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REDUCING THE TENSION BETWEEN WORK AND LIFE ROLES: TESTING A
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ABSTRACT

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Work-life conflict has been repeatedly demonstrated to have a negative impact on individuals and organizations alike. Although the negative impact of work-life conflict has been recognized in the Industrial Organizational Psychology and Organizational Behavioral literature, very few researchers have developed interventions to reduce it. Moreover, the interventions currently in existence tend not to be practical, grounded in relevant theory, or experimentally tested. Thus, the present study sought to create and test an intervention based upon concepts from border theory and conservation of resources theory. Specifically, using these theories, the intervention sought to provide segmentation techniques as a resource for participants to reduce work-life conflict. The intervention was tested on a group of university employees. Results were unresponsive of predicted hypotheses, the intervention was not found to significantly impact segmentation, work-life conflict, work outcomes, or personal outcomes. Future directions, theoretical and practical contributions, and limitations are discussed. Despite insignificant findings, the present study offers practical and theoretical guidance for organizations and researchers interested in developing interventions to reduce work-life conflict.

CHAPTER 1. INTRODUCTION

Balancing the work role with other life roles such as family or friendships can lead to negative consequences, often referred to as *work-family* or *work-life conflict* (e.g., Allen et al., 2000; Srivastava & Srivastava, 2012). Because such conflict is related to important outcomes such as mental health and substance abuse, researchers have begun to focus on developing interventions to reduce it (Frone, Barnes, & Farrell, 1994; Hammer, Kossek, Anger, Bodner & Zimmerman, 2011). However, the literature on work-life conflict interventions is still in its early development. As a result, several of the interventions that have been proposed thus far are impractical or difficult to implement (Kline & Snow, 1994). Additionally, most interventions lack scientific validation of their effectiveness (Rasool, Nasir & Mueen, 2012). Last, most interventions are limited because of their sole focus on the work and family roles (Hammer et al., 2011). Thus, the purpose of the present study is to create an easy-to-implement intervention to reduce work-life conflict that is theoretically based and to test that intervention empirically in an experimental study.

To achieve these goals I will first discuss work-life conflict, and the commonly researched sub-domain, work-family conflict. Second I will provide a review of the antecedents and consequences associated with work-family conflict. Then I will discuss border theory and boundary management. Next, I will discuss development and issues

associated with stress interventions. Then I will review past work-family conflict interventions and discuss opportunities for improvement in future work-life conflict interventions. I will then propose a study to test a new theoretically grounded work-life intervention in a sample of working adults. Lastly, I will discuss the results of the study, future directions, and study implications.

The present study serves to expand the work-life conflict literature by exploring impact of segmentation on work-life conflict. In order to achieve this goal, the present study will incorporate concepts from border theory and conservation of resources theory to develop an intervention to reduce work-life conflict. This study's findings could assist researchers and practitioners alike by exploring segmentation as a mechanism to reduce work-life conflict.

CHAPTER 2. THE WORK-LIFE INTERFACE

2.1 Introduction

Conflict between life domains occurs when participation in one life domain is incompatible with participation in another life domain (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964). The incompatibility can thus cause an individual to experience stress. Theoretically, this conflict can occur between any two life domains in which an individual participates. For example, having to work overtime at work may interfere with a person's ability to go to the gym or meet his/her friends for dinner. The vast majority of research on conflict between life domains has ignored life roles other than work and family, however, and focused exclusively on conflict between these two roles.

As such, a review of research on work-life conflict is necessarily a review of research on work-family conflict. When these domains interact, they have been linked to both negative (work-family conflict) and positive (work-family enrichment) outcomes for the individual and organization (e.g., Allen et al., 2000; Bhargava & Baral, 2009). Thus, understanding the work-family interface is a central area of focus for work and family researchers (Frone, Yardley, & Markel, 1997).

2.2 Work-Family Conflict

One of the most prominent theoretical perspectives applied to understanding work-family conflict is the conservation of resources theory (COR). COR theory also applies broadly to all life domains but has predominantly been applied to work and family domains. The COR theory is based on the premise that individuals desire to acquire, keep, and develop resources (Hobfoll, 1989). Resources can be valued objects (such as a house), personal characteristics, such as personality, or conditions or energies (such as feeling happy) that allow us to gain more resources. According to COR theory, individual differences and conditions, such as gender and tenure, can also be treated as resources (Grandey & Cropanzano, 1999). Individuals can differ in the amount of resources they have, affecting their ability to react to stress (Hobfoll & Jackson, 1991). For example, individuals who have greater amounts of resources react less negatively to resource loss.

The COR theory explains why individuals' areas of life can affect one another in a negative manner. COR theory predicts that stress occurs when individuals are faced with resource loss, threat of resource loss, or the need to invest resources without any return (Hobfoll, 1989). Thus, the COR model suggests that stress could arise from work-life conflict because resources are depleted when individuals try to balance both work and family roles (Grandey & Cropanzano, 1999). COR theory predicts that during stressful experiences individuals will attempt to minimize resource loss (Hobfoll, 1989). However, during non-stressful events individuals are thought to be building their resource pool to deal with and buffer future resource loss (Hobfoll & Jackson, 1991). Thus, COR

theory suggests that well-being is a function of the resources available and the individual's ability to manage their resources.

One type of stress that can occur when resources are depleted is work-family conflict (WFC). WFC occurs when the roles of work and family are in opposition causing resource depletion (Greenhaus & Buetell, 1985). Greenhaus and Buetell (1985) classified work-family conflict into three major types: time-based, strain-based, and behavior-based. Time-based conflict occurs when participation in one domain interferes with one's ability to participate in another domain, or when one is preoccupied with other roles rather than focusing on their current role. Strain-based conflict occurs when strain from one role (anxiety, tension) makes it difficult to participate in another role. Lastly, behavior-based conflict occurs when the behaviors required in different life domains are conflicting. For example, the role of father (warm and loving) is incompatible with the role of being a jail officer (strict, firm).

WFC was traditionally researched as work interfering with family (Carlson, Kacmar & Williams, 2000). However, later researchers determined that work-family conflict is a bidirectional concept, meaning that a distinction is made between family interfering with work (FIW), and work interfering with family (WIF) (Frone, Russell, & Cooper, 1992). An example of FIW could be that a child's dentist appointment causes an employee to miss a work meeting. WIF may occur if an employee has to stay at work late and misses their daughter's dance recital. Thus, most of the literature has proposed that work-family conflict and family-work conflict are distinct constructs with separate antecedents and consequences (Frone, Yardley, & Markel, 1997).

In summary WFC is when participation in one life role (work/family) makes it difficult to participate in another life role (work/family) (Greenhaus & Buetell, 1985). This conflict can originate from both work and family domains and creates stress for the individual when it occurs (Frone, Russell, & Cooper, 1992).

2.2.1 Antecedents of Work-Family Conflict

In order to understand fully the implications of work-family conflict, a review of its antecedents and consequences is necessary. Precursors to work-family conflict can be grouped into three broad categories: work, family, and individual antecedents (Eby, Casper, Lockwood, Bordeaux & Brinley 2005). Although factors from all three of these domains have been shown to increase conflict, generally antecedents from the family side are more strongly related to FIW and antecedents from the work side are more strongly related to WIF.

Examples of antecedents in the work domain that increase levels of WFC are work load (having to complete too much work in a short amount of time) and work hours (Voydanoff, 1988). Workplace support is also a work-related antecedent that has been found to lower WFC (Carlson & Perrewe, 1999). In addition, employees who perceive control over work matters have been found to have less WFC (Thomas & Ganster, 1995). Family antecedents that can increase levels of WFC are characteristics such as number of children, marital status, (Byron, 2005), and parental demands (how dependent children are on parents) (Luk & Shaffer, 2005). Overall, antecedents that increase conflict from both the work and family sides can be effectively described as stressors or demands. As an individual experiences greater demands, he or she tends to experience greater conflict as well.

