretically or empirically defined life domains. Although there is a great deal of research addressing conflict, the quantity of research in an area is not necessarily indicative of the maturity of theory (Edmonson & McManus, 2007). In order to develop mature theory, there needs to be an understanding of the underlying phenomena. In addition, as has been discussed, current research has focused on a limited subset of the construct of inter-domain conflict.

Qualitative research is focused on examining and explaining the qualities of a phenomenon in the context in which it occurs, and thus it is well suited for situations where theory is under-developed (Gephart, 2004). It is inductive and interpretive in comparison to the mathematically based quantitative study. As Gephart (2004) describes, qualitative research is useful for understanding social processes, and this may be particularly useful in the field of industrial organizational psychology, as interpersonal

relationships can have such a large impact on work outcomes. In addition, qualitative research allows conclusions to rise from the data, which should facilitate the expansion of the domains under consideration. As a result, qualitative methodology is highly suited for the present study.

This qualitative research began by seeking knowledge with an open mind and structuring data collection in order to follow the path of the data to the results (Guba & Lincoln, 2004). In this way, researchers can avoid biasing data with preconceived notions about what the final set of life domains might include. An advantage of using qualitative research is that it yields rich data with detailed descriptions of the phenomena in question, allowing it to generate data both at the micro and macro levels of analysis (Guba & Lincoln, 2004).

In order to establish a set of life domains, this research subscribed to an epistemology consistent with the goals of this research in order to guide the study through the process. Although each epistemology takes different perspectives on knowledge, it is important to note that in each stance, theory building and method are intertwined. The current research will use postpositivism as an epistemological paradigm. The focus of this theoretical perspective is on objective reality: that there is a reality outside of the mind and this can be reflected using scientific inquiry. This perspective seeks to discover this truth, and recognizes that theory can never reach total verification. Rather, postpositivism falls in line with empirical thinking in that it proposes that the nature of knowledge consists of nonfalsified hypotheses rather than verified facts (Gephart, 2004). This perspective posits that results are uncovered as more knowledge is collected and organized into functional categories. Importantly, the method accompanying this

perspective method must be rigorous to promote internal validity, external validity, reliability, and objectivity. Without these criteria, postpositivists assert that no accurate inferences can be made from data. The goal of postpositivist research is to build theory that can be used in the future under experimental methods to advance the maturity and complexity of the theory (Guba & Lincoln, 2004). Thus, postpositivism provides a rigorous, empirical background with which to identify and define a comprehensive set of life domains.

CHAPTER 5: METHOD

5.1 Participants

Consistent with the practice of grounded theory, participants were sampled based on comparative groups of interest. As can be seen in Table 1, these comparison groups included age, gender, partner status, and whether the person has children. The three age brackets chosen were intended to roughly capture three stages of life and are based on data reported by the Bureau of Labor Statistics in 2009. First, the age range 20-35 was meant to capture individuals just entering the workforce, typically before starting a family. It was thought that individuals who have families in this group would tend to have small children. Second, the age range 36-51 was meant to capture people who are in the peak of their careers, and for those with children, where the children are school-aged. Third, the age range 52-67 was meant to capture people who were in their pre-retirement years. For individuals with children, the children might still be living at home or may have moved on to college or to jobs and families of their own. Each person in the sample was selected to represent one of these categories, and ultimately the goal was interview at least one person in each category.

Overall, nearly every category was filled with at least one participant. However, some groups, such as unmarried males, ages 52-67, were difficult to recruit. As such, a

larger sample of married men in this age group was recruited in an attempt to represent each age group. Table 1 also shows the actual distribution of participants across categories.

Participants were recruited through advertisements in campus electronic newsletters and received a \$20 incentive for their participation. The recruitment advertisement can be seen in Appendix B. The final sample included 25 full-time employees at a large urban Midwestern university falling into one of the groups of interest identified in Table 1. Overall, there were 11 male and 14 female participants, 12 participants with children and 13 participants without children, 16 participants with a partner at home and 9 without a partner at home. Ten participants were in the 20-35 age group, 8 were in the 36-51 age group, and 7 were in the 52-67 age group. Twenty-four of the 25 participants identified themselves as white, and 1 participant identified as being Black or African American.

5.2 Procedure and Equipment

Data were collected through recorded interviews. All interviews took place in the same room in the psychology department. At the beginning of each interview, the participant read a study information sheet and filled out the compensation form (Appendix C). Then, each participant was interviewed using an interview guide (Appendices D-E). Each interview lasted approximately one hour. After the interview, participants were asked to fill out a demographic measure (Appendix F). Interviews were recorded using a Sony model ICD-PX820 digital recorder with a USB connector.

5.2.1 Interviewing

Interviews consisted of several open-ended, previously determined questions which were followed up with improvised questions focusing on elaboration or clarification of information previously offered. Importantly, the interview guide was revised throughout the data collection process where questions were added, removed, or edited based on their usefulness. Refining the interview questions allowed the research to become more focused throughout the process. Appendices D-E show the first, final, and theoretical sampling iterations of the interview guide. In total, there were 6 versions of the interview guide.

After the initial set of interview questions, participants were asked to identify their set of life domains by completing an exercise requiring them to identify their life domains visually. This activity involved participants drawing circles representing life domains inside a larger circle representing life as a whole (see Appendix E). Following this activity, participants were asked another set of questions regarding the decisions they made in order to create their domains and the way in which they value these domains. Both the question portion of the interview and the exercise were used to gather information about life domains. During the interview, the researcher took field notes in addition to the voice recording. This additional data included observations about the participant, the environment, or the interview process itself (Crabtree & Miller, 2004). These notes were important to identify unique aspects of each particular interview and help the interviewer to remember ideas for future questions. The drawings created during the life domains activity were kept in both their original and an electronic form, so that they could be compared to one another.

5.3 Data Analysis

Once each interview was completed, it was transcribed by either the author or a trained undergraduate research assistant. The transcription guide can be seen in Appendix G. All transcriptions were checked for accuracy by at least one person other than the transcriber. Following transcription, the author coded the data using a qualitative data analysis program called Atlas.ti. Importantly, the coding process, from the first interview all the way through the end of data collection, was not linear. Rather it was a circular process in which new data were constantly being compared to previously collected data. This allowed the researcher to look back at previously collected data and make sense of situations that were previously unclear.

During the data analysis, data were coded by breaking down the transcription into units of information and assigning an active name to the information described in that unit. Each unit was assigned to one or more category, depending on the complexity of the thought expressed in each unit. These major categories were the units of information that developed into the set of life domains. For example, some of the categories included helping others, which eventually became volunteer work, and traveling, which became part of the domain recreation. Importantly, during the coding process, categories were compared to one another. This way, as similar codes emerged, they were combined together to create more comprehensive category names and use consistent categories for similar findings in the data. This organizational system helped to identify holes in the data and thus edit the interview guide to address the gaps and questions that arose in the data. Figure 3 shows the hierarchy of data in this process.

In order to further understand the meaning and components of the categories that emerged in the data, the organization and focus of the data were advanced by creating codes within each category. This process involved identifying repeating codes, sifting through large amounts of data, and applying appropriate analytic names to similar data within each category. The goal of this process was to identify the most appropriate code names. Ultimately, the quality of categories is linked to the fit between codes and categories (Locke, 2002). These codes developed into the activities and reasons for participating in each life domain. This system of organization also helped to identify what kind of data needed to be collected next, because as organization increased, holes in data became more apparent.

In order to develop a full understanding of categories as well as to define relationships between emerging categories, this research used a process called theoretical sampling. As mentioned earlier, data organization revealed questions that needed to be answered to fully understand the categories. Thus, near the end of data collection, new participants were interviewed for elaboration on the categories that had emerged in order to answer these questions. The interview questions used during the theoretical sampling phase of data collection were more specific and directive than those used earlier in the process. Again, the theoretical sampling interview guide is the last interview guide displayed in Appendix D. Overall, the intermediate phase of data collection allowed for organizing data and following-up on emerging patterns in order to create a structural framework for the domains that emerged.

When the study reached the point of theoretical saturation, it transitioned into the final phase of data collection and analysis in which the names for all codes and categories

were finalized and the construction of the set of life domains was finished. In order to finalize, there were four steps. First, the data were re-examined to ensure best fit between data, codes, and categories. Second, the findings were examined for ways in which they could be challenged or extended. In order to stretch beyond my personal view of the data, a team of research assistants also examined the data, codes, and categories and identified confusing or unclear information, as well as gave suggestions about their interpretation of the data. Third, the inevitable remaining data that did not seem to fit into the framework was examined. In the end, the data that did not fit into the categories as was assigned N/A and was saved to examine from other perspectives at a later date. Finally, once the framework was stabilized, the process was complete. Importantly, a grounded theory perspective states that the framework is never completely solidified; rather it is considered a living structure affected by its greater environment. As such, this set of life domains is applicable in the present, but is certainly not a permanent framework for all populations and throughout time.

5.3.1 Memo Writing

Throughout the data collection procedure, I wrote memos, or essentially kept a research diary where I wrote down ideas for new interview questions, ideas for categories and what they meant, and identified problems in the research collection process that needed to be addressed. Importantly, Charmaz (2004) noted that grounded theorists who do not use memos often find themselves lost in a massive amount of data without clear direction. For this project, there were two types of memos: one for methods and one for analyses. The methods memo kept an active version of the interview guide, a record of changes to

questions, and organized participation table. The analyses memo recorded the details of categories, the progression of code and category names, ideas about the underlying framework of the set of life domains, and any notes from the interviews themselves. Thus, the memos helped to maintain they cyclic process of data collection and analysis and help progress data toward the development of a comprehensive set of life domains.

CHAPTER 6: RESULTS

This section will present the results of the data analysis in four separate sections. First, an overall discussion of the life domains that emerged from the data will be presented. Second, more specific details of each of the domains will be discussed. Third, a discussion on the way in which people value their life domains will be presented and the set of life domains will be presented in more detail. Finally, there will be a section detailing supplemental data analyses.

6.1 Life Domains

A total of 13 life domains, including work and family, emerged as relevant to the construct of work-life conflict. It is important to note that 13 separate life domains is substantially more than the number of domains researchers have generally considered in the work-life research. Generally, only work, family, and sometimes a vague personal life domain have been considered. This finding suggests that people are actually participating in a much broader array of life domains than has been previously considered.

The first main research question was: *What life domains are relevant to work-life conflict?* This section identifies and defines the life domains discovered during the analysis. As has already been described, these life domains were arrived at through a step-by-step coding process where themes in the data were identified. These themes were

drawn both from the interviews and from the life domains activity. Thus, each of the life domains discussed in this section was identified by participants through their drawings and conversation. As data collection occurred, domains that seemed to emerge from many participants would be noted and questions would be added to the interview guide specifically asking participants about the domains. Further, the subcomponents of each domain were compared during text and picture analysis to identify confusion and overlap, and then more questions were created to specifically address those concerns.

In total, 13 life domain categories emerged from this analysis. Specifically, the 13 domains were family, work, recreation, friends, home, caretaking, self, exercise, significant other, volunteer, pets, religion, and education (each domain will be described fully below). Table 2 displays each life domain, the percentage of participants who participated in that life domain. Importantly, while researchers have previously examined some of these life domains (e.g., recreation, friends, religion, and education) most have not previously emerged in other analyses (e.g., such as pets and exercise). This finding suggests that previous research has been too narrow in its consideration of life domains.

In addition to this finding, another interesting result was found. Because the purpose was to identify a comprehensive set of domains, all participants did not necessarily have to participate in a domain in order for it to be included. However, participants did engage in an average of 9 domains which is certainly a considerable number and significantly more domains than has typically been considered. For example, virtually all participants indicated work, family, and recreation as being parts of their lives. Notably fewer people indicated religion and education as domains present in their lives, however even the domain with the smallest participation numbers (education) was

participated in by nearly a quarter (24%) of participants. Thus, although all 13 domains do not seem to be equally present amongst different people, all domains were participated in by a significant number of people indicating that they are likely important to consider when thinking about the population overall. Altogether these results indicate not only that there are potentially a great deal more life domains than just work and family, but also that people tend to participate in many more domains than previous research has considered.

6.2 Details of the Domains

In addition to finding out how many life domains participants engaged in overall, data was also collected about the nature of each life domain through follow-up questions in the interview guide. This data was analyzed using the same data analysis and follow-up method presented above. The purpose collecting and analyzing this information was to understand what each domain meant to participants as well as clarify how each domain was distinct from the others. Each life domain will now be described in turn.

6.2.1 Family

One hundred percent of participants identified family as a life domain. Specifically, things frequently mentioned under the heading of family included extended family, significant other, children, friends and/or pets. For example, one participant mentioned several of these things when defining family:

Family, because I am single, pretty much includes my parents. I have two sets of parents and several siblings that are scattered everywhere so for me...that encompasses all of my siblings, my parents, my nieces and nephews, all of that for me is family...You know, and I have extended, like aunts and uncles and cousins, but that core group of us, to me, is family.

Interestingly, the data revealed that family has different definitions for different people. For example, 48% of participants defined family as including people whom they were related to as well as those with whom they had the strongest affective connection. In other words, almost half of participants included their closest friends as part of their family. Further, 36% of participants indicated they included pets as part of their family. This finding emerged originally when participants described conflict between different parts of family. Upon further questioning on the subject, these participants described these different parts of family as different pieces falling under one umbrella, or similarly, different pieces of the same puzzle. From this it became clear that family didn't have one simple meaning, but rather could be broken into subcomponents. Thus, this finding indicates that different people appeared to have different scopes in their definition of family. This is important because it suggests that examining family as a singular life domain may be a deficient strategy for understanding the entirety of work-family conflict, and that measures assessing work-family conflict might actually be measuring different things for different people.

Also interesting were the activities people described engaging in within the family role and how they described what the role meant to them. From the analysis of the interview data concerning family, 11 codes describing family emerged. These codes described the main activities people engage in with family as well as what role family plays in their lives. These codes emerged by grouping all of the data from the text that fell into the family category into smaller similar units of data. Further, these smaller units were compared to the life domains drawings for consistency. These codes included: prioritizing family, spending time with family, taking care of each other, taking

responsibility for each other, sharing a special bond together, spending time together having fun, gaining personal identity, sacrificing other things for family, juggling family with other roles, prioritizing other responsibilities above family, and adjusting to changing family dynamics. Table 3 gives a brief example of each of these codes.

Another interesting finding that emerged during data analysis was that more women than men gain identity from family, or define who they are as a person by their family role, while more men than women gain identity from work. Specifically, a quantitative data analysis showed that 50% of women and only 27.3% of men indicated they gained identity from family, but 72.7% of men and only 42.9% of women indicated they gained identity from work. This finding is also consistent with what traditional gender roles might suggest. Further there was a difference in family participation between people with and without a partner such that those with a partner reported spending time with their family more often than those without a partner. Finally, based on a quantitative analysis of participation in family activities based on age, there seemed to be a trend in the data such that participants ages 36-51 reported sacrificing other things for family, juggling family with other roles, and adjusting to changing dynamics more than people in other groups. This seems to suggest that the most stressful family situations happen during the ages 36-51, presumably when people with children would be raising children and potentially helping care for elderly family simultaneously.