Antecedents to WFC in the individual/personal domain have been explored much less by researchers (Byron, 2005). However, a few studies have investigated individual antecedents. For example, research has found that the personality characteristic neuroticism is positively related to WFC, and conscientiousness is negatively related to WFC (Wayne, Musisca & Fleeson, 2004). In addition, WFC self-efficacy has been studied as an antecedent to WFC. WFC self-efficacy refers to an individual's personal beliefs about their ability to manage WFC and FWC (Hennessy & Lent, 2008). Research has found that higher self-efficacy regarding work and family roles is related to lower levels of work-family conflict (Erdwins, Buffardi, Casper & O'Brien, 2001). Lastly, employees who perceive control over family matters have been found to report less WFC (Thomas & Ganster, 1995).

In conclusion, a variety of work, individual, and personal factors can contribute to an individual experiencing WFC (e.g., Hennessy & Lent, 2008; Voydanoff, 1988). Thus, highlighting the need to understand how to alleviate WFC when it can arise from different factors based upon the individual's work or personal life.

2.2.2 Outcomes of Work-Family Conflict

Mirroring the antecedents of work-family conflict, the outcomes of WFC can be grouped into three categories: work-related outcomes, non-work related outcomes, and stress-related outcomes (Allen et al., 2000). Examples of work-related outcomes of work-family conflict are decreased job satisfaction (Allen et al., 2000), decreased organizational commitment (Shahnawaz & Ali, 2007), decreased job performance (Srivastava & Srivastava, 2012), and increased intentions to turnover (Xu, Wang & Liu, 2010).

The non- work consequences of work-family conflict have been researched significantly less than work outcomes (Netemeyer, Boles & McMurrian, 1996). This imbalance possibly has occurred because most of the research has been done by researchers in IO/OB fields that are more interested in the work consequences than the individual consequences. Examples of non-work related outcomes are decreases in life-satisfaction (Zhao, Qu & Ghiselli, 2011), marital satisfaction (Srivastava & Srivastava, 2012), and family satisfaction (Ford, Heinen, & Langkamer 2007). Lastly, examples of the stress outcomes of WFC are increased levels of burnout (Burke & Greenglass, 2001), substance abuse (Frone, Barnes, & Farrell, 1994), and depression (Obidoa, Reeves, Warren, Reisine & Cherniack, 2011).

As reviewed above, WFC has been linked to a variety of negative outcomes for the organization and individual (e.g., Burke & Greenglass, 2001; Shahnawaz & Ali, 2007). Therefore, because of the variety of negative consequences associated with WFC organizations should focus on efforts to reduce WFC.

2.2.3 Expanding Beyond Work-Family Conflict

Recent work-family conflict literature has suggested taking a more inclusive approach to the concept of work and family (e.g., Parasuraman & Greenhaus, 2002). Researchers have suggested replacing “family” with home or life (Rothausen, 1999). This broadening of the term allows researchers to study a wide variety of individuals (single parents, married couples, single individuals with no children) and prevents a narrowed participant view that WFC only applies to their nuclear family (Rothausen, 1999). Thus, work-life conflict (WLC) has been suggested as a more appropriate and inclusive term (Kreiner, 2006).

In addition to work-life conflict being a more inclusive term, work-life conflict has been found to account for more of the variance in individual and organizational outcomes than work-family conflict (Keeney, Boyd, Sinha, Westring & Ryan, 2012). Specifically, work-life conflict was found to predict more of the variance in job satisfaction, turnover, life satisfaction, and mental health than work-family conflict. Therefore, Keeney and colleagues' (2012) research suggests that work-life conflict accounts for more variance in outcomes that are associated with working and participating in other life roles. WLC has also been assessed in several studies, recognizing the importance of measuring domains outside of work and family (e.g., Gutek, Searle, and Klepta, 1991; Carlson and Kacmar, 2000).

As previously outlined, WLC is an inclusive term that allows researchers to develop a deeper understanding of inter-role conflicts. Thus, it is imperative that researchers begin to understand ways to reduce levels of work-life conflict.

CHAPTER 3. REDUCING WORK-LIFE CONFLICT

3.1 Border Theory

As discussed above, most of the antecedents of work-life conflict previously examined constitute stable demands from the work and family roles such as hours per week of work, whether one's spouse works, and how many children one has at home (Byron, 2005; Voydanoff, 1988). These are obviously not good candidates for intervention due to their stable nature. However, there is a different type of work-life conflict antecedent or buffer that has been researched with increasing frequency of late, and which shows promise as an area for intervention. This antecedent is the amount of segmentation one achieves between life roles.

The concept of segmentation can be explained through border theory. Border theory depicts how individuals manage and separate their family and work domains (Clark, 2000). According to this theory, work and various other life roles can be thought of as separate countries on a map or globe. These countries are thus separated by boundaries of varying strengths. Specifically, a boundary depicts when one domain ends and the other begins -- it represents a line of separation between life domains (Clark, 2000).

The boundaries between life domains may be physical, temporal, or psychological in nature (Clark, 2000). Temporal boundaries determine when work is done and when

family begins or vice versa. For example, a temporal boundary for many is the typical 5:00 p.m. end of the work day. A physical border defines where work or family behavior will take place. For example, family behaviors could only take place in the home, and work behaviors could only take place at work. Lastly, a psychological border is one that determines what behaviors and attitudes are correct for each domain. For example, a female parole officer can be sweet and loving to her children at home, but knows at work she must be stern.

When building these borders around work and home, individuals must also decide how permeable and flexible each border will be (Clark, 2000). Permeability refers to how much of one life domain can enter through the border of another life domain. For example, an individual could have a strict policy of not answering personal calls at work; this boundary would not be very permeable because the individual does not allow aspects of home to enter the work domain. Flexibility refers to the degree to which a boundary can shrink or grow depending on the demands of the work and family domains. For example, the temporal boundary around work may grow when an accountant works extra hours during tax season.

3.2 Boundary Management

Based upon border theory, researchers have developed a boundary management style continuum ranging from segmentation to integration (Kossek, Ruderman, Braddy & Hanum, 2012). When an individual has erected firm boundaries (or thick borders) around his or her life domains, s/he is said to be “segmented” in his or her boundary management style (Clark, 2000; Kossek et al., 2012). More specifically, a segmented individual has a very strong, rigid, and inflexible border between work and family (Kossek et al., 2012).

These individuals prefer work to be done during work time, and family activities to be done during family time. There is a clear delineation between the life domains and they do not allow cross-role interruption behaviors to occur. For example, an individual who is a segmenter does not check work email when they are at home or vice versa.

An individual who is an integrator displays many opposite behaviors of a segmenter (Kossek et al., 2012). These individuals have permeable boundaries and loosely defined borders between work and home domains. These individuals often let work cross over into family time and family time cross over into work time. These individuals do not have a clear delineation between life domains and they allow cross-role interruption behaviors to occur. For example, an integrator might be answering work emails during their son's soccer game.

The process of building and maintaining these boundaries is referred to as boundary management, and is said to occur as a continuous process over time (Clark, 2000). That is, the boundary or border around a life domain is not erected overnight or instantaneously, but through the day-to-day actions (or inactions) of the individual managing the boundary. Border theory stresses that the individual has control over border creation; however, factors like organizational culture and family values can influence the border strength and flexibility (Clark, 2000). Thus, depending on the border you have set up between your work and family domain it can affect your levels of work-family-conflict.

3.2.1 Consequences of Boundary Management

In order to fully understand the implications of boundary management, a thorough review of its consequences is necessary. Outcomes of boundary management can be

grouped into two broad categories, life and work. In the life sector, segmentation of work and family roles has been found to alleviate strain felt between work and family roles. For example, Liu, Kwan, Lee, and Hui (2013) found that employees who are able to separate their work and life domains are more likely to have higher levels of family satisfaction and decreased WFC. Additionally, researchers found that individuals who were able to segment/ place impermeable boundaries around communication information technologies (i.e. smart phones) experienced less WFC (Park & Jex, 2011). Park and Jex (2011) concluded that their findings imply that segmentation preferences should be a focus of work-life balance interventions. Furthermore, several other studies have found that segmentation of work and family is related to less work-to-family and family-to-work conflict (Klinman & Jones, 2008, Kossek et al., 2006, Kossek et al., 2012, Powell & Greenhaus, 2010).

The impact of segmentation on outcomes beyond work-family conflict has also been researched. For example, researchers found that individuals who were able to segment work and life roles were better able to psychologically detach from work (Park, Fritz & Jex, 2011). Thus, these results suggest that segmentation helps employees detach and recover from work experiences. Additionally, segmentation has been associated with higher levels of family satisfaction (Liu et al., 2013). Lastly, researchers have found that segmentation is related to more work-family balance (Liu et al. 2013).

The positive benefits of segmentation are consistent with the COR theory. The COR model suggests that stress could arise from work-life conflict because resources are depleted when individuals try to balance both work and family roles (Grandey &

Cropanzano, 1999). Therefore, individuals who segment life roles are likely to experience less conflict because their resources are only attending to one life role at a time.

Since segmentation has been found to be beneficial with respect to WLC, on the opposite side of the spectrum, integration of work and life roles has been found to be detrimental to the individual with respect to WLC. For example, individuals who integrate work into non-work areas of life experience report greater work-life conflict (Kossek, Lautsch & Eaton, 2006; Olson-Buchanan & Boswell, 2006). Additionally, in a diary study, researchers examined the impact of simultaneously attending to the demands of two roles (Williams, Suls, Alliger, Learner & Wan 1991). Results indicated that individuals who integrated life roles experienced negative emotions and decreased task enjoyment. Lastly, researchers have found that integration of work and family is related to lower levels of family satisfaction (Liu et al., 2013).

Although the literature has primarily focused on the individual benefits of segmentation, a few studies have investigated the organizational impact of segmentation. Researchers found that individuals who segment life roles are less likely to turnover (Kossek et al., 2012). Additionally, segmentation of work and home has been found to be positively related to job satisfaction (Sumer & Knight, 2001). Thus, in addition to being beneficial to the individual, segmentation has been found to benefit the organization.

The organizational impact of integration has also been researched. For example, researchers have found that integration of boundaries leads to increased feelings of turnover intentions (Kossek, Lautsch & Eaton, 2006). In addition, integration of work and family was found to negatively influence supervisor's perceptions of promotability (Paustian-Underdahl, Halbesleben, Carlson & Kacmar, 2013).

In summary, segmentation of life roles is a potential strategy to lessen the negative effects felt when resources are strained. Given the buffering effects of a segmented boundary management style, segmentation may be a reasonable strategy to adopt in order to reduce one's WLC (e.g., Klinman & Jones, 2008, Kossek et al., 2006, Kossek et al., 2012, Powell & Greenhaus, 2010). However, many individuals may struggle with attempting to separate their work from their other life domains. As a result, it seems prudent to focus on helping individuals achieve segmentation through an intervention. However, little effort has gone toward developing such an intervention in the work-life area thus far. In fact, overall very few studies have attempted to design or test interventions at all, and the few that have are not particularly robust in their methodology. In the following section I will review the literature on WLC interventions, but only after discussing some of the challenges associated with developing any workplace stress intervention.

CHAPTER 4. INTERVENTIONS

4.1 Stress Interventions

Because, like work stress in general, work-life conflict has been demonstrated to have a negative impact on individuals and organizations, it is important to come up with ways to try to reduce it (Barling, Kelloway & Frone, 2005). Although designing interventions to reduce work-stress might seem like a very straightforward idea, this concept has actually had something of a complicated history in the organizational literature. In this section I will briefly discuss the concept of stress interventions, and some of the issues and complications surrounding them. I will then move to a more specific discussion of the existing literature on work-life conflict interventions.

Within the literature on stress interventions, there are three general classifications: primary, secondary, and tertiary (Barling, Kelloway & Frone, 2005). Primary interventions are those interventions aimed at changing environmental, social, cultural, or personal factors in order to delay or evade adverse stress related outcomes. Their goal is to prevent work stress before it occurs (e.g., through job redesign). The goal of secondary prevention is to provide an intervention that prevents adverse outcomes of work-place stress without actually changing the nature of the work (e.g., a stress-management program). Thus, primary and secondary interventions are focused on preventing resource loss. Lastly, tertiary prevention is an intervention that helps and individual dealing with

the negative outcomes of work-place stress (e.g., counseling). Therefore, a tertiary intervention would focus on the negative effects that occur when an individual experiences resources loss.

Although primary interventions are often thought to be superior to secondary and tertiary options (e.g., Briner & Reynolds, 1999) because they prevent the issue before it occurs; primary interventions are extremely costly and difficult to implement because they require organizational change and often require fundamentally changing the nature of the job (Barling, Kelloway & Frone, 2005). In addition, primary interventions for work-life conflict are complicated in additional ways because the fact that employees' life domains outside work are involved means that no one intervention is going to be appropriate for all employees and a blanket work-family conflict intervention is thus unlikely to work (Hammer et al., 2011).

Secondary and tertiary stress interventions have come under criticism for “blaming the victim” and putting the responsibility for dealing with stress onto employees themselves (Barling, Kelloway & Frone, 2005). Perhaps as a result of this fact, very little attention in the stress literature has gone into the development of well-grounded interventions focused on helping individuals reduce their own stress levels (Briner & Reynolds, 1999). Perhaps not surprisingly, the work-life conflict literature is very similar.

Additionally stress interventions have received criticism in the past because it is not often clear or understood how or why an intervention works (Nielsen, Taris & Cox, 2010). Thus, intervention research should focus less on describing the intervention and more on describing how the intervention influences desired outcomes. Nielsen, Taris and

Cox (2010) also note that another issue with stress interventions is whether they target the correct issue. Researchers should make efforts to ensure that the stress interventions target behaviors that are actually causing stress. In addition, interventions should target behaviors that are capable of change (Nielsen, Taris & Cox, 2010). Some characteristics of a job environment are stable and unable to change, in these cases interventions should focus on providing support to alleviate stress. Lastly, Nielsen, Taris and Cox (2010) argue that quasi-experiments provide restricted examinations of intervention effectiveness. Thus, testing an intervention in a true experimental design provides a better understanding of the interventions effectiveness.

Many of the issues present in stress interventions are also present in the work-life conflict literature. However, work-life interventions are also subject to their own unique challenges. Thus, a review of past interventions and their shortcomings is necessary in order to develop future interventions.

4.2 Review of Past Work-Life Conflict Interventions

Like any stress intervention, one to reduce work-life conflict is challenging to develop because interventions are costly, subject to employer and employee resistance, and need to be specific to the individual yet general enough to apply to the organization as a whole. As a result, there has been a dearth of literature on work-life conflict interventions and those in existence have not been well researched.

One challenged faced when developing WLC interventions is cost. Barbosa and colleagues' (2013) researched the cost of developing a work-life conflict intervention. Employees participated in the STAR (Start. Transform. Achieve. Results) intervention. This intervention lasted four months and during the intervention participants were

exposed to cognitive behavioral therapy (CBT), behavioral self-monitoring (BSM), and participatory training. The CBT sessions taught employees about supportive WFC behaviors and the outcomes of not having workplace support. The BSM aspect of the intervention involved managers recording the supportive behaviors they displayed towards employees, goal setting, and daily self-monitoring of family supportive behaviors. Lastly, the intervention was designed to be participatory by having the sessions build upon one another in order to strengthen the material learned and give employees a chance to put concepts into practice. The goal of the study was to estimate the cost of intervention development, so information about the effectiveness of the intervention was not available. The study concluded that the total cost of the intervention was \$709,654, and that it would cost the company between \$340 and \$634 per employee depending on employee's status participating in the intervention. The estimation was based upon the cost of intervention activities, start-up, and implementation of the intervention. Therefore, these results show that interventions can be difficult for organizations to develop because of the large cost to designing and implementing the intervention.

Additionally, interventions/strategies to reduce WLC can be difficult to develop because it is difficult to change working conditions (Kossek, Baltes, Matthews, 2011). Some elements of occupations cannot be changed, thus, interventions to reduce stressful aspects of jobs can be difficult to develop. For example, if employees at company were complaining that work hours did not allow them to attend to family needs management may look into a flexible schedule. However, a work-place intervention designed to give employees more schedule flexibility may not work when the business needs employees

working in house from 9-5 every day. Such practicality concerns are of great importance in a work-life intervention in particular. Thus, it is important to consider whether the stressful elements of occupations can be changed.