6.2.2 Work

Similar to family, 100% of participants spent time during the interview talking about work. For this study, work was defined as any activity for which a person regularly receives pay. It is not surprising that all participants were involved in paid work, since

this was a requirement for participation in the study. Eleven codes, or aspects of the work domain, emerged from the analysis of the work related data. These include: taking up a lot of time, gaining personal identity, doing it out of need, maintaining life balance, providing for self and others, draining personal resources, making friends, volunteering time, not having control, causing stress, and behaving professionally. In this context, draining personal resources refers to work taking up resources like time and physical, mental, or emotional energy. Table 4 displays each of these codes and a brief example of that code. Interestingly, many of the codes that emerged from the work data were framed negatively. Specifically, 5 codes: taking up a lot of time, doing it out of need, draining personal resources, not having control, and causing stress were discussed as a negative experience or aspect of work life. The work domain contained more negatively framed codes than any other domain that emerged from this data set. For example, one participant describes how work can make it difficult to find the energy to participate in other life roles:

So the last few days I was here for twelve hours so I didn't get home until like eight-thirty last night...so I just wanted to decompress and sit on the couch and almost fell asleep on the couch then just went to bed, probably before nine o' clock because I was just exhausted.

These results are interesting because they suggest that people may have generally negative feelings about the work domain when comparing it with other life domains.

Importantly, the fact that 100% of participants engaged in both work and family suggests that if researchers only examined the work and family roles, they would likely access 100% of the population of interest. However, even though every participant reported participating in these domains, many other domains emerged as important to and

heavily involved in by participants. Thus, although work and family do seem to be relevant to almost everyone, almost everyone also participates in other important roles.

6.2.3. Recreation

Recreation was amongst the most discussed life domains, with 96% of participants incorporating it into their discussion. This domain emerged as a collection of activities people engage in for enjoyment, leisure, and entertainment. For example, one participant described recreation as: “Hanging out with the dogs at home, playing music, a little bit of Facebooking... watching movies every now and then. Definitely reading - love to read.” Recreation contains a broader number and array of activities than the other domains as it encompasses more ideas than the other domains. A total of 17 codes emerged from the recreation data, including creative activities, traveling, outdoor activity, movies and TV, relaxing, sports, playing on the computer, reading, spending time with other people, exercising, going out, eating, music, gaining personal identity, gardening, playing with pets and shopping. Further, creative activities served as a general code for participants who partook in activities geared toward originality and self-expression. In this study these activities included, but in the future would not be limited to: cooking, crafting, acting, wood working, painting, drawing, writing, watching independent and foreign films, and drinking craft beers. This grouping of activities emerged by examining the drawings and text analysis and observing that participants grouped all of these activities together, often under the name recreation, and sometimes under similar names such as “fun.” Further, when asked if these activities are all grouped together or fall under different life domains, participants suggested these activities were all similar in that they were a form of enjoyment, expression, or relaxation. Another interesting finding

concerning recreation was that people those without children tended to participate in a wider variety of activities for fun than people with children. For example, only people without children reported participating in exercise and gardening for recreation, and over 50% more participants without children than with children reported engaging in sports, playing on the computer, reading, and watching movies and TV for recreation. Table 5 displays each of the recreation codes, and an example for each code. The fact that almost all people reported engaging in recreation is interesting because it suggests that leisure and enjoyment are an important part of almost everyone's lives and thus should be taken into consideration when considering how work interacts with the rest of people's lives.

6.2.4. Friends

Eighty-four percent of participants discussed friends as being a relevant life domain. When asked to define how participants think of their friends, they described them as people to whom they have the strongest affective connection. As one participant defined friends: "friends are people who both give and receive into your life making you better and helping them become better." For the most part, these people are not related by blood, however there were several participants who reported cousins or siblings to fill both a family and a friend role. Thus it seems that friends can include peers related by blood. Seven kinds of activities emerged from the conversations about friends, including spending time together, looking out for each other, building relationships, going out together to parties, bars, etc. exercising together, keeping in touch, and traveling together. Also, 55% of participants who talked about friends said they have friends they consider to be family because of the close affective connection.

Interestingly, there were a few differences between demographic groups in regard to participation in a friends domain. First, a difference emerged between people with and without children such that more people without children reported spending time engaged in building relationships with friends more frequently than people with children. This suggests that people with children may have more difficulty maintaining friendships than people without children, perhaps due to the time required to raise a family. Also, another interesting difference with regard to friends was between people with and without partners, such that those without a partner more frequently reported spending time with friends. This may indicate that those with a partner rely more on that person for their social interaction and those without partners rely more on friends. Finally, in terms of age groups, there seemed to be an overall trend such that the older the participants were, the less frequently they reported participating in a friends domain. Table 6 displays each of these codes associated with friends, as well as a brief example of each. This is a particularly interesting finding because it suggests that people have a strong inclination to engage in important and meaningful relationships with people outside of the family role, and that these relationships thus play a part in the balancing act between work and non-work activities in life.

6.2.5 Home

Eighty percent of participants reported taking part in a home domain. This domain was categorized by activities required to keep and maintain a place of residence. For example, the home domain was described by one participant as:

Home maintenance, grocery shopping, cleaning, making sure you know, all the bills are paid or you know, just having everything on one accord, so I don't have to stress about anything.

There were 6 activities discussed as being part of the home domain: cleaning, house maintenance (repairs), shopping (grocery, home improvement), yard work, finances, and cooking. For most people, these activities emerged in response to the question “what activities do you do just because you have to do them,” indicating many of these activities are viewed as an obligation. In order to establish home as its own domain apart from self, family, and other domains that typically occur within the home, participants were asked how they grouped the different activities in which they participated inside the home. Through this, the data supported the idea that home maintenance and care was its own domain apart from other things that happen inside the home. Interestingly, more men than women reported participating in the home domain. However, some women combined activities in the home domain with activities involving caretaking (i.e. caring for children in the home), suggesting that for women, these two domains may overlap more than for men. Thus, this could account for why fewer women reported participating in a home domain apart from a family or caretaking domain. Table 7 displays a brief example of each of these activities.

6.2.6 Caretaking

Eighty percent of people reported taking part in some sort of caretaking activity. From the data, the definition of caretaking emerged as taking responsibility for and/or looking after another person. As defined by one participant:

To me [caretaking] means the people I’m responsible for. Being kind of the guy, who’s the dad and the husband and everything, I feel responsible for my family. I feel responsible for their happiness sometimes. So if they’re unhappy... It makes me unhappy. So it just means providing for everyone since I’m kind of like the soul income for our household.

From the caretaking data, 9 caretaking activities emerged: helping care for elderly family, taking care of children, prioritizing people who need you, caring for animals like they are children, giving up your time for others, keeping things going, checking in and helping out with adult children, figuring out what to do, and using volunteer work to fill a caretaking void. In this context, “keeping things going” refers activities such as to making sure everyone is where they need to be and making sure there is food in the house. The “figuring out what to do” code emerged as more focused on analyzing problems that arise and determining the best way to get through them or the best decision to make in that situation. Importantly, only those without a partner at home engaged in this code, potentially indicating that caretaking is more challenging without someone else at home helping with these responsibilities. Interestingly, 15% of participants who spoke about caretaking considered it to be an obligation in their lives rather than something they would choose to do on their own. This is particularly important in support of the idea that family related activities are not the only domains participants engage in outside of work. Finally, more women than men reported participating in the caretaking domain, however this is not necessarily surprising given that caretaking responsibilities have often been traditionally Table 8 displays an example of each of these caretaking codes.

6.2.7 Self

Eighty percent of participants reported themselves as an important life domain independent of any other domain. From the data, the self domain was defined as activities people engage in for their own benefit. For example, one participant said of her self domain: “well you can't really take care of anyone else or be there for other people if you don't kind of commit to yourself and make sure you have all of the resources you need.”

These activities included looking out for self, relaxation, spending time alone, having control, self-care, self-development, and preparing for the future. The looking out for self code deals with making sure a person has their own needs met before they look to meet the needs of others. Having control specifically refers to the idea that while participating in a self domain, a person can control the activities he or she decides to participate in. This is important because often times participants reported feeling they didn't have control in other life domains. Self-care refers to spending time taking care of hygienic and cosmetic needs and wants, as well as activities to improve health conditions such as physical therapy or other doctor's appointments. This code does not include exercising for health purposes because no one indicated exercise as part of their self domain. Self-development focuses on time where participants reflect on their lives and who they are as a person and think or discuss ways to improve themselves. Preparing for the future refers to participating in activities such as financial planning or exercising to improve health for long-term benefit. These codes emerged from probing participants about the various activities they engage in for themselves, and how those activities differ from those relevant to other domains. Table 9 displays each of these activities with a brief example. Overall, the finding that self has its own life domain is interesting because there has not been a lot of discussion in the literature about the possibility that people in a self domain or what that might mean in terms of work-life conflict.

6.2.8 Exercise

Seventy-two percent of people reported exercise as one of their life domains. In this context, exercise included all physical and athletic activity participants engaged in intentionally. Thus, exercise does not count activities like walking at work for people in

professions like nurse, doctor, etc., but would count taking a walk intentionally. As one participant described the types of activities he engaged in for exercise: “well I try and work out Monday and Wednesday, Friday is dodge ball, Thursday I play tennis.” Since there is such a diverse number of activities people engage in for exercise, the codes for this life domain focus around the *reason* people participate in exercise rather than *how* they participate in exercise. Six reasons people exercise emerged from the data: enjoyment, getting in shape, getting social interaction, gaining personal identity, self-growth, and improving self-image. Exercising for self-growth deals specifically with exercising to gain new skills (like a person proving he/she can run a marathon). Table 10 displays each of these reasons to exercise with a brief example. The presence of this exercise domain is interesting because it suggests that for many people, exercising may play an important role in the balance between work and life activities; however, it seems that the reason for exercising may not be the same for each person.

6.2.9 Significant Other

Seventy-two percent of participants also reported including a significant other domain in their lives. This domain was characterized by activities someone does with and/or for his/her husband, wife, boyfriend, or girlfriend. Six activities emerged from the data analysis: prioritizing and valuing each other, spending time together, supporting each other, having fun together, developing the relationship, and having difficulty prioritizing each other. For example, one participant said the following in regard to the importance of making time for her spouse:

I told my yoga teacher that I would lead something next Thursday, and then I realized that no, I had told my husband that I was going to go to that show so I

was going to miss class. So, then I had to go back to her and say ‘No, I’m sorry. I’m not going to be there actually. I can’t lead.

Table 11 displays each of these activities along with a brief example. Importantly, the significant other domain was not limited to the people who were categorized as having a partner, because the partner categorization was limited to people who lived with a partner, while this domain was relevant for anyone with a significant other in their life. Also important to note was that the significant other domain was separate from the family domain. As described in the family domain section, many people described their family as having many different pieces, significant other being one of them. Further, an interesting difference emerged between people with and without children with regard to time spent with significant others such that more people without children reported spending time engaged in building relationships with their significant other than people with children. This might suggest that having children in the home makes it more difficult to make time for a significant other, as having children requires a large time commitment. Thus, overall, while significant others are generally considered to be family, this role seems to play a separate function in people’s lives than family in general.

6.2.10 Volunteer

Sixty percent of participants reported taking part in volunteer work. Volunteer work was defined as work a person does without pay in order to improve or contribute to society. As one person described their participation in volunteer work: “I see that as like a social responsibility.” Similar to exercise, there were so many different ways people participated in volunteer work that the codes for this domain are the *reasons* people participate in volunteer work. From the data, 6 reasons why people volunteered emerged:

having a responsibility to help, doing something fulfilling, giving back to society, doing something enjoyable, getting social interaction, and helping out where you can. Having a responsibility to help differed in the data from giving back to society in that having a responsibility to help dealt more with participants feeling as though it is their duty to give back, while giving back to society dealt with participants who volunteer because they wanted to. Helping out where you can, then, dealt more with wanting to volunteer because a person wants to help make the world a little better. Each of these reasons is displayed in Table 12 along with an example. The finding that volunteer work is a life domain for so many people is interesting because it suggests that many people experience a need to contribute to society outside of their gainful employment, and thus must balance this need with the other many demands in their lives.

6.2.11 Pets

Sixty percent of participants reported having pets, or animals that live in or immediately outside a person's home, as an important part of their lives. Importantly, although pets overlap in the family and recreation domain, time with pets is listed as a separate domain because so many people listed pets as a separate domain from family and recreation. Further, people discussed pets in a similar manner to the way they discussed friends in that they described activities they did with and for their pets, not just spending time with pets in context of recreation. For example, as one participant discussed spending time in the pets domain, "It takes about half an hour in the morning to do all the things I need to do for my cats: feed them, clean out their litter pans... I have a room specifically for the kittens I foster, clean out the kitten room." Further, pets seem to be very important to many people. As one participant discussed the importance of pets in her life: "The dogs

are a big part of our lives because we call them our daughters. Now that the boys don't live with us any longer it's the girls do and they're our girls." From the conversations surrounding pets, 6 major activities emerged as activities people do with and for their pets: taking care of them, caring for them like family, using them for companionship, talking about them, enjoying them, and spending time with them. Table 13 displays each of these activities along with an example. The finding that pets have their own domain for some participants is interesting because there is not a lot of research in the work-life area about why people might value pets this way or how this interacts with other life domains.

6.2.12 Religion

Thirty-two percent of participants reported religion as one of their life domains. From the data, the religion category is defined as any spiritual activity, both in and outside or organized faith. As one participant describes the role of religion in her life domains: "Church. It helps me put life into perspective." From the conversations about religion, 4 major types of activities emerged: being involved in the church (attending regularly, working in a nursery, playing in the church band, etc.), developing spiritually, gaining personal identify, and volunteering with religious groups. Table 14 displays each of these activities along with a brief example. It is interesting that so few people reported religion as its own life domain, as religion has often played a large part in people's lives throughout history. Further, it is interesting to consider how religion might interact with other life domains, as organized religious activities normally occur over weekend time, while work and many other competing domains mainly occur during the weekdays.

6.2.13 Education

Twenty-four percent of participants reported participating in formal education through taking classes. The main reasons for continuing a formal education as a full-time employee were for enjoyment/fulfillment and for self-improvement. Importantly, the self-improvement category included people on both degree and non-degree tracks. Further this domain includes organized creative arts classes as well as academic classes. As one participant described the role of education in her life: “I really like taking classes because you can always learn something.” Table 15 shows each of these reasons for continuing education along with a brief example.

In sum, the domains that emerged were both numerous and complex, and these findings are consistent with the idea that research should move in the direction of examining work-life conflict from a broader perspective, looking into the complexity that occurs in people’s lives as they attempt to balance work and non-work life activities.

6.3 Values

The second major purpose of the study was to answer the question: *How do people value the various life domains in which they are involved?* This question was intended to address the fact that researchers have studied work and family as though they are the most valued life domains; whereas the literature has been much more unclear about whether this is the case. Importantly, the research assessing these value constructs has been unclear such that it is not entirely clear how these constructs differ from one another. Thus, it is possible that the potential differences in people’s values have gone undetected because of the problematic nature of these constructs. As such, the data were

analyzed to assess how participants defined the constructs of importance, values, priorities, and commitment. Importantly, the construct of centrality was not assessed during data collection because it is more jargon than common language, and thus participants would likely have not had previous ideas about what centrality meant prior to participation.