Work-life conflict interventions can also be difficult to develop because not every employee will respond to the intervention in a positive manner. For example, Hammer and colleagues' (2011) found that employees who did not have work-family conflict had negative reactions towards the supervisor behaviors aimed at reducing work-family conflict. For instance, employees who were not experiencing WFC reported negative reactions towards the training, lower job satisfaction and high turnover levels. In addition, employees may resist participation in WFC initiatives for fear of career repercussions and stigmatization (Rapoport & Bailyn, 1996; Walsh, 2007). Thus, policies aimed at reducing WFC are difficult to develop because they are subjected to employee resistance and unintentional negative outcomes.

Therefore, future interventions developed should be reasonably priced, broad enough to apply to everyone in the organization, and need to be specific to the individual yet general enough to apply to the organization as a whole in order to try and remedy some of the common concerns that have plagued stress interventions in the past.

A few studies have implemented interventions to reduce work-life conflict. They will be briefly summarized below¹. Additionally, opportunities for improvement in future work-life conflict interventions will be identified.

¹ One study found was unable to be reviewed because it was published in Urdu.

Malekiha, M., Baghban, I., & Fatehizadeh, M. (2010). Work-family conflict management training: An experimental study in female employees. *Journal of Iranian Psychologists*, 6(24), 345-352.

In one intervention study, a childcare center was provided for employers as a mechanism to reduce work-family conflict (Goff, 1990). Researchers found that use of an onsite childcare center was not effective in reducing levels of work-family conflict or absenteeism. In addition to being ineffective, the intervention is limited in its applicability because it only is useful for parents with children. It is possible that other employees may respond negatively to the intervention because the organization is not concerned with the conflict between work and the roles they hold. Thus, childcare centers may not effectively reduce levels of WFC, and may have limited applicability because their sole focus is on reducing work family conflict.

In another study, Kline and Snow (1994) developed a worksite coping skills intervention to help mothers deal with work-family conflict. The intervention's goal was to help individuals replace maladaptive coping styles with new non-maladaptive strategies. After completing the sessions, individuals reported decreased levels of employee role stress, and less tobacco and alcohol consumption. Although the study reported positive results, several aspects of the study limit its applicability. First participants were required to attend 15 one and a half hour sessions which is impractical from an organizational standpoint because it would require excessive time, (22.5 hours) away from work. Secondly, the generalizability of the study is limited because the intervention was only used on women and it is only applicable to working individuals with families. Thus, a more practical intervention would be less time consuming, tested on both genders, and applies to multiple domains of life.

Another intervention study manipulated supervisor's use of family supportive behaviors in order to reduce levels of work-family conflict (Hammer et al., 2011). In

order to increase the amount of family supportive behaviors employed by supervisors, supervisors completed one hour of computer training, one hour of in person group training, and received behavior self-monitoring training. Results indicated that individuals high in work-family conflict had improved work and health outcomes, whereas individuals low in work-family conflict did not benefit from the supervisor training. In fact, the training actually had a negative impact on those with low levels of work-family conflict. Hammer and colleagues' (2011) found that employee's low in WFC perceived the training as negative, and did not report higher levels of job satisfaction or lower levels of turnover intentions. Thus, this study demonstrates the need for a broader intervention designed to reduce stress felt between all life roles not just the roles of work and family.

A field study examined how three different worksites were impacted by shift-work training (Wilson, Polzer-Debruyne & Fernandes, 2007). Each site employed a different intervention method and there was no random assignment of treatment. Site A's manipulation was two half-day sessions on maintaining alertness, with a focus on diet and exercise. Site B's manipulation was two half-day sessions about work-family conflict, diet, exercise and sleep. Lastly, site C's manipulation was the same as site B's however, family members participated in the training alongside the employees. Researchers found that across all three sites that WFC decreased, with site C having the greatest decrease. Although Wilson and colleagues' (2007) found positive results, they should be interpreted with caution because of their lack of a control group. Additionally, generalizability of the WFC intervention is limited because the intervention was only tested on men, and is only focused on work and family roles.

Lastly, Rasool, Nasir, and Mueen (2012) used “blue light muraqaba mindfulness meditation” as an intervention to reduce WFC. During this intervention, participants were told to imagine blue lights upon them while neutrally focusing on life. They received the blue light meditation for 15 minutes every day for 4 weeks. Researchers conclude that the blue light meditation was effective in reducing WFC and increasing work-family enrichment. However, limitations are present in Rasool and colleagues’ (2012) research. First, researchers noted that there is no theoretical basis for why meditation could lessen levels of WFC. Additionally, their research is limited by the small sample size and non- experimental method. Researchers noted that their results are limited because their design was unable to separate changes in WFC caused by the intervention or caused by external factors. Thus, a WFC intervention that is designed with a theoretical basis and has methodological rigor is necessary.

Although some authors have developed WFC interventions, the literature is still in its early development. Several interventions developed are impractical or difficult to implement (Kline & Snow, 1994). Additionally, some interventions lack scientific validation of their effectiveness (Rasool, Nasir & Mueen, 2012). Lastly, interventions are limited in their effectiveness because of their sole focus on work and family roles (Hammer et al., 2011). Thus, future interventions should address these limitations by being easy-to-implement, empirically tested, and applicable to domains outside of work and family

CHAPTER 5. PRESENT STUDY PREDICTIONS

Given the review of past literature, it is clear that work-life conflict interventions are an area in need of development. As a result, the goal of the present study is to create an intervention to reduce work-life conflict and empirically test it in an experimental study. Given the above literature review, it is clear that the intervention will need to address domains beyond work and family, be easy to implement, theoretically grounded, and empirically tested. The present intervention will be easy for organizations to implement because it is online and lasts approximately an hour. The intervention will be empirically tested because participants will be randomly assigned to the control or experimental group, then tests will be done to compare the groups in order to determine the effects of the intervention. Next, the intervention will address past shortcomings by applying to everyone in the organization, not just those who are married with children. Lastly, the intervention will improve on past interventions by being grounded in border theory and COR theory.

As such, the present study will use border theory as the primary theory on which to base the intervention. More specifically, as was discussed above, segmentation has been shown again and again to be negatively related to WLC (e.g., Liu, Kwan, Lee & Hui, 2013). As a result, the goal of the intervention designed here will be to increase

segmentation between life roles. The intervention will educate participants about boundary management and then participants will be asked to implement various segmentation tactics into their lives.

As previously discussed, boundary management styles represent a line of separation between work and family roles. An individual is said to be segmented if they have a very strong, rigid, and inflexible border between work and family (Kossek et al., 2012). Research has established many techniques for incorporating segmentation into one's life. For example, a qualitative study found that individuals turn off work telecommunication devices when at home in order to reduce border blurring (Kreiner, Hollensbe & Sheep, 2009). Thus, giving individuals segmentation techniques is likely to result in an increase in their segmentation behaviors. Thus, I hypothesize the following:

Hypothesis 1: The experimental group will experience a greater increase in work-life segmentation between the pre and post-test than will the control group.

As previously outlined, the impact of different boundary management styles has been heavily researched. Theoretically, COR theory suggests that interventions can serve to provide resources to offset future resource loss (Hobfoll & Jackson, 1991). Additionally, research evidence suggests similar outcomes. For example, it has been found that individuals who segment work and other life roles experience less work-family conflict (e.g., Liu, Kwan, Lee & Hui, 2013; Park & Jex, 2011). Therefore giving individuals segmentation resources is likely to lessen the stress that can occur with WLC.

Hypothesis 2: The experimental group will experience a greater decline in work-life conflict between the pre and post-test than will the control group.