In order to gain an understanding of how different people valued their life domains, the second part of the interview guide contained several questions asking people to identify and explain their most important, most committed to, most valued, and highest priority life domain. In addition, when a participant identified the same domain for more than one of the values categories, probe questions were asked to determine if the participant had similar or different reasoning for each construct. Similarly, when participants listed different domains for the different constructs, they were asked to explain how they applied to these domains differentially. These answers, plus any other references to these constructs mentioned without solicitation by the participants during the interviews, were combined and analyzed.

Tables 16-19 show the codes that emerged for importance, priorities, commitment, and values. For all four constructs, one clear consensus did not emerge as to the definition of each construct. For importance and priorities there was some agreement as to the definition of the construct. However, for commitment and values there was not.

As a result, it is still unclear after the analysis what these constructs mean. Although the results of this section did not clear up the confusion about the meaning of these constructs, they did reveal something about how participants labeled their life domains. Interestingly, family was not the only domain participants indicated as the most

valued domain across the four values constructs. Table 20 shows the percentage of participants who identified each life domain as highest in importance, commitment, value, and priority. Over half of participants listed family as the most important domain in their life. However, several other participants mentioned work, friends, themselves, their pets, recreation, exercise, or religion as the most important domain in their lives. Similar numbers of participants listed family, work, and their significant other as highest in commitment, and pets, caretaking, self, friends, volunteer, and religion were all also mentioned. Just over a third of participants listed family as their most valued life domain. Several other participants, however, listed their friends, recreation, work, significant other, self, caretaking, pets, and volunteer work as their most valued domains. Finally, most participants listed family and caretaking as their largest priority; however, self, significant other, work, and recreation were also mentioned. Importantly, participants were only asked which of their life domains were most valued for this analysis. Thus, the 0% for domains such as home, education, and exercise does not mean that these domains were not important to people, rather that no participant indicated this domain as the most valued domain for that construct.

Collectively, this data indicates that although different people did not necessarily agree on the differences or similarities between these constructs, different people do in fact seem to value different domains, and the range of most important, valued, committed to, and highest prioritized domains extends past the limits of family.

6.4 Supplemental Analyses

During the interview and activity process, participants were asked if they experienced conflicts between roles, where in their lives they experienced conflict, and what the

consequences of that conflict were. This data was then analyzed to examine in which domains people experienced conflict, and what the consequences of that conflict were. While originally these questions were meant to help participants describe and define their life domains, the answers revealed interesting information about conflict, and thus were analyzed separately on their own merit. Table 21 shows some of the results of that data analysis by displaying the percentage of participants who expressed a conflict related to each domain, an example of that conflict, and the consequences of the conflict.

The domains in which people experienced the most conflict were recreation and family, however, the data suggested that participants experienced conflicts in every life domain. Importantly, most of the conflicts reported involved work. For example:

[I would like to] work out, get back into a gym, have a trainer again, definitely because this recliner thing is killing me. I understand people are like ‘well you work 70 hours a week’, I know, but again I put myself in that position.

However, there were also many conflicts reported that included two or more domains not including work. For example, many participants reported family and caretaking roles conflicting with friends and recreation roles:

I want to go out with my friends more. My kids are always there. I want to go boating more. I’d like to take my wife to Florida. Just because of our kids being there, we haven’t been able to.

Thus, this data suggests that in reality, people may experience inter-role conflict between work and different domains, and also between two or more non-work life domains.

Another interesting finding to come out of the analysis of the inter-domain conflicts is that even when inter-role conflicts don’t directly include work, work often ultimately seemed to be the source of the conflict. For example, one participant described a conflict between exercise and caretaking that ultimately stemmed from work:

I have done several mini marathons, and frankly one of the first things to go when I had kids was that running activity because it's very difficult to carve forty minutes out of a day just for that.

In this situation, this participant reported giving up running when he had children because he couldn't find the time to run and take care of his children after he had met his work obligations. In another example, a participant talked about work draining all of his personal resources:

Work depletes my mental energy. I go home physically tired and emotionally spent...I'm pretty secure in it, my job's not going to go away, but the emotional and physical strains I think are taking a toll.

Overall, there were a total of 124 conflict situations described, with every participant identifying at least one conflict between life domains. Collectively, these data suggest that the demand work puts on life may be the source of much of people's inter-domain conflict either directly (work conflicting with a life domain) or indirectly (work demand leading to conflict between other life domains due to limited resources).

Consequences of the conflict described by participants included not being able to participate in a life domain, physical or emotional strain, and damage to interpersonal relationships. For example, for multiple participants the consequences of work and caretaking taking up most of their time was they could not maintain and develop relationships with friends or a significant other. For others, having to work nonstandard hours kept them from participating in education or volunteer work. Many more indicated they didn't have the energy after working all day to engage in activities that were important to them, such as creative activities or exercise. Overall, these results indicate that people experienced negative consequences of work-life conflict across a multitude of

different life domains outside of work, and that family is not the only life domain impacted by the constraints of work.

This examination sheds light onto the process of conflict; how people actually think about and experience domains conflicting with one another. Further, these results provide evidence that researchers should address work-life conflict in its entirety, because each life domain can separately conflict with other life domains. Together, this data indicates that it is relevant and important to study work-life conflict from this more inclusive perspective, because just as people report participating in several life domains, they also report experiencing conflict between those domains, and ultimately negative consequences because of that conflict. Thus, all of the identified life domains in this study are relevant to work-life conflict, as well as general inter-domain conflict.

CHAPTER 7: DISCUSSION

7.1 Overview of Results and Suggestions for Future Research

The first purpose of this study was to address the question *what life domains are relevant to work-life conflict*. First, data from the 25 full-time employees interviewed for this study indicated 13 life domains which are relevant to work-life conflict. On average, participants reported engaging in 9 of these 13 life domains. Not surprisingly, all participants reported engaging in the work and family domains, and the majority of participants reported partaking in recreation, friends, home, caretaking, and self domains. Even the least participated-in domains were engaged in by approximately one quarter of participants. These domains and their definitions help to address the issue raised previously concerning which life domains to include in research about work-life conflict, and how to define those life domains (Allen et al., 2000). Overall, these findings suggest that people do engage in many other roles outside work and family, which is an important contribution to the work-life literature. Importantly, however, this data only provides one insight into all relevant life domains. As such, there needs to be more work done in the field, both qualitative and quantitative, in order to refine and corroborate that the current set of domains represented here is in fact the real set of domains from which people draw when choosing what life domains to participate in.

Second, results indicated that in addition to being numerous, the domains of life were often complex. For example, family had different definitions for different people. Many participants indicated family included only people of blood relation. However, other participants reported including friends and pets in their definitions. Further, some people grouped all members of family into one life domain while others indicated family broke into several subcomponents including immediate family, extended family, significant other, children, and sometimes friends and/or pets. This finding is consistent with the idea that people are living more diverse lives and may have different home situations than ever before (WHCWG, 2011). This finding also indicates that further exploration into the content and definition of life domains is needed, particularly since the definition of domains like family has been taken for granted in research and measurement thus far.

Third, every participant reported partaking in domains outside of work and family. Specifically, nearly every participant reported engaging in recreational activities such as outdoor activities, creative activities, reading or spending time with other people. Further, the majority of participants reported conflicts between life roles other than family and work. This is important as it suggests that domains outside of work and family are relevant to work-life conflict, and thus supports the idea that conflict research should begin to include other life domains in order to assess whether people do in fact experience conflict between domains other than work and family.

Finally, this data also showed a few interesting differences between demographic groups. For example, the data showed that while men tended to gain their identity from work, women tended to gain their identity from family. Also interesting was the finding

that people with children spent less quality time with friends and significant others, as well as engaged in fewer recreational activities. Further, people without a partner at home spent more time with friends, while people with a partner at home spent more time with family. Finally, people ages 36-51 reported struggling to balance the demands in their lives more than people in the other age groups. Collectively, these data indicate that depending on a person's characteristics and home situation, people seem to choose to engage in different activities. This finding indicates that research into work-life conflict may want to consider these demographic differences when attempting to evaluate conflict.

The second major purpose of this study was to address the question *how do people value the various life domains in which they are involved*. The constructs assessed by the data included life domain importance, commitment, value, and priority. Although there are established measures on these constructs (Carlson & Kacmar, 2000; Meyer, Allen, & Smith, 1993), clear definition did not emerge for any of these constructs from a participant perspective. However, it is important to note that family was not the only domain participants indicated as the most important, most committed to, most valued, or most highly prioritized domain. In fact, while over half of participants listed family as the most important domain many also mentioned work, significant others, friends, pets, and themselves as the most important life domain. Thus, although the differentiation between importance constructs continues to remain unclear, it does seem clear that different people value their various life domains differently. As such, although more work is needed to determine the meanings of these constructs, the present research did indicate

that exploring domains other than work and family may be an important strategy in order to capture the domains that are important to different people.

7.2 Limitations

This study is not without its limitations. First, and perhaps most importantly, this was my first qualitative research project. Although I prepared for conducting this type of study by researching and learning best practice in method and analysis, my inexperience certainly impacts the quality of the research. For example, as the data analysis progressed, I became more comfortable with asking probe questions during the interviews, creating categories and codes in the data, and revising the interview guide. As such, it is likely that the quality of the data collection and analysis process improved as the process went on. Further, even though I used empirical methodology to obtain the best results possible, there is always the possibility that my perceptions about what the complete set of life domains should look like influenced the way the data turned in some fashion. This is especially true given my inexperience in qualitative research. However, it is important to at least note that several steps were taken to minimize this effect on the data such as utilizing my research assistants to gain additional perspectives on the data, attempting to stay in an open frame of mind while collecting and coding the data, and discussing with research assistants and my advisor about possible interpretations of the data.

Second, although qualitative research samples are generally substantially smaller than those of quantitative studies, the small sample of this research certainly affects the generalizability of the present findings. Although there is ample evidence in this data supporting the presence of the set of life domains, it is less clear whether these life domains would also be present in the population at large. In addition, since there were

only 25 participants, total the groups examined here (gender, children, partner, and age) all contained a very small number of participants. Further, there were a couple of participants representing each group in combination (e.g. one male participant with children and a partner at home, or two female participants without children and partners at home). Thus, even though some interesting trends emerged from the data, much larger samples would be necessary before claiming these results to be representative of any population. Further, all of these participants worked for the same Midwestern educational institution, thus, these results cannot necessarily be generalized to other industries and locations at this point.

Third, this sample contained very little ethnic diversity. In fact, only one of the participants was part of an ethnic minority. As the study was volunteer based, and race was not one of the categories included in the recruitment strategy, there was no way to determine in advance how diverse the sample would be. Thus, these findings cannot claim to be representative of people from all races unless more work is completed with more diverse populations. Overall, the flaws in this study are reasonable given that it was an exploratory qualitative investigation attempting to take a step toward representing the wide range people in the workplace attempting to balance a diverse set of life domains.

7.3 Conclusion

The goal of this research was to identify and define the full spectrum of life domains in order to better represent the construct of work-life conflict. Qualitative data collected herein revealed that people do in fact participate in many life domains, including and expanding beyond work and family. This finding suggests that the way people view their lives and participate in work-life balance is more complicated than the way much of the

research has addressed work-life balance, and as such there is much to be learned going forward about the complexities of how people balance their activities.

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TABLES

Table 1

Participant Demographics

	<u>Male</u>		<u>Female</u>		
	Children	No Children	Children	No Children	
20-35	1	2	1	2	Partnered
	0	2	1	1	Unpartnered
36-51	1	1	2	1	Partnered
	0	1	1	1	Unpartnered
52-67	3	0	1	1	Partnered
	0	0	1	1	Unpartnered

Note: This table demonstrates the categories into which participants were examined for differences. The number in each cell represents the number of participants who actually fell into each group.

Table 2

Participation in Life Domain by Group

Domain	T	M	W	NC	C	NP	P	20-35	36-51	52-67
Family	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Work	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Recreation	96%	100%	93%	92%	100%	100%	94%	100%	88%	100%
Friends	84%	81%	86%	92%	75%	89%	81%	90%	100%	57%
Home	80%	100%	64%	85%	75%	78%	81%	80%	88%	71%
Caretaking	80%	67%	86%	69%	92%	78%	81%	70%	75%	100%
Self	80%	82%	79%	85%	75%	78%	81%	80%	88%	71%
Exercise	72%	64%	79%	77%	67%	78%	69%	60%	88%	71%
Significant Other	72%	73%	71%	69%	75%	44%	88%	80%	75%	57%
Volunteer	60%	55%	64%	62%	58%	78%	50%	40%	63%	86%
Pets	60%	73%	50%	77%	42%	56%	63%	60%	50%	71%
Religion	32%	36%	29%	31%	33%	33%	31%	40%	13%	43%
Education	24%	18%	29%	15%	25%	44%	25%	20%	38%	14%

*Percent of people in each group participating in this domain. T = Total, M = Men, W = Women, NC = No Children, C = Children, NP = No Partner, P = Partner

** The total adds up to more than 100% because all participants reported engaging in multiple domains.

Table 3

Family Codes

Activity	% *	Example
Prioritizing family	52%	“To me, without family you’ve got nothing; the rest of it’s unimportant without family.”
Spending time with family	48%	“...so we enjoy spending time with family. We’re both brought up to have close family ties and everything so whenever we get a chance, we do that. It’s nice.”
Taking care of each other	44%	“I’m a wife...a mother...a...Even though the children don’t live with me...I still see those as major responsibilities.”
Taking responsibility for each other	44%	“I have to be in a position where I can have the kids with me or you know jump up and attend to them ...”
Sharing a special bond together	40%	“Family...is of the utmost importance to me because I think that the family ties are the strongest ties that you can have throughout your life.”
Spending time together having fun	40%	“Sailing is a hobby of our family’s.”
Gaining personal identity	40%	“So I’m a son and the youngest brother of three other siblings...They give me a sense of who I am”
Sacrificing other things for family	28%	“...I want to go out with my friends more...I want to go boating more. I’d like to take my wife to Florida. Just because of our kids being there, we haven’t been able to.”
Juggling family with other roles	20%	“...how am I gonna arrange these things and so my family I’m sure will start you know helping...So, trying to balance the time spent in each area.”
Prioritizing other responsibilities above family	20%	“There’s a conflict I think also between work and...family “devotee” because this involves a lot of time...and work takes...at least 45-50 hours a week...”
Adjusting to changing family dynamics	16%	“I’m working on striking a balance with my 22 year old daughter...I still have a relationship with her, but it’s not the same as I did when she was six.”

* Percent of people participating in family who discussed this activity

Table 4

Work Codes

Activity	%*	Example
Taking up a lot of time	62.5%	“Because here it is 40 to 50 hours plus 15-20 hours of driving, you know, so 60 plus hours right there dedicated to that one which really leaves 40 hours dedicated to the rest of these”
Gaining personal identity	58.3%	“Work is a big part of my life that provides challenge and socializing with coworkers and is, you know, provides me worth to, makes me feel worth.”
Doing it out of need	58.3%	“I haven’t won the lottery yet and I need to work.”
Maintaining life balance	54.2%	“It’s taken a while to realize that you need that balance in your life... I have a friend who’s life is somewhat consumed by her work and I think that’s unhealthy... because work is always going to be there.”
Providing for self and others	41.7%	“...Being the bread winner I guess and being the sole income for us ... I feel like in order to live you have to have a job you have to have work to make money.”
Draining personal resources	37.5%	“So the last few days I was here for twelve hours so I didn’t get home until like eight-thirty last night...so I just wanted to decompress and sit on the couch.”
Making friends	20.8%	“...What for me is a proper work environment is I’m going to work to be with my friends. “
Volunteering time	12.5%	“I volunteer a lot of my time to the things that just don’t have to be taken care of, but I feel like I have to, because I love my job and I love my students.”
Not having control	12.5%	“Well, I guess in the work role, I’m not in charge. In the other ones, I’m more in charge.”
Causing stress	12.5%	“So when I get up in the morning, I don’t want to go to work...and when I come home, I’m...grumbling about someone that annoyed me...”
Behaving professionally	12.5%	“Okay, I guess if it was work related then, you know, I’d like to come off as professional and as seeming like I know what I’m talking about.”

* Percent of people participating in work who discussed this activity

Table 5

Recreation Codes

Activity	%*	Example
Creative activities	45.8%	"I have an art studio and my house and I probably once or twice a year will get in there and really get into it."
Traveling	45.8%	"I'll just go somewhere where I have a friend living, so I, you know, have been to Australia...Nicaragua...Hawaii, I had a friend who was in Hawaii for a while."
Outdoor activity	41.7%	"I ride a bike, I garden, time with the dogs, hiking,"
Movies/TV	37.5%	"I'm a television news junkie, cable news junkie for special political seasons...I watch football. I watch auto racing."
Relaxing	33.3%	"I try to be as productive as I can at work and then...I can be as unproductive as possible"
Sports	33.3%	"So, I enjoy sports. Playing baseball games or just playing catch or something like that."
Playing on the computer	29.2%	"I browsed the internet and zoned out for a good hour and a half I think. Just...doing some general surfing, reading the news"
Reading	29.2%	"So, I've been on a kind of like a classical literature kick over the past couple years..."
Spending time with other people	29.2%	"Favorite things to do... I like playing video games with my friends and ... just like hanging out with my girlfriend or with friends going out places."
Exercising	20.8%	"I go to the gym because I like to go to the gym, but in the summer I like to ride my bike when the weather is nice"
Going out	20.8%	"This evening, my husband and I are going to go out...and all of the local shops are going to have their Christmas events."
Eating	16.7%	"I would love to be-I call it be adventurous and try a new restaurant, just new things, that makes me happy."
Music	16.7%	"I do see a long history of them performing music not only for their own benefit, but also for things like church and so I view it as a responsibility to maintain that family tradition."
Gaining personal identity	12.5%	"In a way, I define myself by the work I do but more so it's by the recreational activities I choose."
Gardening	8.3%	"And then, I like to grow my garden."
Playing with pets	8.3%	"Hanging out with the dogs at home, playing music..."
Shopping	8.3%	"So this time of year since it's not very nice outside anymore... so we watch a lot of TV [and] go shopping a lot in the winter"

* Percent of people participating in recreation who discussed this activity

Table 6

Friends Codes

Activity	%*	Example
Spending time together	52.4%	“Well this one particular friend, we try to meet once a week. We might go walking, or go out to dinner, or something”
Looking out for each other	33.3%	“You know even though I’m the one who’s always there for them to give them pointers, work out tips and whatnot like I said we all go through traumatic events, you know, hurdles in life and I constantly question myself, where would I be without this person or that person in my life. So that’s why I truly do value so many of my friends”
Building relationships	19.1%	“I really enjoy the relationships I have with my good friends and my girlfriend so those are very important to me...so maintaining those is something I actually try to do.”
Going out together	19.1%	“Saturday night a friend was having a party... we went out to that. And on Sunday, one of my friends is leaving for a post-doc soon and we went... to his party and then went out to watch the play-off game afterwards.”
Exercising together	14.3%	“And then I have some friendships that I maintain. And kinda the odd thing about that is we don’t just sit around and be friends, or we don’t just go shopping and be friends, or we don’t just go eating and be friends, we’re usually exercising and being friends”
Keeping in touch	14.3%	“So, I think there are just certain people in my life I try to make sure I maintain a relationship with, even if it’s not every day. I think that’s really important to me because I like to just know how people are doing and make sure things are going okay.”
Traveling together	4.8%	“Or, sometimes I mean we go like on road trips together either with my family or with my friends.”

* Percent of people participating in friends who discussed this activity

Table 7

Home Codes

Activity	%*	Example
Cleaning	80%	“Sundays are usually when I get stuff done that needs to be done around the house or things like that”
House maintenance	40%	“My house is 35 years old but I’m completely remodeling it. Reframing it. Literally- outside, inside. Rebuilding it so it’s the existing foundation and using that wall. You know? But everything is becoming brand new.”
Shopping	40%	“I do most of the grocery shopping”
Yard work	40%	“I mow the lawn because my wife won’t do it and pick up the dog poo because my wife won’t do it”
Finances	30%	“Paying the bills, which is very difficult right now because we went from two people to five, the extra dogs, and our income temporarily went down so things got really tight for a while, but it’s settling back in, we’re getting things caught up, paid off, etc.”
Cooking	20%	“My husband is a little bit older, so he can’t do a lot of things, but he does most of the cooking. So he does that, he’s a really good cook.”

* Percent of people participating in home who discussed this activity

Table 8

Caretaking Codes

Activity	%*	Example
Helping care for elderly family	50%	“I look after my parents little bit, they have some physical restrictions. So I try to make sure if they need me I’m always there.”
Taking care of children	35%	“... get the kids to school in the morning...getting them home. Getting them to their various sporting events, getting them to their music lessons...getting them to their scout meetings.”
Prioritizing people who need you	25%	“Well as a mother, one’s child kind of takes priority. That’s just sort of the way it is. That’s just the most important job I’ll ever have.”
Caring for animals like they were children	20%	“But the dogs are a big part of our lives because we call them our daughters. Now that the boys don’t live with us any longer it’s the girls do and they’re our girls.”
Giving up your time for others	20%	“I don’t regret it, but I do spend a lot of time caretaking than I would like to admit. But I’m not angry or bitter or anything, but that’s one aspect that sucks some time from my boyfriend, probably too.”
Keeping things going	20%	“Just trying to make sure everything runs, you know, runs in the place and everything is in order. So, home would definitely come-be the main thing outside of work.”
Checking in/helping out with adult children	10%	“Even though the children don’t live with me. They’re not children, they’re young men. I still see those as major responsibilities.”
Figuring out what to do	10%	“As a parent you try to save them from what you know is going to happen, but sometimes it’s best to just let it happen and not say I told you so, but kind of, well, I warned you!”
Using volunteer work to fill a caretaking void	10%	“I turn my computer on and I monitor all my emails from home as well just to make sure if students need something they can pretty much get me... They’re like my kids...I always wanted children and now I’ve got them”

* Percent of people participating in caretaking who discussed this activity

Table 9

Self Codes

Activity	%*	Example
Looking out for self	50%	“Well you can't really take care of anyone else or be there for other people if you don't kind of commit to yourself and make sure you have all of the resources you need.”
Relaxation	40%	“I guess the things that are important to me so...I value the down time I get”
Spending time alone	40%	“And solitary, I'm the only one there so that's pretty important.”
Having control	25%	“It's mine. No one can tell me what I need to do in it or have to do in it, it's my time, it's a getaway, it's a sanctuary, I have the option to do what I want there, its comfortable.”
Self-care	25%	“I've recently diagnosed with herniated disc and so I've been, went through physical therapy and I try to just do like exercises to maintain strength there.”
Self-development	25%	“Because one of the things that I can do in my men's group that I don't, maybe I can but don't allow myself to do in a lot of family situations, is examine personal weakness, personal fear.”
Preparing for the future	20%	“...focusing on my workouts. That's something that I've, like for a long time, really struggled with and I am actually getting ready to be 41 next month... But, you know, what when I literally hit forty last year my body started doing things. Like you hear that when you get older your body will, and it's true! “

* Percent of people participating in self who discussed this activity

Table 10

Exercise Codes

Reason	%*	Example
Enjoyment	50.0%	“Definitely biking, I’m really into biking, I’m really into exercising in any way. But biking is my niche at this point. And you know, working out. Going for hikes”
Getting in shape	38.9%	“I’ve been playing tennis for many years now and I really love doing that and I like staying healthy too so...Just try to stay in shape”
Getting social interaction	33.3%	“One of my colleagues is my running buddy and she and I have traveled out of state and done many marathons. And so there again we’re doing the friendship, we’re colleagues, but we’re also exercising at the same time.”
Gaining personal identity	22.2%	“Whenever someone introduces me to someone else they're always like yeah he’s a workout guru. So if you need any tips, there you go so I like it that people think of me in that manner.”
Self-growth	16.7%	“And I’m old enough to know that we all make choices in our lives and I don’t want to cry baby about “well I am overweight and I’ll never run a marathon.” And you know what, if it was important enough to me then I would not have had that snack this afternoon and I would spend a half an hour jogging around the zoo promenade before my class.”
Improving self-image	11.1%	“My exercise, my walking makes me feel better.”

* Percent of people participating in exercise who discussed this activity

Table 11

Significant Other

Activity	%*	Example
Prioritizing and valuing each other	55.6%	“I told my yoga teacher that I would lead something next Thursday, and then I realized that no, I had told my husband that I was going to go to that show so I was going to miss class. So, then I had to go back to her and say ‘No, I’m sorry. I’m not going to be there actually. I can’t lead.’”
Spending time together	44.4%	“Lately, especially since I’m not working overtime, I’m trying to spend more time with my wife, because I feel like she’s been neglected.”
Supporting each other	38.9%	“The shows themselves, I go because my wife enjoys it. I really don’t like the shows themselves, but she does. It’s a big thing for her, so I drive her because she doesn’t like to drive and some of them are way out of town.”
Having fun together	33.3%	“My husband and I will sometimes go to different shows or go out to eat or go to “get togethers” with people we work with.”
Developing the relationship	27.8%	“You know, you have to cultivate a relationship to watch it grow or whatever.”
Having difficulty prioritizing each other	22.2%	“I come home with stuff to do and in my mind I am saying I need to be doing this but my wife wants me to do this or she always wants me to spend time with her. What am I going to choose? So I consider that a significant conflict and one that I’m always battling”

* Percent of people participating in a significant other domain who discussed this activity

Table 12

Volunteer Codes

Reason	%*	Example
Having a responsibility to help	66.7%	“One of the volunteer things I do is about literacy and I sort of have to do that. I’m less happy when I’m not doing it and it’s a little more of a compulsion and I little bit more less of a civic responsibility.”
Doing something fulfilling	60.0%	“It’s about others because I feel good about doing things for others and volunteering.”
Giving back to society	40.0%	“I volunteer mostly with ...a coalition for homeless; they do homeless prevention... and with Outreach Inc. which is a homeless drop in center for homeless teens. I work with their GED program and their drop ins where people will come and stay.”
Doing something enjoyable	33.3%	“The things that I do that are self-defining I think would be the involvement with the arts gallery, the arts and the art gallery in town. That one is an indulgence. People around town trip all over themselves thanking us for doing this and we trip over ourselves thanking the artists and town government for letting us do this. It really is real real fun”
Getting social interaction	33.3%	“Every time I volunteered it’s always so much fun, you get to meet new people so it’s, I think it’s a beautiful thing that it’s actually both. It’s you helping others and you feeling good about yourself.”
Helping out where you can	20.0%	“Can we fix people, no. Can we help people who want help and help them find that step, maybe”

* Percent of people participating in volunteer work who discussed this activity

Table 13

Pets Codes

Activity	%*	Example
Taking care of them	66.7%	“It takes about half an hour in the morning to do all the things I need to do for my cats; feed them, clean out their litter pans, I have a room specifically for the kittens I foster, clean out the kitten room.”
Caring for them like family	60.0%	“And then my dogs! I consider my dogs my family too. Your pets - I think if you have pets you have responsibility towards them.”
Using them for companionship	26.7%	“That’s like my dog, I certainly think of as really close to me and he’s more important than many other humans in the world.”
Talking about them	20.0%	“So really what I want them to know about me would be something that they can-‘Ok, he likes motorcycles or dogs, cats...’ Things like that.”
Enjoying them	13.3%	“The most important people are my pets.”
Spending time with them	13.3%	“I have a very, very old cat, um yeah, who’s probably not much longer for this world so right now actually I’m trying to be more of a homebody to spend more time with him”

* Percent of people participating in a pet domain discussed this activity

Table 14

Religion Codes

Activity	%*	Example
Being involved in the church	62.5%	“I value participating in church too because I really enjoy it.”
Developing spiritually	50.0%	“It’s relationship. Maybe almost like self-actualization in a sense that I won’t become who I’m meant to be unless I take this time. Almost like personal development in a way, I guess.”
Gaining personal identity	50.0%	“I have church domain in my life one as an underlying structure because of the influence of my family and through genealogical research. You know, it’s been in my family for several hundreds of years.”
Volunteering with religious groups	50.0%	“Church and volunteering overlap because we have an outreach program at church that I do now”

* Percent of people participating in religion who discussed this activity

Table 15

Education Codes

Reason	%*	Example
Enjoyment/Fulfillment	83.3%	“It’s something I always wanted to do. I enjoy school. My classes, I’ve been loving going back to college. I really It’s a sense of accomplishment.”
Self-Improvement	50.0%	“My intention when I went to work here I was willing to take the decrease in pay because of the opportunity to go to school”

*Percent of people participating in education who discussed this activity

Table 16

<i>Definitions of Importance</i>	
Definition	%
Most significant people and pets	64%
Need-based activities	16%
Only things a person can do themselves	12%
What a person chooses above other things	12%

Table 17

Definitions of Commitment

Definition	%
Most important people	12%
People and things depending on a person	7%
Where a person spends the most time	2%

Table 18

Definitions of Values

Definition	%
Most fulfilling things in life	48%
What a person chooses to do	16%
Same as importance	12%

Table 19

Definitions of Priorities

Definition	%
Things that are need-based	52%
Biggest life responsibility	16%

Table 20

Most Valued Life Domains

Domain	Importance	Commitment	Values	Priorities
Family	56%	28%	36%	24%
Work	16%	24%	8%	4%
Significant Other	16%	20%	8%	8%
Pets	8%	8%	4%	0%
Caretaking	4%	8%	4%	20%
Self	16%	8%	8%	12%
Friends	16%	8%	16%	0%
Volunteer	0%	4%	4%	0%
Religion	4%	4%	8%	4%
Recreation	4%	0%	12%	4%
Home	0%	0%	0%	0%
Exercise	4%	0%	0%	0%
Education	0%	0%	0%	0%

Table 21

Work-Life Conflicts and Consequences

Domain	%	Example	Consequence
Family	40%	There's a conflict I think also between work and I have up here family "devotee" because this involves a lot of time on the phone and a lot of travel and work takes up -usually work is at least 45-50 hours a week, and so I don't always have the time that I want to put into sitting down and having a phone call with my 92-year-old aunt and really being there for her.	Work takes away from her ability to call and talk to family members that live far away because she spends so much of the day time hours at work
Significant Other	20%	Well sometimes I want to - I will have a project or a specific assignment that I want to stay late and work on, but my husband travels a lot. So when he's home, I want to go home and have dinner with him. So that's when things have to - I either have to decide I'm going to put off getting that project done or tell him that I'm not going to be home for dinner.	Participant doesn't get to spend quality time with husband.
Pets	4%	I'm just kind of like-- even Saturday morning getting up and walking the dog together is something I really loved to do and just tired and honey can you just walk the dogs I'm going to sleep in, little things like that that I just see are out of sync for who I would normally be	Exhaustion from work keeps her from walking the dogs.
Caretaking	28%	Primarily for my husband yeah, because I would like to have caretaking responsibilities for like my pets and my house and even some things for my family, my extended family, but I don't get to that right now. So I don't think I do have them, although, I would like to have them.	She can't fulfill her caretaking responsibilities because of her work schedule.