According to the COR theory, when roles are in conflict with one another stress occurs (Hobfoll, 1989). As the review of WLC outcomes suggests and COR theory predicts, work- life conflict has been associated with many detrimental outcomes. One of those outcomes is increased levels of burnout (Burke & Greenglass, 2001). A meta-analysis of studies examining work-family conflicts relationship with burnout found a weighted mean correlation of .42 (Allen, Herst, Bruck & Sutton, 2000). Additionally, as previously described, segmentation of work and life roles has been found to buffer the negative effects of WFC (e.g., Kossek et al., 2012; Park, Fritz & Jex, 2011). Thus, given the buffering effects of segmentation and the consistent relationship between WLC and burnout, it is likely that reduction of work-life conflict through segmentation will result in a reduction in burnout.

Hypothesis 3: The experimental group will experience a greater decline in burnout between the pre and post-test than will the control group.

Similarly, WLC has been associated with many other detrimental outcomes. One of those outcomes is decreased job satisfaction (e.g., Adams, King & King, 1996; Bruck, Allen & Spector, 2002; Kossek & Ozeki, 1998). Thus, given the buffering effects of segmentation and the consistent relationship between WLC and job satisfaction, it is likely that reduction of work-life conflict through segmentation will result in an increase in job satisfaction.

Hypothesis 4: The experimental group will experience a greater increase in job satisfaction between the pre and post-test than will the control group.

Intent to turnover is another commonly researched outcome of work-life conflict. Researchers have found that high levels of work-life conflict is related to increased intent

to turnover (Boyar, Maertz, Pearson & Keough, 2003; Xu, Wang & Liu, 2010; Zhang, Griffeth & Fried, 2012). Segmentation of life roles has also been linked to lower levels of turnover (Kossek et al., 2012). Thus, given the buffering effects of segmentation on work-life outcomes and the consistent relationship between WLC and intention to turnover, it is likely that reduction of work-life conflict through segmentation will result in a decrease in intentions to turnover.

Hypothesis 5: The experimental group will experience a greater decrease in intentions to turnover between the pre and post-test than will the control group.

Another negative outcome associated with work-life conflict is increased anxiety and depression (e.g., Frone, 2000; Obidoa et al., 2011; Googins & Burden, 1987). Although no study has specifically examined the relationship between segmentation and anxiety and depression, one study found that segmentation was related to increased ability to psychologically detach (Park, Fritz & Jex, 2011). Thus, given the buffering effects of segmentation on negative emotions and the consistent relationship between WLC and anxiety and depression, it is likely that reduction of work-life conflict through segmentation will result in a reduction in anxiety and depression.

Hypothesis 6: The experimental group will experience a greater decline in anxiety/depression between the pre and post-test than will the control group.

Additionally, work–life conflict has been found to be associated with decreases in life satisfaction (Adams, King, & King, 1996; Zhang, Griffeth & Fried, 2012; Zhao, Qu & Ghiselli, 2011). Although no study has specifically examined the relationship between segmentation and life satisfaction, one study found that segmentation was related to increases in family satisfaction (Liu, Kwan, Lee & Hui, 2013). Thus, given the

buffering effects of segmentation on work-life outcomes and the consistent relationship between WLC and life satisfaction, it is likely that reduction of work-life conflict through segmentation will result in an increase in life satisfaction.

Hypothesis 7: The experimental group will experience a greater increase in life satisfaction between the pre and post-test than will the control group.

A decrease in self-regulatory behaviors has also been associated with work-life conflict. Lack of self-regulation/ control has been linked to increases in WLC (Lapierre & Allen, 2012; Thomas & Ganster, 1995). Thus, given the buffering effects of segmentation on work-life outcomes and the consistent relationship between WLC and self-control, it is likely that reduction of work-life conflict through segmentation will result in an increase in self-control.

Hypothesis 8: The experimental group will experience a greater increase in self-control behaviors between the pre and post-test than will the control group

Lastly, self-efficacy has been researched as an outcome of work-life conflict. Researchers have found that lack of self-efficacy has been related to WLC (Erdwins et al., 2001; Hennessy & Lent, 2008). Thus, given the buffering effects of segmentation on work-life outcomes and the consistent relationship between WLC and self-efficacy, it is likely that reduction of work-life conflict through segmentation will result in an increase in self-efficacy behaviors.

Hypothesis 9: The experimental group will experience a greater increase in WFC efficacy in between the pre and post-test than will the control group.

CHAPTER 6. METHODS

6.1 Participants

The sample for the online WLC intervention consisted of 119 employed individuals. The control group consisted of 49 individuals whereas the experimental group consisted of 70 individuals. The sample consisted of more women (N=99) than men (N=20). The age of participants ranged from 22 to 66 years, with the average age being 40 (SD=11.24). The sample was 88% White, 9% Black, 2% Asian, 1% Asian Indian, 1% other, and 1% multi-racial. 67% of participants reported that they were married or partnered. A little more than half of the participants reported that their spouse was employed full-time (53%). Almost half of participants reported that they had children (42%). A majority of the participants had a bachelor's degree or higher (88%), and earned a yearly salary between \$25,000 and \$79,999 (87%). Participants on average worked 43 hours per week (SD=8.4).

Individuals were allowed to participate if they were employed full time (i.e. 30 hours per week) and were 18 or older. Participants were not required to be married nor have children to participate in this intervention. Participants were recruited via email. Employees at IUPUI were invited via upper management to participate in an online intervention designed to reduce work-life conflict. In addition, a snowball method was

used as participants were asked to refer individuals that might be interested in participating in the study. Participants received a \$10 Amazon gift card for completing the pretest measure and \$15 Amazon gift card for completing the posttest measure. In addition, by completing the posttest measure participants were entered into a drawing to win an iPad air.

6.2 Design

This study used a longitudinal survey research design to investigate whether the intervention reduced an individual's levels of work-life conflict. Data were analyzed using repeated measures ANCOVAs and MANCOVAs. Participants completed a pretest measure assessing levels of WLC and job attitudes, participated in an online segmentation intervention to reduce levels of WLC or read an article about work-life conflict, and then completed a posttest measure to determine post-intervention levels of WLC and job attitudes.

6.2.1 Pre-Test

First, participants received an email inviting them to participate in a work-life conflict intervention. If they opted to participate, they completed the pre-test measure. The pre-test measure assessed demographics, WLC, and attitudes about their job and home life (Appendix A).

6.2.2 Intervention

One month following completion of the pre-test assessment, participants were contacted by email to participate in the control or experimental condition. Participants were randomly assigned to either the control or experimental condition. Upon selecting the web link in the email, participants in both conditions were asked to answer an open-

ended question asking them to describe their WLC. Following this, participants participated in a brief questionnaire. The brief quiz was designed to assess the boundary management styles proposed by Kossek and colleagues' (2012) and an identity centrality measure (Lodahl & Kejenr, 1965; Lobel & St. Clair, 1992). The information from this quiz was presented to participants later in the intervention. Following this activity, the study intervention was introduced to the experimental condition, while participants in the control condition were given an article to read. On average, this last part of the study lasted about 30 minutes for both groups. Both conditions of the experiment are described in depth below. The control and experimental interventions are depicted in appendix B and C respectively.

The control condition provided participants with a link to an article about work-life conflict after the boundary management style quiz. The article the participants read was titled "Work-Family Conflict: Look to Employers and Communities for Solutions" by Ron Haskins, Jane Waldfogel, and Sara McLanahan. They were instructed to read the article and think about the implications of the article. They then answered a few questions as a manipulation check to ensure they read the article. For example, they were asked "What was the research article about." Of the manipulation check questions asked, 100% of participants answered manipulation check 1 correct, 91% of participants got the second manipulation check item correct, and 60% of participants got the third manipulation question correct². The third manipulation check question involved checking all that apply, thus, this is likely why so many participants got this question wrong. Given

² Elimination of participants based upon answers to manipulation check items didn't significantly alter results.

that a majority of the participants got the manipulation check questions correct, it is likely that they actively read the article presented to them. Following the manipulation check items participants were asked to answer questions about their commitment to change their work-life conflict. After this measure, the control condition ended.

Participants in the experimental group were sent to an education stage following the boundary management style quiz. During the education stage, participants read a research summary regarding the interaction between work and life roles. The information was designed to educate participants about what work-life conflict is and the beneficial and negative outcomes associated with work-life conflict. Additionally, participants received information about boundaries and boundary management. As a manipulation check participants filled out questions regarding the content of the education section. For example, they were asked to define work-life conflict. Of the three manipulation check items, 100% of participants got manipulation check question 1 correct, 89% of individuals got manipulation check question 2 correct, and 91% of participants got manipulation question 3 correct. The high percentage of individuals getting the manipulation check items correct, indicates that participants were actively reading the information presented to them.

Following the article and education stage, both groups were provided their results on the identity centrality and boundary management quiz given at the beginning of the intervention (Appendix D). This report was adapted from work-life indicator feedback report and developmental planning guide (Kossel et al., 2012). The report described whether they were focused on work or family, their level of control over work and family

boundaries, and their boundary management style. Reports were calculated using a slightly modified version of Kossek and colleagues' (2012) boundary management style classifications (Appendix E).

After receiving their boundary management and identity centrality report, individuals in the experimental condition participated in a segmentation exercise. The segmentation exercise was adapted from Kossek and colleagues' (2011) feedback report and developmental planning guide. The exercise was designed to give participants a variety of strategies to help them increase segmentation between their life roles. Participants were given a list of segmentation techniques. They were asked to choose five segmentation techniques to incorporate into their lives and set goals about how to incorporate the techniques into their lives.

There were 29 segmentation techniques that participants could choose to incorporate into their lives. The segmentation techniques were gathered from a qualitative study about boundary management techniques and by searching the internet for segmentation techniques (How to Separate Your Professional and Private Life, 2014; Kreiner, Hollensbe, Sheep, 2009; Kossek et al., 2011). The most popular techniques selected by participants were; changing out of work clothes once I get home (44%), leaving thoughts about work at work, and when at home focusing on family matters, hobbies and personal interests (44%), and not replying to work emails while at home (39%). To view more information about the segmentation techniques selected by participants please see table 1.

Lastly, participants in the experimental condition were asked about their commitment to changing their work-life conflict and to answer a few open-ended

questions about WLC. Specifically, participants were asked about support systems available to deal with WLC and if they had any barriers to reducing WLC

6.2.3 Post-Test

One month later participants in both conditions were invited to take a post-test measure. The pre and posttest measures contained a majority of the same items, with the exception of the positive and negative affect scales and the demographic items.

Participants in the control condition answered several numerical and open-ended questions about work-life conflict. For example, individuals in the control group were asked if they were happy with their work-life conflict and what barriers they had to reducing their work-life conflict. Individuals in the experimental group answered open-ended and numerical questions about segmentation. For example, individuals in the experimental group were asked if they had any support systems to help them implement segmentation and if they were happy with their current level of segmentation. Appendix F and G respectively contain the items that were assessed during the post-test that were not assessed during the pre-test for the control and experimental group.

As a manipulation check, during the posttest individuals in the experimental condition were asked to recall the segmentation strategies they selected during the intervention. Participants recalled anywhere from 0 – 5 strategies. On average participants were able to recall 2.6 strategies ($SD= 1.20$). Given the low level of recall by participants, it is likely that they did not actively engage in segmentation. It is also possible that participants realized their original techniques selected were not feasible in their life and thus, adjusted to a technique that could be more easily incorporated into their lives.

6.3 Measures

6.3.1 Boundary Management

The boundary management model proposed by Kossek and colleagues' (2012) was assessed using a 17-item scale developed by the authors. The model has four domains; work interrupting non-work behaviors, non-work behaviors interrupting work, family identity, and work identity. Each domain is discussed in further detail below. The response scale for each item was a Likert-type scale ranging from 1(Strongly disagree) to 5 (Strongly agree).

6.3.1.1 Work Interrupting Non-Work Behaviors

Work-interrupting non-work behaviors was assessed in the boundary management model through a five item scale ($\alpha = .90, .88, .88$; T1, T2, T3 respectively). An example item of work interfering with non-work behaviors was "I regularly bring work home."

6.3.1.2 Non-Work Interrupting Work Behaviors

Non-work behaviors interrupting work was assessed in the boundary management model through a five item scale ($\alpha = .79, .80, .79$). One of the items of the scale was reversed scored. An example item of non-work behaviors interrupting work was "I take care of personal or family needs during work."

6.3.1.3 Boundary Control

Boundary control was assessed in the boundary management model through three items ($\alpha = .86, .86, .89$). An example item of boundary control was "I control whether I am able to keep my work and personal life separate."

6.3.1.4 Identity Centrality

Identity centrality was assessed in the boundary management model through a four item scale. The scale had two subscales that measured work identity ($\alpha=.65, .76, .66$) and family identity ($\alpha=.83, .85, .84$). The two subscales had identical items, and differed based on the domain of interest. For example, “People see me as highly focused on my (family/ work).”

6.3.1.5 Centrality

Centrality was assessed through an eight item scale. The scale contained two subscales; work ($\alpha=.73, .76, .73$) and family involvement ($\alpha=.90, .92, .92$). The job involvement items were from Lodahl and Kejenr’s (1965) scale, and the family involvement items were adapted from that scale by replacing career with “family.” Additionally, the fourth item of the scale was from Lobel and St. Clair’s (1992) research (“Most of my interests are centered around my career”). The response scale for each item was a Likert-type scale ranging from 1(Strongly disagree) to 5 (Strongly agree). The two subscales had identical items, and differed based on the domain of interest. For example, “A major source of satisfaction in my life is my family/ career.”

6.3.2 Life Satisfaction

Levels of life satisfaction were assessed in the survey through five items (Diener, Emmons, Larsen & Griffin, 1985). The scale demonstrated adequate reliability in this study ($\alpha= .89, .90$; T1, T3 respectively). The response scale for each item was a Likert-type scale ranging from 1(Strongly disagree) to 5 (Strongly agree). An example item was “The conditions of my life are excellent.”

6.3.3 Job Satisfaction

Job satisfaction was assessed in the survey through five items (Brayfield & Rothe, 1951). The alpha for this scale for time one was .90 and for time three was .87). The response scale for each item was a Likert-type scale ranging from 1(Strongly disagree) to 5 (Strongly agree). An example item was “I feel fairly well satisfied with my present job.”

6.3.4 Work-Life Conflict

Conflict was assessed through a shortened eighteen item scale with 8 domains (Keeney et al., 2012). The WLC scale demonstrated sufficient reliability levels ($\alpha=.95$, .95, T1, T2 respectively). The 8 domains in the scale were work interfering with health, family, leisure, romance, education, community involvement, friendships, and household duties. The original scale contained 4 items for each domain, however, this study only used two of the four items. The two items within each respective domain were the same, differing based upon the domain they referenced. For example, “The time I spend on work cuts into the time I’d like to spend on my [health/ household duties].” The response scale for each item was a Likert-type scale ranging from 1(Strongly disagree) to 5 (Strongly agree).

6.3.5 Work-Family Conflict Self-Efficacy

Work-family self-efficacy was assessed through a 5 item shortened scale (Hennessy & Lent, 2008). The response scale for the items was a Likert-type scale ranging from 0 (Complete lack of confidence) to 5 (Complete confidence). An example item was “How confident are you that you could fulfill your job responsibility without

letting it interfere with your family responsibilities.” Alphas for time one and time three in this study were .88 and .86 respectively.

6.3.6 Self-Control

Self-control was assessed through a 13 item shortened self-control scale (Tangney, Baumeister & Boone, 2004; $\alpha=.86, .82$). The response scale for the items was a Likert-type scale ranging from 1(Not at all) to 5 (Very Much). An example item was “I refuse things that are bad for me.” Alphas for time one and time three in this study were .86 and .82 respectively.

6.3.7 Burnout

Burnout was assessed in the survey with eight items (Demerouti, 2003;). The response scale for each item was a Likert-type scale ranging from 1(Strongly disagree) to 5 (Strongly agree). The scale contained items that measured the disengagement and exhaustion component of burnout. Four items of the burnout score were reversed scored. An example item was “There are days when I feel tired before I arrive at work.” The burnout scale in this study demonstrated sufficient levels of reliability ($\alpha=.80, .81, T1$ and $T3$ respectively).