Table 21 Continued

Self	36%	And so, it's not that I couldn't push myself and I've thought-- that's something I've kind of chewed on for myself; is this a character issue? Do I need to push through this? I just kind of think it goes back to like what parts of my job am I really using my strengths in and what can I do better I know that if I were in a different position, I would be behaving differently. So for right now, I've chosen not to push myself.	Not being able to participate in things for herself makes her question her identity.
Friends	32%	I don't know if it's just me feeling that way or if its people who I have to stand up or ditch, or whatever-- I don't know what term to use-- I don't know if they feel this way, but I kinda feel guilty because I'm not as supportive or doing as much as I'm used to. Like I'd organize a game night at my house and have everyone over and I haven't done those things since I started this second job and kind of just starting to lay back a little. So, I feel guilty about it and I feel it may hurt friendships a little bit, but it could just be, you know, me.	Work commitments restrict her from being the kind of friend she'd like to be. She feels her relationships are suffering because of her work.
Volunteer	24%	The volunteering, I was doing it once a week, but since I found this part time job that I think is really beneficial for some long term goals for me, I had to stop.	She had to stop her volunteer work because of her work schedule, and volunteer work was very important to her.

Table 21 Continued

Religion	20%	Every Sunday I was a volunteer coordinator for church. And when I started getting really busy, I let someone else take that over. I haven't been there. I haven't gone to church. It was just not acceptable for me to miss a Sunday in my mind and you know I was there every Sunday. Sometimes even a couple nights a week doing things and I haven't done that. People are like "Where are you" So I miss church. I realized that was the meditation hour at church was great, it wasn't even an hour but just the meditation every Sunday was awesome.	He doesn't have the energy to participate in church activities after long workweeks.
Recreation	48%	The work is conflicting with me being a musician/composer, because there's so much energy that goes into my job when I come home I can't always do what I really want to be doing and that's a real important piece of who I am that's sort of fallen by the wayside because work is just so all-consuming.	She can't spend as much time with music because she doesn't always have the energy after work.
Home	20%	My house gets messy that really bothers me.	She can't keep a clean home because of her work schedule.
Exercise	24%	Yea, work out, get back into a gym, have a trainer again, definitely because this recliner thing is killing me. I understand people are like "well you work 70 hours a week", I know, but again I put myself in that position.	He doesn't have the energy to get to the gym after working 70-hour weeks.
Education	12%	My intention when I went to work here I was willing to take the decrease in pay because of the opportunity to go to school and so I really just haven't felt comfortable starting graduate school because I haven't felt like I'd really be able to commit to it. And then-- So, that's one of the tensions in my life.	She took a pay cut without being able to go back to school like planned because of her work schedule.

FIGURES

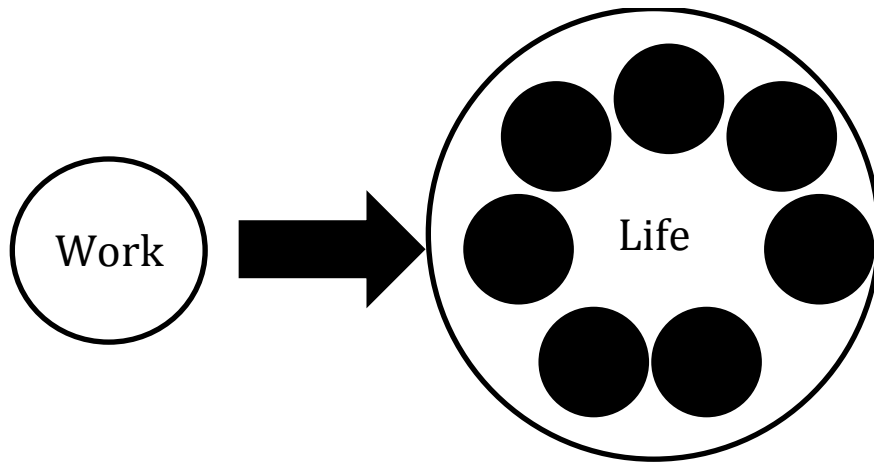


Figure 1. This figure represents a full model of work-life interference, where life is made up of multiple domains. This figure focuses only on work interference with life for simplicity

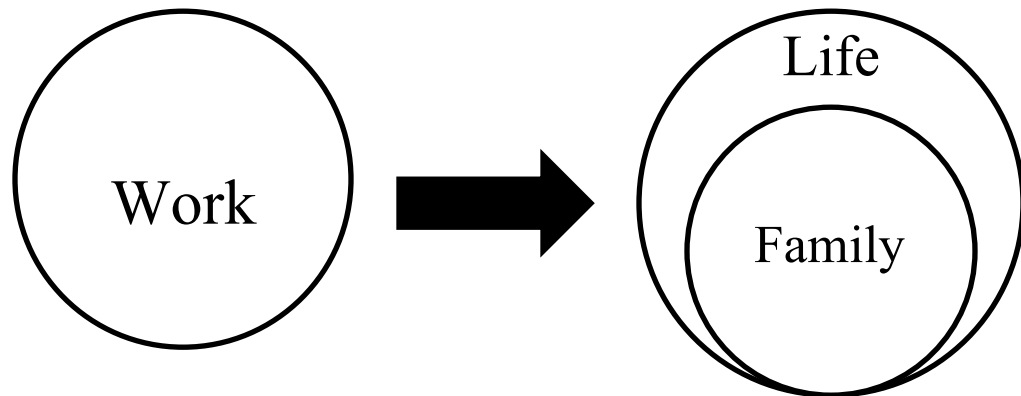


Figure 2. In this figure, family is the most significant or only feature of life, and any remaining portions of life are left undefined.

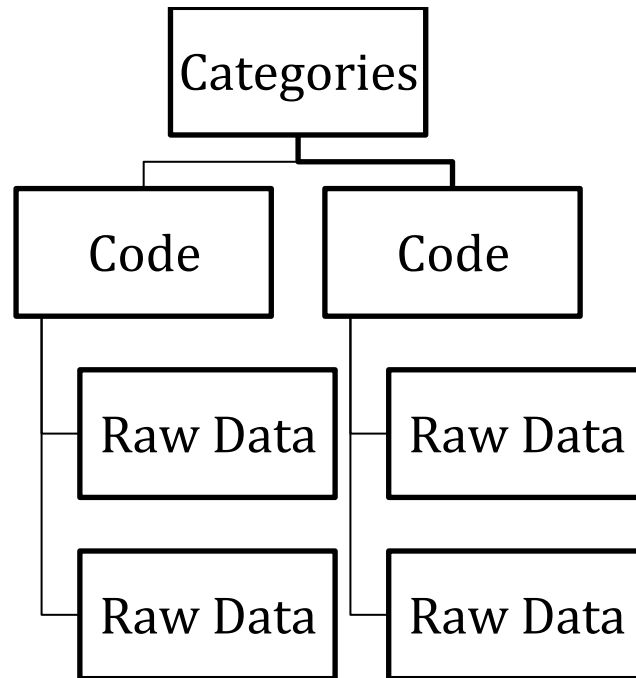


Figure 3. This figure displays the organizational hierarchy of data using grounded theory. Categories are the largest groups of data, followed by codes, and then individual pieces of data, or quotes from the text.

APPENDICES

Appendix A: Proposal Introduction

When people participate in multiple life domains such as employee, parent, or friend, they may experience conflict between these domains (Greenhaus & Buetell, 1985). However, the literature on work-life conflict has overwhelmingly focused on the conflict between only two domains: work and family (Eby, Casper, Lockwood, Bordeaux, & Brinley, 2005). While some researchers have attempted to address domains outside of family, the identification and definition of these domains has been unsystematic and unclear (e.g., Brummelhuis & Van der Lippe, 2010; Carlson & Kacmar, 2000; Gutek, Searle, & Klepta, 1991). As a result, the majority of life domains outside family have gone unexplored. In this paper will I argue that in order to fully address work-life conflict, we should expand our consideration beyond just family and attempt to address all of the potential life domains. As such, the goal of the present study will be to identify and define the full spectrum of life domains in order to better represent the construct of work-life conflict.

In order to accomplish this goal, I will first discuss theories explaining the underlying mechanisms of inter-domain conflict. Second, I will provide a brief review of the literature on work-family conflict including types of conflict and antecedents and consequences of conflict. Third, I will argue that work-family research should expand to a wider work-life focus due to factors such as societal changes, construct validity issues, individual differences in values, and employee backlash against work-family human resources policies. Fourth, I will consider research that has alluded to the study of life domains outside of family and how this research has been unsystematic and unclear. Finally, I will propose a qualitative study that will expand the literature on inter-domain

conflict by empirically identifying a set of life domains and clearly defining what is encompassed within each domain. In this study I will attempt to develop a comprehensive set of life domains from which people draw to create their unique set of life domains. I will also investigate differences in the extent to which people value these various life domains. In order to achieve these goals, I will use grounded theory methodology to qualitatively identify life roles and how they are valued.

The present research will contribute to the literature on inter-domain conflict in several ways. First, and most importantly, this research will fill a gap in the literature by attempting to represent the entirety of inter-domain conflict. Building a comprehensive set of life domains is important because exclusively measuring family may not capture the conflict process as a whole and conflict can have a large impact on work, family, and personal outcomes. Second, this study will use qualitative data from exploratory research, which is useful for understanding social processes. This method will allow results and conclusions to rise from the data rather than be imposed on the data. This is important because it will help to avoid biasing the data with preconceived ideas about life domains. Third, this research will provide practical insights for the workplace because it will better represent the reality of balancing work with multiple life domains. Fourth, it will allow for the consideration of how important different life domains are to different people. Researchers have made the assumption that family is the most important life domain; however there is no empirical research supporting this claim, and so it stands to reason that some people value other domains equally or more than family. Overall, developing a more unified set of life domains applicable to all people will contribute to the literature in many ways. In order to develop such a set of life domains, it is first helpful to understand

the nature of inter-domain conflict. To do so, I will first discuss the theories which have proposed to explain the mechanisms underlying conflict.

Mechanisms Underlying Inter-Domain Conflict

The basic premise underlying inter-domain conflict is that the differing demands posed by various domains create the potential for conflict (Greenhaus & Buetell, 1985). Some of the major theories of inter-domain conflict include role theory, spillover theory, and conservation of resources theory. While each of these theories broadly discuss the notion that participation in multiple domains creates the potential for conflict, each postulates different mechanisms underlying conflict.

First, according to role theory, conflict occurs as a result of incompatible pressures or expectations among domains (Greenhaus & Buetell, 1985). For example, the time necessary for a person to finish their work responsibilities may conflict with time demands from the family domain such that a person may have to work late and thus miss dinner with his or her family. Alternatively, the energy required to get through the workday may not leave enough energy left over to exercise after work. Overall, role theory seeks to explain the mechanism by which different roles may conflict by segmenting life into different domains and focusing on the demands posed by the different domains.

Second, spillover theory posits that if a person has an experience in one domain, it is likely that experience will carry over into another domain. Spillover is typically studied in two directions: positive and negative. Positive spillover occurs when one domain enriches experiences in another domain. For example, if a person receives news that makes them happy at home, they are also likely to be happy when they get to work. As

another example, if a person learns computer skills at work, they are also likely to be able to use those computer skills at home (Zedeck & Mosier, 1990). In contrast, negative spillover is when experiences in one domain make life experiences in other domains more difficult (Sumer & Knight, 2001). For example, if a person has a fight with their significant other at home, that person may continue to be angry during the workday. Or, if a person is passed up for a promotion at work, the negative affect that person experiences is likely to carry over into an activity after work. Negative spillover has received much more attention in the literature, and is the mechanism proposed to underlie conflict.

Third, conservation of resources theory suggests that people have a limited supply of resources and must divide them among all of their life domains. People thus experience stress when they feel they are having difficulty reserving some of their resources for themselves and when they feel they may be losing important resources. Resources can include, but are not limited to, status, energy, and tangible resources (Grandey & Cropanzano, 1999; Hobfoll, 1989). For example, if a person is at risk of losing his or her job, that person may experience stress because of a threat to his or her tangible resources like money and symbolic resources like status.

While each of these theories takes a divergent perspective on the mechanisms associated with conflict, each is applicable to studying conflict across life domains. As such, it is surprising that until now, each has primarily been used in the context of work and family. I suggest, however, these theories can and should be applied to conflict between *all* life domains. For example, conservation of resources theory may be applied to an individual's entire life and not just to work and family. Tasks related to an

individual's personal life, friendships, and health, for instance, might draw upon resources and thus induce stress. Thus, I propose that the mechanisms underlying role conflict are applicable across a broad range of potential life domains and not just to work and family. Similar to *theories* of inter-domain conflict, empirical *research* on inter-domain conflict has also focused almost exclusively on work and family. As a result, a review of the literature on inter-domain conflict is necessarily a review of work-family conflict. However, reviewing this literature should still shed light on the nature of conflict.

Previous Research on Work-Family Conflict

Conflict between work and family has been studied in two directions: work interference with family and family interference with work. In addition, three types of conflict have been studied: time-based conflict, strain-based conflict, and behavior-based conflict (Carlson, Kacmar, & Williams, 2000). First, in time-based conflict, time devoted to one domain directly conflicts with the time necessary to fulfill the demands of another domain. For example, if a person is called into work unexpectedly, this may cause that person to miss a family vacation. Second, strain-based conflict involves pressure from one domain intruding and interfering with participation in another domain. For example, if a person experiences pressure at work because of an upcoming deadline, they may have a headache at home as a result. Third, behavior-based conflict is the idea that specific behaviors required to fulfill one domain conflict with the behaviors necessary in another domain. For example, authoritarian behaviors that might be required to be a successful manager may be incompatible with authoritative behaviors that might work best as a parent.

Antecedents of work-family conflict. Researchers have examined several potential precursors of inter-domain conflict, including both predictors of work interference with family and family interference with work.

First, several antecedents of work interference with family have been identified. Antecedents with the most research support include working long hours (Jacobs & Gerson, 2001), having a heavy workload (Yang, Chen, Choi, & Zou, 2000), having an unsupportive supervisor (Tepper, 2000), and experiencing increased pressure and stress at work (Carlson, 1999; Fox & Dwyer, 1999). Other antecedents of work interference with family include unpredictability in a person's work schedule (Shamir, 1983), perceived reward inequity in the workplace (Greenhaus, Bedeian, & Mossholder, 1987), and self-employment (Parasuraman & Simmers, 2001). Importantly, it seems reasonable to suggest that these work antecedents of conflict would predict work interference with any life domain, not just work interference with family.

Second, researchers have also identified several factors that are related to family interference with work. Grzywacz and Marks (2000) found that adults who have children at home are more likely to experience family interference with work. In addition, Fox and Dwyer (1999) found that adults who worry about childcare or experience marital tension are more likely to experience family interference with work. Similarly, Carlson and Perrewe (1999) found that high family involvement and low social support from family are related to family interference with work. Overall, these research findings suggest that factors in the work and family roles representing *demands* are associated with interference between domains. Although little to no research on conflict has explored demands outside the work and family roles, it stands to reason that demands from other

roles would also be associated with conflict, given the broad support that currently exists for the role of work and family demands as a predictor of conflict.

Consequences of work-family conflict. In response to experiencing conflict, research has established that people may suffer consequences in their work domain, their family domain, or personally. With respect to the workplace, researchers have found that conflict is associated with decreased job satisfaction, organizational commitment, and perceptions of career success as well as increased intentions to turnover and burnout (Allen, Herst, Bruck & Sutton, 2000; Peluchette, 1993). With respect to family, Allen et al. (2000) and Bedeian, Burke, and Moffett (1988) found that conflict had negative effects on life and marital satisfaction. With respect to personal consequences, Allen et al. (2000) found that conflict was associated with increased general psychological and physical strain, increased alcohol abuse, and increased depression. Several other studies have found similar mental and physical health consequences due to conflict (Schmitt, Colligan, & Fitzgerald, 1980; Sparks, Faragher, & Cooper, 2001), and other studies have found that alcohol consumption increases as conflict increases (Burke & Greenglass, 1999; Frone, Russell, & Cooper, 1997).

Given the large amount of research on the topic, it is clear that when people experience conflict between work and family, they may experience work, family, or personal consequences as a result. Although each of these results discusses conflict outcomes as a result of work-family conflict, I argue that it is highly likely that conflict between work and any life role may lead to these outcomes. Taken altogether, previous research on work-family conflict shows that sources of increased demand increase conflict, sources of support may decrease conflict, and conflict is associated with

negative consequences. Although little to no research has applied these results outside the arena of work-family, I suggest that research could benefit from doing so.

Expanding to Work-life

Thus far, I have discussed the fact that domains may conflict with each other for a number of reasons broadly applicable to all life domains, and that work and family domains have dominated the literature. I have also provided a brief review of the work-family conflict literature. I will now argue that there are a number of reasons to expand to the focus of research on inter-domain conflict beyond work-family and into work-life. These reasons include societal changes, construct validity issues, individual differences in values, and employee backlash against work-family policies.

Societal Changes

One reason the limited focus on work and family in research is problematic is because it requires making the assumption that family is the only important life domain outside work. However, this assumption may be flawed for many reasons. For example, there is growing evidence that people are having children later in life or not at all. In addition, there is also evidence that even when people do have families with young children at home, that these individuals still engage in other life domains outside family.

With respect to the age at which people begin having families, the White House Council on Women and Girls (WHCWG; 2011) reports that the average age a woman has her first child is now 25, which is four years later than the average age in 1970. In addition, the average number of children a woman will have today is just over two, in comparison to just over three in 1970 (WHCWG, 2011). Further, 18% of women never have children; almost double the number of women who never had children in 1976.

Similarly, the U.S. Department of Labor reported that in 2009, less than half of households included children under the age of 18. Together, these statistics suggest that a growing percentage of the workforce may work for many years before starting a family or in fact may never have a family. As a result, many individuals may not view family as the only life domain outside work.

Another important piece of evidence to consider is that even individuals who have families do not necessarily consider family to be the only important life domain outside of work. Recent statistics show that parents with children under the age of 6 spend an average of only 2 hours per weekend day engaged in primary childcare (Bureau of Labor Statistics, 2010). In those households where the youngest child is between 6-17, the average time spent in primary childcare is less than 1 hour. While the time spent in secondary childcare was much higher, it is important to note that secondary care is time when a person's attention is on another activity while also caring for a child. Thus, these statistics suggest that even people with families engage in many activities outside work and family.

Overall, the data presented here suggests that the demographics of the workplace are changing, and people may be spending their time outside work on activities other than family. As a result it is critical to consider what factors other than family may be contributing to conflict between work and other life domains.

Construct Validity Issues

In addition to societal changes, the fact that the only domains that have received noteworthy attention in the literature are work and family presents problems with respect to the construct validity of inter-domain conflict. Theoretically, the construct of inter-

domain conflict includes conflict among all possible life domains. As a result, in order to fully understand and measure the construct of inter-domain conflict, researchers should consider all possible life domains. Focusing on only work and family, therefore, has been a deficient strategy in terms of identifying conflict that may arise between work and life domains in general (Borsboom, Mellenbergh, & Heerden, 2004). Figure 1 helps to illustrate this concept. In this figure, as in theories of inter-domain conflict, work may interfere with any domain of life, and life is composed of many individual domains. Each person may have a different number of domains within life, and some of those domains may account for more space in a person's life than others.

In contrast, Figure 2 illustrates the way in which past research has characterized inter-domain conflict. In this example, the construct of life only has one main internal construct: family. All other domains that may exist are unaccounted for in the undefined residual space that family does not cover. Thus, these models of work-life conflict illustrate the fact that there is a need in the literature for research addressing domains of life outside of family.

Individual Differences in Values

By focusing only on family, previous researchers have made the implicit or explicit assumption that family is the most important domain of life, however there is no empirical research supporting this claim. It stands to reason that, at least for some individuals, other life domains might be at least as valuable, if not more valuable than family. At the very least, it seems reasonable to assume that even for individuals for whom family is highly valued, other domains might also be valued as well. Thus, we need to better address life values in the literature to better understand work-life conflict.

Most of the current research on values has examined how domain centrality, priorities, importance, and commitment affect the way people perceive conflict (Carlson & Kacmar, 2000; Meyer, Allen, & Smith, 1993). First, *centrality* theory states that people see life domains as more or less central to their lives. When people experience conflict, they perceive less central domains to be conflicting with domains more central to themselves. Carlson and Kacmar (2000) describe centrality as the life role a person associates with when they introduce themselves to another person. Second, the way in which people *prioritize* different domains may have an impact on the way they perceive conflict. Priorities are the way in which people categorize their life domains by deciding which are the most critical on which to act (Hammer, Allen, & Grigsby, 1997). Specifically, people invest their personal resources into a domain to the extent that the domain is a priority in their life, and they experience conflict to the extent that top priorities conflict with one another. Third, people may view different domains as more or less *important* in their lives, and importance is associated with salience of that domain. Carlson and Kacmar (2000) suggest that importance of a life domain is associated with the way in which that domain aligns with self-image. Often people consider their most important domain to be the domain in which the most important events in their lives occur.

Finally, *commitment* to a domain may influence the way in which people perceive conflict (Meyer, Allen, & Smith, 1993). Commitment deals with how attached a person is to a life domain and why they decide to continue or discontinue participation in that domain. Researchers typically study three different types of commitment: affective, continuance, and normative commitment. First, affective commitment is when a person

continues to participate in a domain because they enjoy it. Second, in continuance commitment a person's decision to continue participation in that domain is related to a fear of losing something they value if they discontinue participation. Third, in normative commitment people continue participation in a domain because they feel obligated to continue participation and fear other people will be upset with them if they discontinue.

Although centrality, prioritization, importance, and commitment have been found to be related to conflict, it is not entirely clear how these constructs are different from one another due to the fact that they have typically been looked at in isolation. Further, each has a somewhat circular definition and is largely atheoretical. As a result, it is unclear how each of these constructs may converge or diverge. For example, Stryker and Serpe (1994) identify role centrality and importance to be the same, but role salience to be a different construct; while Carlson and Kacmar (2000) identify role importance and salience as the same, but centrality as a separate construct. In summary, the potential differences in people's values have gone undetected not only because of the problematic nature of these constructs, but also because past research has focused only work and family, leaving other domains of life unexplored. By investigating the value individuals place on various life domains in a qualitative manner, I will be able to gain a much better understanding of the relative value of these life domains.

Employee Backlash

As is true with the research on work-life conflict, the vast majority of work-life human resources policies in the work force are actually work-family policies (Kossek, Noe, & DeMarr, 1999; Poelmans, 2005). From a business perspective, companies who work on an equity goal seek to increase profit and reward employees based on input.

However, family-friendly policies are perceived as need based by employees, and this creates a perception of injustice in the workplace (Hegtvedt, Clay-Warner, & Ferrigno, 2002). While these policies were put into place to increase employee satisfaction and retention, employees without significant family responsibility may feel that these policies create inequity in the workplace by taking into consideration only the needs of certain groups of employees.

Feelings of resentment and injustice toward family-friendly policies has been termed backlash. People experiencing these feelings often perceive they have to work extra to compensate for employees who take advantage of family-friendly policies. For example, Haar and Spell (2003) found that worker non-use of available family-friendly policy was negatively correlated with loyalty to the company, morale, and satisfaction with benefits. Similarly, several other researchers have found that those who do not need family-friendly policies perceive more injustice in the workplace (Burkett, 2000; Grover, 1991). In addition, Hegtvedt, Clay-Warner, and Ferrigno (2002) found that workers without children were likely to feel resentment when faced with a situation in which they had to work late because a coworker had a family obligation.

Further, Flynn (1996) reported on the real-world repercussions of the strict focus on family. She found that 80% of people felt that single people are left out of important benefits and that they carry more of a burden than employees with children, which included activities such as staying late, working weekends, and letting employees with families have first pick on prime holiday time off. She argues that this division in access to benefits discriminates against single and childless workers. In reaction to backlash against family-friendly policies, there is a need for more research investigating what

domains people value outside of family. Only when there is sufficient research in this area will organizations be equipped with the information needed to serve the needs of all employees.

In summary, issues such as societal changes, construct validity, individual differences in values, and employee backlash highlight the need to expand the literature toward a work-life focus. Specifically, the nature of the workforce is changing such that people are more often having families later in life if at all. As such, it is not appropriate to assume that family is the only or most important domain of life for all people. Moreover, there is evidence that this assumption in the research has already had negative consequences in practice as employers are beginning to experience backlash from employees without families. Thus, the present research on work-life conflict is needed to fully understand and address the construct of inter-domain conflict.

Issues with Past Work-Life Research

Thus far I have discussed a number of reasons why research on work-life conflict should be expanded to consider a broader range of potential life domains. It is important to note, however, that some researchers have already attempted to assess life domains other than family. However, this research has been problematic for two main reasons. In some cases, researchers have purportedly examined work-family conflict but have touched on other domains incidentally. In other cases, researchers have labeled their studies as work-life but have actually stayed within the scope of work-family.

Work-Family Research Assessing Additional Domains

In previous research on inter-domain conflict, there has been some work-family research that has touched on domains outside family. However, the researchers in this

category have tended not to define the domains they chose to use or to explain why they chose to measure those particular domains.

For example, in their article on work-to-family conflict, Gutek, Searle, and Klepota (1991) touch on life domains including friends, personal interests, and personal time in their survey measure. However, despite the measure's mention of these domains, the results and implications of these items are never discussed. Similarly, in their review, Allen et al. (2000) state their focus as work-family up front but then discuss non-family outcomes including leisure and life satisfaction. However, they offer no operational definition for either of these two domains nor do they explain why these two domains were chosen. Carlson and Kacmar (2000) also state their focus as work-family conflict, but they touch on other life domains including personal life, religion, community involvement, and global life satisfaction. Although these domains were mentioned, again they were not operationally defined, explained, nor specifically analyzed. Finally, Carlson, Kacmar, and Williams (2000) focus on work-family conflict in their construction of a work-family conflict measure, yet also mention other life domains such as friends, personal interests, and global life measures. Importantly, they include each of these domains in their final measure without ever discussing what these domains may encompass.

In summary, in each of the above-mentioned studies, the researchers did not explain their choice to include these non-family domains; neither did they explain why they chose these particular extra domains. Thus, in each of these studies the researchers have acknowledged that there are relevant domains of life outside of family, but none have developed or empirically examined a comprehensive set of life domains.

Work-Life Research Assessing Only Work-Family

In addition to researchers who mention other domains but state a focus on work and family, some researchers have presented their work as “work-life”, but actually focused only on work-family conflict. For example, Brummelhuis and Van der Lippe (2010) suggest they will study work-life human resources policy in the workplace, however the only antecedents or outcomes they measure deal with work and family. Also, Hill, Erikson, Holmes, and Ferris (2010) discuss work-life balance in their title; however, they refer only to the work and home domains. In addition, Reynolds (2005) states that he is studying work-life conflict and desired work hours, however he considers only family and work characteristics. Thus, there is evidence that work-life research has been deficient in considering the totality of inter-domain conflict.

As a consequence of the unsystematic and unclear approach to studying inter-domain conflict in the past, a unified set of all potential domains of life has yet to emerge. The evidence presented above displays that many researchers acknowledge the need to address life domains outside family, however, no framework for examining these other domains yet exists. Thus, there is a need to study life outside of work and family clearly and systematically in order to fully understand the ways in which work and life can conflict.

The Present Study

To this point, I have discussed the fact that life domains may conflict with each other for a number of reasons broadly applicable to all life domains, briefly reviewed the literature on work-family conflict, argued the need to expand to a work-life focus, and identified the issues with past research on inter-domain conflict. I will now propose a

study that seeks to remedy problems with past research on inter-domain conflict by identifying and defining a set of life domains in order to better define the construct of work-life conflict.

After completing the preceding review of the literature, I have developed two theoretical questions. The first is: *What life domains are relevant to work-life conflict?* This question intends to address the fact that previous research has focused on work and family, but has not considered how people define their domains of life. The second question asks: *How do people value the various life domains in which they are involved?* This question intends to address the fact that researchers have assumed work and family to be the most valued life domains, but there is no evidence to support this statement. The overall goal of this research is to produce a framework of domains from which people draw when choosing which domains to include in their lives and to determine if people differentially place value on each of their domains. By answering these two theoretical questions, this research will represent a wider variety of people in the workplace who are attempting to manage a diverse set of life domains, with and without family considerations.

This approach is an improvement on current research for several reasons. First, this research will fill a gap in the literature by identifying a set of life domains relevant to inter-domain conflict using qualitative data from exploratory research. Second, this research will have practical implications in the workplace because it will better represent the reality of balancing life with multiple domains. Third, it will allow for the consideration of how important different domains are to different people. As a result, this

research will help bridge the researcher-practitioner gap by developing a more unified construct of life domains applicable to all people facing work-life conflict.