6.3.8 Intent to Turnover

Intent to turnover was assessed through 3 items (Colarelli, 1984). The response scale for each item was a Likert-type scale ranging from 1(Strongly disagree) to 5 (Strongly agree). An example item was “I frequently think of quitting my job.” Alphas for the turnover scale in this study were .86 for time one and .85 for time three.

6.3.9 Anxiety/Depression

Mental health was assessed in the survey through twelve items (Goldberg, 1978;). Individuals responded to items about recent experiences of psychological symptoms. The response scale for each item was a Likert-type scale ranging from 1(Never) to 5 (Always). An example item was “Have you recently been able to concentrate on whatever you're doing.” The anxiety/depression scale demonstrated adequate levels of reliability ($\alpha = .84, .80$; T1 and T3 respectively).

6.3.10 Demographics/Control Variables

The survey contained a variety of demographic variables, including questions regarding participants age, gender, marital status, number of children, age of children, spouse/partner, race/ethnicity, education, income, and occupation.

6.3.10.1 Commitment to Change

Commitment to change was assessed as a control variable using nine items (Shea, Jacobs, Esserman, Bruce, Weiner, 2014). The commitment to change scale contained two subscales that measured change commitment and change efficacy ($\alpha = .92$, T2). Participants responded to the items using a Likert type scale ranging from 1(Strongly disagree) to 5 (Strongly agree) example item from the commitment to change scale was “I am committed to implementing this change.” An example item from the change efficacy scale was “I can manage the politics of implementing this change.” Participants were instructed that “*change* refers to your ability to adjust your work and life roles so you are not experiencing conflict between any of your life domains.”

6.3.10.2 Affect

Affect was assessed as a control variable through twenty items with two subscales (i.e. negative affect and positive affect; Watson, Clark & Tellegen, 1988). Individuals responded to items regarding emotions generally experienced on a scale from 1(very slightly) to 5(Extremely). An example item that measured positive affect asked how often an individual felt “Excited.” An example item that measured negative affect asked how often an individual felt “Afraid.” The positive affect scale ($\alpha = .88$) and negative affect scale ($\alpha = .87$) demonstrated adequate levels of reliability.

CHAPTER 7. METHODS

The present study predicted that the intervention group would experience an increase or decrease in job and personal attitudes. Repeated measures MANCOVAs and one repeated measures ANOVA were run to determine if there was support for the present study hypotheses. Outcomes for MANCOVA analyses were grouped based upon theoretical reasoning and examination of correlation matrices.

7.1 Baseline Analyses

Prior to running any analyses independent samples t-tests and chi square tests were conducted to determine if the control and experimental groups differed on any demographic or outcome measure. Results indicated that the participants baseline outcomes did not significantly differ by group ($p > .05$). In examining the demographic variables, age was the only variable that differed significantly by group, $t(1,117) = 2.51$, $p < .05$, ($M_{\text{experimental}} = 42$, $SD_{\text{experimental}} = 11$; $M_{\text{control}} = 37$; $SD_{\text{control}} = 10$). Although, the groups ages significantly differed, this variable was not controlled for because age did not significantly correlate with any outcome variables of interest. Correlations and descriptive statistics of all outcome variables are presented in table 2. Descriptive statistics of outcome variables by condition are presented in table 3.

7.2 Segmentation/ Work-Life Outcomes

Hypothesis one predicted that the intervention would increase participants work-life segmentation. The effect of the intervention on work-life segmentation was examined using a repeated measures MANCOVA (controlling for negative affect). Results indicated that there was not a significant difference between the control and experimental group on non-work interfering with work and work interfering with non-work behaviors, $F(2,115) = .082, p > .05, \eta^2 = .001$. Examination of the univariate tests also revealed that the intervention did not significantly affect non-work interfering with work, $F(1, 116) = .014, p > .05, \eta^2 = .000$ and work interfering with non-work $F(1, 116) = .159, p > .05, \eta^2 = .001$. Therefore, individuals exposed to the intervention did not experience a significant increase in segmentation behaviors compared to the control group.

Hypothesis 2 predicted that the intervention would decrease work-life conflict. The effect of the intervention on WLC was examined using a repeated measures ANCOVA (controlling for negative affect). The results of the ANCOVA were non-significant, $F(1, 116) = 2.845, p = .09, \eta^2 = .24$.

7.2.1 Exploratory Work-Life Conflict Analyses

Although, non-significant, the results above indicated a trend for the experimental group to have less WLC than the control group. Given the trends present in the data, the WLC relationship was reexamined. Examination of the correlation matrices revealed that job related attitudes might be suppressing the relationship between the intervention and WLC. It is possible that the effects of the intervention were clouded by negative job attitudes. Thus, an ANCOVA was re-run controlling for negative affect, turnover intentions, job satisfaction, and burnout levels. Results were significant, $F(1,110) = 4.371,$

$p < .05$, $\eta = .038$. Figure 1 depicts the impact of the intervention on levels of work-life conflict when controlling for negative affect, turnover intentions, job satisfaction, and burnout levels.

Furthermore, data were analyzed by WLC subscales to determine if any of the WLC areas were significantly impacted by the intervention. A repeated measures MANCOVA (Controlling for NA, job satisfaction, and turnover intentions) was run with each area (i.e. house community involvement) entered as a dependent variable. Results indicated that overall WLC did not significantly differ by condition, $F(8,103)=1.55$, $p > .05$, $\eta = .151$. However, examination of the univariate analysis revealed that two WLC subscales did significantly differ by condition and two subscales were close to significance. For brevity, the non-significant univariate analysis will not be discussed. The WLC household management subscale was significantly lower for the experimental group after the intervention compared to the control group, $F(1,110)=7.917$, $p < .05$, $\eta = .067$. The WLC community involvement subscale was significantly lower for the experimental group after the intervention compared to the control group, $F(1,110)=5.797$, $p < .05$, $\eta = .05$. Additionally, two other subscales were close to significance. The WLC friendships subscale, $F(1,110)=3.116$, $p = .08$, $\eta = .028$, and the WLC health subscale, $F(1,110)=3.468$, $p = .06$, $\eta = .031$.

7.3 Work Related Outcomes

Hypotheses 3, 4, and 5 predicted that the intervention would increase job satisfaction and decrease burnout and turnover intentions. The effect of the intervention on these work-related outcomes was examined using a repeated measures MANCOVA (controlling for negative affect). Results indicated that the intervention did not significant

impact burnout, job satisfaction, and turnover intentions, $F(3, 114) = .539, p > .05, \eta = .014$. Examination of the univariate tests also indicated that the intervention did not significantly affect job satisfaction, $F(1, 116) = .627, p > .05, \eta = .005$, burnout, $F(1, 116) = .746, p > .05, \eta = .006$, and turnover intentions $F(1, 116) = .597, p > .05, \eta = .007$. Thus, the intervention did not significantly impact work-related attitudes compared to the attitudes of individuals in the control group.

7.4 Personal Outcomes

Hypothesis 6-9 predicted that the intervention would significantly impact several personal attitudes. It was predicted that the intervention would decrease anxiety/depression (Hypothesis 6) and increase life satisfaction (Hypothesis 7). The effect of the intervention on anxiety/depression and life satisfaction was examined using a repeated measures MANCOVA (controlling for positive affect). Results indicated that life satisfaction and depression/anxiety were not significantly impacted by the intervention, $F(2, 115) = .420, p > .05, \eta = .007$. Additionally, examination of the univariate analysis revealed that the intervention did not significantly impact life satisfaction, $F(1, 116) = .569, p > .05, \eta = .005$ and anxiety/depression, $F(1, 116) = .019, p > .05, \eta = .001$. Thus, the intervention did not significantly impact anxiety/depression and life satisfaction compared to the control group.