Theoretical Background and Rationale

I suggest the theory of inter-domain conflict is currently in its nascent stages such that there is no set of theoretically or empirically defined life domains. Although there is a great deal of research addressing conflict, the quantity of research in an area is not necessarily indicative of the maturity of theory (Edmonson & McManus, 2007). In order to develop mature theory, there needs to be an underlying understanding of the phenomena. In addition, as has been discussed, current research has focused on a limited subset of the construct of inter-domain conflict. Qualitative research is focused on examining and explaining the qualities of a phenomenon in the context in which it occurs, and thus it is well suited for situations where theory is under-developed (Gephart, 2004). It is inductive and interpretive in comparison to the mathematically based quantitative study. As Gephart (2004) describes, qualitative research is useful for understanding social processes, and this may be particularly useful in the field of industrial organizational psychology where relationships can have such a large impact on outcomes. In addition, qualitative research allows conclusions to rise from the data, which should facilitate the expansion of the domains under consideration. As a result, qualitative methodology is highly suited for the present study.

In order to establish a set of life domains, I will subscribe to an epistemology consistent with my goals in order to guide me through the process. Although each epistemology takes different perspectives on knowledge, it is important to note that in each stance, theory building and method are intertwined. I will begin my qualitative

research by seeking knowledge with an open mind and structuring data collection in order to follow the path of the data to the results (Guba & Lincoln, 2004). In this way, I will avoid biasing data with preconceived notions about what I think the final set of life domains might include. An advantage of using qualitative research is that it yields rich data with detailed descriptions of the phenomena in question, allowing me to generate data both at the micro and macro levels of analysis (Guba & Lincoln, 2004).

In the current research, I will use postpositivism as an epistemological paradigm. The focus of this theoretical perspective is on objective reality: that there is a reality outside of the mind and this can be reflected using scientific inquiry. This perspective seeks to discover this truth, and recognizes that theory can never reach total verification. Rather, postpositivism falls in line with empirical thinking in that it proposes that the nature of knowledge consists of nonfalsified hypotheses rather than verified facts (Gephart, 2004). This perspective posits that results are uncovered as more knowledge is collected and organized into functional categories. Importantly, the method accompanying this perspective must be rigorous to promote internal validity, external validity, reliability, and objectivity. Without these criteria, postpositivists assert that no accurate inferences can be made from data. The goal of postpositivist research is to build theory that can be used in the future under experimental methods to advance the maturity and complexity of the theory (Guba & Lincoln, 2004). Thus, postpositivism provides a rigorous, empirical background with which to identify and define a comprehensive set of life domains.

In order to actually build a comprehensive set of life domains, I will subscribe to a methodology called grounded theory. Grounded theory is an inductive method of

qualitative analysis designed to develop theory about a phenomenon (Locke, 2002). In grounded theory, I will start by collecting data at the individual level then progressively develop more abstract categories to understand the data (Charmaz, 2004). Using this method, I will build categories out of the data, capturing what is most relevant to the construct of interest in the real world. There are several characteristics of grounded theory that make it unique in its approach to other methods of qualitative analysis. First, in grounded theory, data collection and analysis occur simultaneously. After each collection of data, I will code and analyze my findings, and adjust my method accordingly. Second, analytic categories of data are developed from the data, not from theory. In this method, I will go into data collection with a blank slate and begin to categorize findings only after starting data collection. Third, in tandem with building the major set of life domains, I will also develop middle-range categories. This term describes less abstract subsections of the major categories that are narrower in scope (Peterson & Bredow, 2008). Fourth, this method calls for writing analytic notes between data collection and writing the paper. These notes, often referred to as memos, allow me to explain and fill-out categories as ideas surface. Also, they can serve as means to keep track of methodological changes for the next round of data collection. Fifth, grounded theory uses theoretical sampling. This allows me to develop and refine categories with every round of data collection by sampling from the population of interest each round.

Method

Participants

Participants will be full-time employees at a large urban Midwestern university falling into one or more of the groups of interest identified in Table 1. I will conduct

individual interviews with up to 60 people, and stop once I have reached a point of theory saturation. Theory saturation is defined as the point at which no new information is gained by collecting additional data (Locke, 2002). Participants will be recruited through advertisements in campus electronic newsletters and will receive a \$20 incentive for their participation. The recruitment advertisement can be seen in Appendix A.

Procedure and Equipment

At the beginning of each interview, the participant will read and fill out a study information sheet (Appendix B). I will then interview each participant using the interview guide (Appendices C-D). I anticipate interviews lasting approximately one hour. After the interview is complete, I will ask participants to fill out a demographic measure and a personality measure (Appendices E-F). Finally, participants will be compensated for their participation and excused. I will record each interview using a Sony model ICD-PX820 digital recorder with a USB connector. Some participants may be asked to return for a follow-up interview at a later time. Follow-up interviews will follow the same procedure with the same compensation, without the demographics or personality measures.

Interviewing

Interviews are a useful tool in qualitative research because they can generate a wealth of information beyond what quantitative methods can offer. Interviews will consist of several open-ended, previously determined questions (Appendix C), which may be followed up with improvised follow-up questions focusing on elaboration or clarification of information previously offered. Importantly, the interview guide will be revised throughout the data collection process. Questions will be added or removed based

on their usefulness. Refining the interview questions allows the research to become more focused throughout the process.

After the first set of questions are over, I will ask participants to identify their set of life domains by completing an exercise requiring them to identify their life domains visually. This activity will involve participants placing circles representing life domains inside a larger circle representing life as a whole (see Appendix D). Following this activity, I will ask participants another set of questions regarding the decisions they made in order to create their domains and the way in which they value these domains. Both the question portion of the interview and the exercise will be used to gather information about life domains. During each interview, I will take field notes in addition to the voice recording. This additional data may include observations about the participant, the environment, or the interview process itself (Crabtree & Miller, 2004).

Early phase. During the first phase of data collection under grounded theory, participants are sampled based on comparative groups of interest. As can be seen in Table 1, my comparison groups include age, gender, partner status, and presence of children under 18 in the household. The three age brackets chosen are intended to roughly capture three stages of life and are based on data reported by the Bureau of Labor Statistics in 2009. First, the age range 20-35 is meant to capture individuals just entering the workforce, typically before starting a family. Individuals who have families in this group will tend to have small children. Second, the age range 36-51 is meant to capture people who are in the peak of their careers, and for those with children, where the children are school-aged. Third, the age range 52-67 is meant to capture people who are in their pre-retirement years. For individuals with children, the children may still be living at home or

may have moved on to college or to jobs and families of their own. Each person in the sample will be selected to represent one of these categories, and ultimately I intend to interview at least 2 people in each category. This organizational system will allow me to represent each of the categories of interest while still allowing for theoretical sampling after each category is satisfied.

Once each interview is completed, it will be transcribed. Data transcription will be done by myself and a trained undergraduate research assistant. The transcription guide can be seen in Appendix G. Following transcription, I will begin coding. Importantly, the coding process, from the first interview all the way through the end of data collection, is not linear. Rather it is a circular process in which new data is constantly being compared to previously collected data. This will allow me to look back at previously collected data and make sense of situations that were previously unclear.

During the early phase, I will code data in a line-by-line process. This means I will break down the transcription into units of information and assign an active name to the information described in that section. Each unit may have one or more codes, depending on the complexity of the thought expressed in each unit. Importantly, during line-by-line coding, I will compare codes to one another. This way, as similar codes emerge, I will be able to create more comprehensive code names and use consistent codes for similar findings in the data. This process of organization will help me to identify changes to my interview questions based on questions that arise in the data.

Intermediate phase. During the intermediate phase of data collection and coding, I will begin to advance the organization and focus of data by creating more comprehensive codes as well as creating categories. As patterns emerge during line-by-

line coding, I will create tentative categories to organize these patterns across the data set. This helps to organize the data and begin to build the set of domains. This system of organization also helps to identify what kind of data should be collected next, because as organization increases, holes in data become apparent. After each interview is analyzed, I will assess the interview guide and make edits if needed.

As categories begin to emerge, I will also engage in focused coding. In focused coding, I will identify repeating codes, sift through large amounts of data, and apply appropriate analytic names to similar data. The goal of this process is to identify the most appropriate category names. Ultimately, the quality of categories is linked to the fit between codes and categories (Locke, 2002).

In order to develop a full understanding of categories as well as to define relationships between emerging categories, I will engage in a process called theoretical sampling. As mentioned earlier, data organization will undoubtedly reveal questions that need to be answered to fully understand the categories. Theoretical sampling may include interviewing new participants as well as re-interviewing previous participants for elaboration on previous conversations in order to answer these questions. The interview questions I will use during the theoretical sampling phase of data collection are more specific and directive than those used earlier in the process. This type of questioning will help me to fill gaps in the web of data, which ultimately helps develop more empirically sound results. In addition, theoretical sampling will help me to detect the point of theoretical saturation. Overall, the intermediate phase of data collection allows me to organize data and follow-up on emerging patterns in order to create a structural framework for the emerging domains.

Final phase. When I reach the point of theoretical saturation, I will transition into the final phase of data collection and analysis in which I will finalize names for all codes and categories and finish construction of the set of life domains. In order to finalize, I will complete four steps. First, I will re-examine data to ensure best fit between data, codes, and categories, and might selectively sample a few more participants to test my findings. Second, I will examine my findings and look for ways in which they may be challenged or extended. Third, I will decide what to do with the inevitable remaining data that does not seem to fit into the framework. Finally, once I feel the framework is stabilized, I will deem the process complete. Importantly, a grounded theory perspective states that the framework is never completely solidified; rather it is considered a living structure affected by its greater environment.

Memo writing. Throughout the entirety of the data collection and analyses procedure, I will write memos. Memos are essentially notes in a research diary where a I will write down ideas for new interview questions, ideas for categories and what they mean, problems in the research collection process that need to be addressed, and any other critical ideas I have during the process. Memos create a hard copy of ideas, which facilitates the organization process. Importantly, Charmaz (2004) notes that grounded theorists who do not use memos often find themselves lost in a massive amount of data without clear direction. I will keep different memo spaces for methods and analyses. In the methods memos, I will keep an active version of the interview guide, record changes to questions, and discuss and sampling strategies. In the analyses memos, I will record the details of categories, the progression of code and category names, and ideas about the underlying framework of the set of life domains. Thus, I will use memos to help to

maintain the cyclic process of data collection and analyses, and help progress data toward the development of a comprehensive set of life domains.

Proposed Timeline and Feasibility

My goal is to be completed with my thesis work by the time I finish my course work. In order to meet this goal, I have set a series of deadlines for myself in order to defend my thesis by the end of April 2012 and graduate in August 2012. First, I plan to complete my data collection and analysis between June – November 2011. Thus, I will be collecting and analyzing data simultaneously. Second, I plan to be completed with my data analysis by the end of the 2011 calendar year. Importantly, in grounded theory, data collection and analysis occur at the same time. This makes the end of 2011 deadline realistic, as most of my data will have already been analyzed by the time I finish data collection. Third, I plan to have the first draft of my full paper completed on February 24th, 2012. This gives me 2 months to work up a rough draft of my results and discussion, and create tables and figures that support my findings and conclusions. Fourth, I will spend the next 6 weeks, until April 6th, working with my advisor to rewrite, add, and edit sections in order to have an appropriate completed project for my defense. On April 6th I will submit my project to my committee. Finally, I plan to defend on April 20th. This leaves me 2 weeks before the end of the semester to make any changes as requested by my committee. Then I will spend some time at the beginning of the summer meeting with the graduate office and make formatting revisions. Thus, by mid-May I will be ready to submit my completed thesis to Purdue and graduate in August 2012.

Appendix B: Recruitment Information

Recruitment Information

Seeking Full-time Employees for Work-life Conflict Study

The IUPUI Psychology Department is searching for full-time employees of IUPUI between the ages of 20-67 to participate in a research study. Eligible participants will be asked to participate in a one-hour interview discussing the participant's personal interests and activities outside of work. The goal of this study is represent the wide variety of people in the workplace who are attempting to manage a diverse set of life interests and activities. Participants will be compensated \$20 for participation. Some participants will be asked to return for a second interview consisting of similar interview questions.

For more information or to volunteer to participate, please contact ecrask@iupui.edu.

Appendix C: IRB Study Information

IRB STUDY # 1105005501

INDIANA UNIVERSITY STUDY INFORMATION SHEET FOR

Moving Beyond Work-Family: Establishing Domains Relevant to Work-Life Conflict

You are invited to participate in a research study about the domains involved in nonwork life. You were selected as a possible subject because you are working adult. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

The study is being conducted by Elizabeth M. Poposki, Ph.D., Department of Psychology, IUPUI. It is funded by the School of Science at IUPUI.

STUDY PURPOSE

The purpose of this study is to research what people identify as the various domains in their lives. A domain is an area of your life defined by participation in certain types of activities. People generally participate in multiple domains at a given time in their lives. One way to think of this is to think of yourself as wearing many life hats, and when wearing each of those hats, you are participating in a life domain. The goal of this study is to determine what different hats people wear, or what domains they participate in.

PROCEDURES FOR THE STUDY:

If you agree to be in the study, you will do the following things:

I will first ask you a series of interview questions about the different things you do in your life. Then, we will do an activity together attempting to categorize the activities and behaviors in your life. After the activity is over, I will ask you a few more questions about the activity. Finally, I will have you fill out a demographics survey form before you leave. The study should take about 1 hour to complete, and throughout the study I will be recording our interaction on a digital audio recorder. You will be asked to provide your email address so I may contact you for a follow-up interview if necessary. If you are contacted for a follow-up interview, you will be asked to return for another interview which will last approximately 1 hour.

CONFIDENTIALITY

Efforts will be made to keep your personal information confidential. We cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law. Your identity will be held in confidence in reports in which the study may be published and databases in which results may be stored. Only the researcher listed above and a small group of assisting researchers will have access to the audio recordings. The audio recordings will be deleted off the recording device as soon as they are copied onto a secure computer, which will occur immediately after the interview is complete. All identifying data will be destroyed when follow-up interviews have been concluded.

Organizations that may inspect and/or copy your research records for quality assurance and data analysis include groups such as the study investigator and his/her research associates, the Indiana

University Institutional Review Board or its designees, the study sponsor (IUPUI), and (as allowed by law) state or federal agencies, specifically the Office for Human Research Protections (OHRP).

PAYMENT

You will receive payment for taking part in this study. You will receive a \$20 payment before you leave the study. If you are asked to come back for a follow-up interview, you will receive another \$20 payment. This payment is NOT contingent upon completion of the entire interview.

CONTACTS FOR QUESTIONS OR PROBLEMS

For questions about the study, contact the researcher Elizabeth M. Poposki at 317-274-2961 or epoposki@iupui.edu.

For questions about your rights as a research participant or to discuss problems, complaints or concerns about a research study, or to obtain information, or offer input, contact the IU Human Subjects Office at (317) 278-3458 or [for Indianapolis] or (812) 856-4242 [for Bloomington] or (800) 696-2949.

VOLUNTARY NATURE OF STUDY

Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty or loss of benefits to which you are entitled. Your decision whether or not to participate in this study will not affect your current or future relations with IUPUI.

Appendix D: Interview Guides

Original Interview guide

This study involves a lot of interaction. I will ask you a series of interview questions and then we will do an activity together, and then I will ask you a few more questions about the activity.

In this study, I am researching what people identify as the various domains in their lives. A domain would be an area of your life defined by participation in certain types of activities. I am going to avoid giving you any examples, because I don't want to bias your thinking or point you in any specific direction – I want your answers to be specific to you. People think about their life domains differently, and so any one person's domains may be more narrow or more broad than another person's. In addition, different people may be involved in different life domains due to differences, age, interests, background, or other characteristics. One way to think of holding multiple life domains is to think of yourself as wearing many life hats, and when wearing each of those hats, you are participating in different life domains. Each hat represents a different domain in your life, and people sometimes juggle each of the different hats to attempt meet the demands of each domain. The purpose of this study is to determine what different hats people wear.

Part I

1. What kinds of things do you spend most of your time doing outside of work?
2. What kinds of things do you do for enjoyment?
3. What are your major responsibilities in your life outside work?
4. What hobbies do you have?
5. Are there particular topics you enjoy surfing the internet for or reading about?
6. Who do you spend time with?
 - a. Are there relationships you spend time maintaining?
 - b. Who are the important people in your life?
 - c. Are there individuals for whom you have care taking responsibility?
7. Tell me what you did yesterday (or last Friday) after work?
 - a. Another night this week?

- b. What do you plan to do tonight?
 - c. Last weekend?
8. What kinds of things do your friends and family do for enjoyment?
 9. When engaging with someone for the first time, can you give me a work and non-work related example of, what information would you share about yourself?
 - a. (What parts of your life does each of those titles refer to)? [as a follow-up if necessary]
 10. Do you have activities that you would like to do but can't because work prevents you from doing them? If yes, what activities?
 11. Do you have activities that you would like to do but can't because some other nonwork activity prevents you from doing them? If yes, what activities?
 12. Can you think of a time when you experienced a conflict that does not include work?
 13. Based on our conversation so far, what would you say are your major domains in your life?
 14. Follow-up question to be asked at any time → in that example, can you tell me what labels you would put on the two activities you just identified?

Part II

15. How did you decide what size to make your circles?
16. Create a list of your domains in order from the domain you spend the most time participating in to the domain you spend the least time participating in.
17. List these domains in order of importance to you.

- a. What did you think of when you put them in this order?
18. List these domains in order of how much you value participation in each domain.
- b. What did you think of when you put them in this order?
19. List these domains in order of the priority of each in your life. (maybe same as importance)
20. List these domains in order of your commitment to each domain?
- c. What did you think of when you put them in this order?
21. Which, if any, of these domains overlap?
- a. Can you explain to me the ways in which these domains overlap?
22. Which, if any, of these domains conflict with one another?
- d. Can you explain to me the ways in which these domains conflict?

Final Interview guide

This study involves a lot of interaction. I will ask you a series of interview questions and then we will do an activity together, and then I will ask you a few more questions about the activity.

In this study, I am researching what people identify as the various domains in their lives. A domain would be an area of your life defined by participation in certain types of activities. I am going to avoid giving you any examples, because I don't want to bias your thinking or point you in any specific direction – I want your answers to be specific to you. People think about their life domains differently, and so any one person's domains may be more narrow or more broad than another person's. In addition, different people may be involved in different life domains due to differences, age, interests, background, or other characteristics. One way to think of holding multiple life domains is to think of yourself as wearing many life hats, and when wearing each of those hats, you are participating in different life domains. The purpose of this study is to determine what different hats people wear.

Part I

1. What do you spend your time doing when you're not at work?
 - a. What do you mean by X/ What does X mean to you?
2. What are your favorite things to do outside work?
3. What are your least favorite things to do when you're not at work?
4. What are your major responsibilities in your life outside work?
 - a. Are there individuals for whom you have care taking responsibility?
5. Who are the important people in your life?
6. What sorts of things do you do that you just have to do?
7. Tell me what you did yesterday (or last Friday) after work?
 - a. Last weekend?

8. What are the first things you would like someone to know about you?
 - a. Why? What do these things mean to you?
9. What do you participate in that gives you a sense of self-worth? Where do you find personal reward?
10. What in your life gives you a sense of identity?
 - a. How much time do you spend participating in that/those activity(s)?
11. Do you experience work/life conflict?
 - a. How so? Can you give me examples?
 - b. Are there consequences for having this conflict?
12. Do you experience conflict between things you participate in outside of work?
 - c. How so? Can you give me examples?
13. In what ways does work impact the personal resources you have to give to other parts of your life?
14. What are the most important things to you?
15. What do you value the most in your life?
16. What are you most committed to in life?
17. What is your biggest priority?
18. Based on our conversation so far, what would you say are your major domains in your life?
19. Follow-up question to be asked at any time
 - a) In that example, can you tell me what labels you would put on the two activities you just identified?
 - b) Why do you participate in X domain?

Part II

20. How did you decide what size to make your circles?
21. Does work conflict with any of the other domains of your life?
 - a. Which areas? Why/how?
 - b. What are the long term consequences of this?
22. Which, if any, of your other domains conflict with one another?
 - a. Can you explain to me the ways in which these domains conflict?
 - b. What are the consequences of this?
23. What, if anything, about work makes it different from the other roles in your life?
 - a. Would you call it the source of your conflict?
24. How do you think about your conflict experiences? Do they look like one of these models or something different altogether? → SHOW MODELS
25. Which domain do you spend the most time participating in?
 - a. Why? What are the details that make this a reality?
26. Which domain is the most important to you?
 - a. Why? Details?
27. Which domain do you value participating in the most?
 - a. Why? Details?
 - b. If different, what makes that different from the previous answer? What does this mean to you?
28. Which domain is the biggest priority in your life?
 - a. Why? Details?

- b. If different, what makes that different from the previous answer? What does this mean to you?

29. Which domain do you have the largest commitment to?

- a. Why? Details?
- b. If different, what makes that different from the previous answer? What does this mean to you?

Theoretical Sampling Interview Guide

In this study, I am researching what people identify as the various domains in their lives. A domain would be an area of your life defined by participation in certain types of activities. People think about their life domains differently, and so any one person's domains may be more narrow or more broad than another person's. In addition, different people may be involved in different life domains due to differences, age, interests, background, or other characteristics. One way to think of holding multiple life domains is to think of yourself as wearing many life hats, and when wearing each of those hats, you are participating in different life domains. The purpose of this study is to determine what different hats people wear.

1. What do you spend your time doing when you're not at work?
2. What are your favorite things to do outside work?
3. What in your life gives you a sense of identity?
4. Do you experience work/life conflict?
 - a. How so? Can you give me examples?
 - b. Are there consequences for having this conflict?
5. How do you think about your conflict experiences? Explain different models...

ACTIVITY

6. Tell me about X domain – why do you do it? Why do you have this in your life? How do you define this domain? (Do this with each domain)
7. What is the most important domain in your life?
 - a. Why? What does this mean to you?
8. What do you value the most in your life?
 - a. Why? What makes that different from the previous answer? What does this mean to you?
9. What are you most committed to in life?

- a. Why? What makes that different from the previous answer? What does this mean to you?
10. What is your biggest priority?
 - a. Why? What makes that different from the previous answer? What does this mean to you?
11. (if gave different answers) Why are things things different to you? What is the difference between a priority, commitment, something that's important, and something you value?
12. What about work makes it different from the other domains in your life?
13. Here is a list of the life domains that have emerged during the data collection process. Based on this information, which of these domains do you participate in?
 - a. Some of my participants have defined family as an umbrella term with several subsections including children, significant other, and extended family. How would you define family? Is it one thing or does it have different parts. If so, what are those parts?
14. Are there any domains missing from this list?
15. What other changes might you make? Would you take away or combine any of these things?

Example Life Domains

Home

Family

Caretaking

Significant Other

Friends

Exercise

Education

Religion

Recreation

Travel

Self

Pets

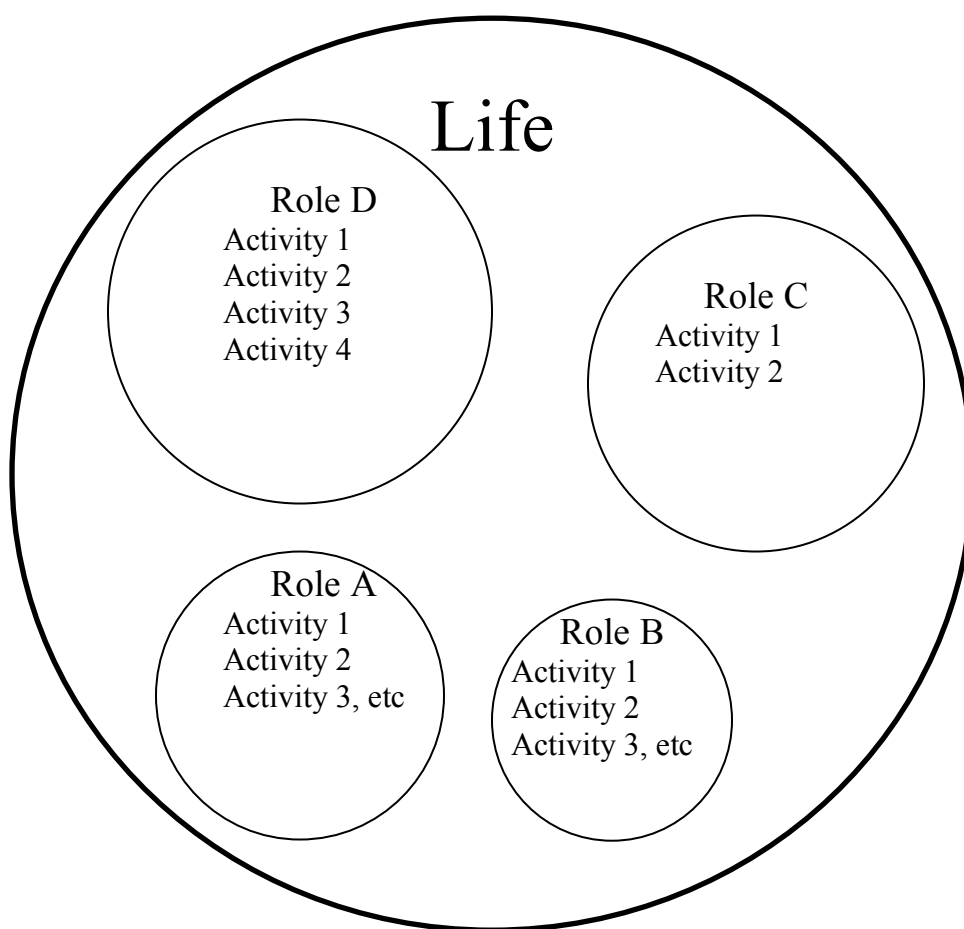
Volunteer

Work

Appendix E: Life Roles Activity

Now that you have thought a little about what your life domains might be and include, I would like to do an activity in which we will create a visual representation of your life domains. This can help to give you a visual representation of your life. For this activity, think of your life in terms of being a sphere. Each of your domains represents a smaller sphere inside that larger sphere, and each of those domains contains life activities. Each domain may be a different size, and contain a different number of activities. Some activities you do in your life may contribute to your participation in one or more life domains. You can have as many or few life domains as you feel is appropriate.

I am going to give you the tools to create a two-dimensional version of your life domains. The large circle will represent the entirety of your life. The smaller circles will represent life domains. You can choose what size you would like each of your domains to be. You can write the heading or title of each of your domains on the smaller circles and place them in the “life” circle. Inside each of the smaller circles, you can list the activities do while participating in that life domain. Again, activities can be represented in more than one domain if appropriate. Below is just one example of how you might start off creating your life domains diagram.



Appendix F: Demographics Measure

The following questions will help us to understand how different respondent characteristics might impact our results. Please be honest and complete this portion entirely.

How many hours per week do you spend in paid employment? (Please provide a single number, e.g., 35. If your hours vary, give your best estimate of the average)

What is your job title? Please be as specific as possible. For example, if you are an analyst or a manager, specify what type (e.g., budget analyst or financial analyst).

What is your marital status?

Married or in a domestic partnership

Single/never married

Single/previously married

Does your spouse/partner work?

Yes, full time

Yes, part time

No

N/A

How many children are living at home with you?

0

1

2

3

4+

What are the ages of the children living at home with you? For children under one year, please write "infant." (Ex. for three children aged five, three, and 10 months: 5, 3, infant)

For how many people do you provide eldercare (e.g., your or your partner's parents)?

What is your age?

What is the highest level of education you have achieved?

- Less than a high school diploma
- High school diploma or GED
- Technical school (e.g., tradesman)
- College degree
- Graduate degree

What is your sex?

- M
- F

Are you of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish origin
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin

What is your race?

- White
- Black or African American
- American Indian or Alaskan Native
- Asian or Pacific Islander
- Asian Indian
- Some other race. Please enter in next item

If you entered 'some other race' above, please enter your race here.

What is your religious affiliation?

- Christian
- Jewish
- Muslim
- Hindu
- Buddhist
- None
- Something else. Please specify.

Appendix G: Transcription Manual

1. Please use the following specifications:
 - a. Font: **Times New Roman, Size: 12, Margins: 1", Single-spaced**
2. Each file should be labeled with the following **single-spaced heading** in the top left corner of the page:

ID: XX [appropriate ID #]
 Age: XX
 Sex: F [vs M]
 Partnered [vs. Unpartnered]
 Children [vs. No Children]
 Interview date: 05/15/2011
 Transcriber Initials: EC
3. Use a time stamp indicating the time in the file when the experimenter begins asking the first question.
 - a. E.g. 0:00 or 0:45
 - b. Leave one space in between the heading and the time stamp
4. Use a time stamp at the end of the interview
5. **Speaker Identifier:** there will be two speakers in every interview: the experimenter and the participant. Throughout the transcript, please label the speaker as either **P:** [participant] or **E:** [experimenter].
6. Indicate any non-verbal responses in parentheses such as (laughter), (participant very excited) and so forth, however
 - a. Do not transcribe irrelevant sound such as “Ahhh, let me see...” or “hmm”
 - b. Do not duplicate repeated words (stutters) such as “I I get to work at 9 am”

- c. Do not correct the narrator's grammar or syntax, rather, transcribe slang expressions, exclamations ("Gosh!") and fragmentary sentences.
7. Do not use quotation marks unless the speaker is quoting someone else or reading from a document.
8. Explanatory remarks added for clarity should be in [square brackets], e.g., "That was before the NHS [National Health Service] came in..."
9. **Punctuation:**
 - a. At the end of a complete sentence, use a period, question mark, or exclamation point as appropriate.
 - b. At the end of a noncomplete sentence, use a double dash -- (if the speaker changes thought direction mid sentence or leaves a sentence hanging).
 - c. Use commas as you normally would when writing.
10. Be sure to proof read your transcript from the tapes once it is completed to ensure accuracy.

Example Transcript

ID: 001
Age: 25
Sex: F
Partnered
Children

-0:00
E: Question?
P: Answer.
- 1:45