Additionally, it was predicted that the intervention would increase self-regulatory behaviors and WFC efficacy (Hypothesis 8 and 9 respectively). The effect of the intervention on self-regulatory behaviors and WFC efficacy was examined using a repeated measures MANCOVA (controlling for negative affect). Results indicated that the intervention did not significantly impact self-efficacy or self-regulatory behaviors, F

(2,115) = 1.66, $p > .05$, $\eta = .028$. Examination of the univariate tests revealed that the intervention did not significantly impact self-regulatory behaviors, $F(1, 116) = 2.19$, $p > .05$, $\eta = .022$ or WFC efficacy, $F(1, 116) = .343$, $p > .05$, $\eta = .003$.

In summary, the intervention was not found to impact segmentation, WLC, personal outcomes, and job related outcomes.

CHAPTER 8. DISCUSSION

The interactions that occur between work and other life domains have been heavily researched because of their far reaching consequences (e.g., Allen et al., 2000; Srivastava & Srivastava, 2012). For example, they have been linked to decreased life and job satisfaction (e.g., Allen et al., 2000; Zhao, Qu & Ghiselli, 2011). Given the negative impact of WLC, researchers have sought to understand the organizational and individual factors that predict WLC. For example, research shows that factors such as, the number of children (Byron, 2005), personality characteristics like neuroticism (Wayne, Musisca & Fleeson, 2004), workplace support (Carlson & Perrewe, 1999), and work hours and workload (Voydanoff, 1988) can increase levels of stress felt between life roles.

Although the antecedents and negative impact of work-life conflict have been heavily researched, little work examines interventions to reduce it. Moreover, the interventions currently in existence tend not to be practical, grounded in relevant theory, or experimentally tested (Hammer et al., 2011; Kline & Snow, 1994; Rasool, Nasir & Mueen, 2012). Thus, the present study sought to create an intervention that addressed shortcomings in the intervention literature and test the feasibility of web-based work-life intervention in an experimental study

As previously discussed, most of the antecedents of WLC constitute stable demands from the work and family roles. Given this stability, these factors tend not be good candidates for the focus of an intervention. However, two prominent theories in the work life literature may provide some insight about mechanisms that could be introduced to reduce WLC. First, COR Theory states that resources can offset future stress or resource loss (Hobfoll, 1989). Therefore, according to COR theory increasing employee resources may offset feelings of role conflict.

Specifically, this intervention sought to provide segmentation or knowledge of segmentation strategies as a resource to participants. Segmentation is defined through border theory which states that work and various other life roles can be thought of as separate countries on a map or globe that are separated by boundaries of varying strengths (Clark, 2000). The different boundary management styles range from a continuum of segmentation (keep work and other life domains separate) to integration (allowing work and other life roles to cross). For example, the intervention provided segmentation strategies such as, “not replying to personal emails while at work” to participants to enact into their lives. Therefore, based upon COR and boundary theory, it was expected that an intervention which helped individuals achieve segmentation (i.e. increase separation between life roles) would reduce WLC.

As reported above in the results section, the intervention did not have a significant impact on levels of segmentation, WLC, job attitudes, and personal attitudes. However, exploratory analyses revealed that the intervention significantly lowered WLC for the experimental group when controlling for levels of job satisfaction, turnover, and burnout. There are several possible explanations for these findings which will be explored below.

Additionally, theoretical and practical implications are discussed, strengths and limitations of the study are identified, and areas for future research are suggested.

8.1 Segmentation

Based upon border theory and COR theory, the intervention was designed to help individuals implement segmentation into their lives. Specifically, the intervention sought to accomplish this by educating participants about WLC, giving them an assessment of their current boundary management style, and by asking participants to select 5 segmentation strategies and set goals about how to incorporate segmentation strategies into their lives. The present study predicted that following the intervention, the individuals in the experimental group would report higher levels of work-life segmentation. Unfortunately, results indicated that the intervention did not significantly impact individuals reported segmentation level.

There are several possible explanations for this outcome. First, the segmentation intervention may have not been strong enough. There is little empirical research about segmentation tactics and the effectiveness of different segmentation strategies. Therefore, it is difficult to determine whether the segmentation strategies selected can even cause a change in boundary management styles. For instance, one of the strategies selected was to change clothes which may have been less effective than stop responding to work emails while at home. Although there is no empirical research about different strategies, a majority of the participants choose “easier to implement segmentation strategies.” Most of the participants enacted strategies such as, change out of your clothes after work. Thus, it is possible that participants did not select strategies that could cause a shift in segmentation. Furthermore, it is possible that enacting 5 segmentation strategies was not

enough to induce significant change in participants boundary management style. Perhaps more change would have been detected if participants selected different or more segmentation strategies.

Secondly, perhaps the intervention did not have enough accountability for participants. After exiting the survey participants were not sent any communications or reminders about enacting segmentation strategies into their lives. Therefore, participants could have forgotten their selected segmentation strategies after exiting the survey. When asked to report the segmentation strategies selected during the intervention, a majority of the participants could not recall the same strategies they selected. These data suggests that participants may have not been actively enacting the segmentation strategies in their lives. Perhaps an intervention that sent email reminders to participants or required participants to engage in behavior self-monitoring would have been more effective.

Thirdly, it is possible that aspects of the intervention were not strong or clear enough to induce change in boundary management styles. It is possible that the education stage of the intervention was not able to convince participants of the importance or benefits of a segmented boundary management style. Perhaps a more convincing description of segmentation and its benefits would have induced more change in individual boundary management style. Furthermore, it is possible that the segmentation strategies were not clear enough. Unclear descriptions could have hindered participant ability to effectively implement segmentation strategies.

It is also possible that individual characteristics/preferences prevented some people from implementing the segmentation techniques. Research has suggested that the fit between desired boundary management style and organizational policies available

affect organizational outcomes such as, satisfaction and commitment (Rothbard, Phillips & Dumas, 2005). For example, Rothbard and colleagues' (2005) found that when individuals worked in organizations with integrated boundary management styles and desired a segmented boundary, they were less committed and less satisfied with the organization. Furthermore, Kreiner (2006) found that congruence between preferred boundary management style and the boundary management style offered by the organization can impact organizational outcomes. Specifically, congruence was linked to decreased work-home conflict, stress, and increased job satisfaction. Lastly, Kossek and colleagues' (2012) took a person-centered approach to boundary management by investigating personal and work related factors that could impact conflict. Their results suggested that level of perceived control over boundary management had more of an impact on conflict than just segmentation alone (Kossek et al., 2012). Thus, these studies show how personal preferences of individuals can impact their willingness to implement segmentation into their lives.

The present study found results similar to that of the research outlined above. Participants were asked a series of open-ended questions designed to assess the feasibility of the intervention. Specifically, when asked what barriers they had to implementing segmentation, several participants reported that they were a barrier to implementing segmentation. In other words, they did not want to implement segmentation or were not motivated to implement segmentation, so they choose not to. Other personal factors reported were lack of motivation and self-discipline to implement segmentation. These results suggest that perhaps some of the subjects did not desire or prefer segmentation, so they were not highly motivated to engage in segmentation

behaviors. It is possible that an intervention would have been more effective if it did not require everyone to achieve segmentation, perhaps it would be beneficial to identify interventions that would improve outcomes for employees depending on their respective boundary management style preference.

Furthermore, it is possible that these results were obtained because participants physically could not implement segmentation into their lives. It is possible that some pressures from life or work are too strong to allow an individual to segment. For example, an employee who is required to be “on call” could never full segment because it is a requirement of their occupation. Almost half of participants in their open-ended responses reported that they could not segment because of work demands. Participants reported increased work load, urgent deadlines, short staffs, and constant required communication with clients as barriers to implementing segmentation. Participants also reported that family responsibilities prevented them from segmenting. For example, participants reported sick children, urgent family issues during work, and constant needs of children as barriers to segmentation. Thus, the intervention may not have been effective because some individuals may not be able to segment because of the unavoidable role pressures from work and family.

Furthermore, it is possible that the culture of the employees workplace hindered their ability to segment. Research has suggested that separation of work and family undermines business and personal goals (Rapoport & Bailyn, 1996). It is possible that many of the employees places of employment viewed segmentation as unacceptable or negative. Thus, employees would not have been able to segment without negative repercussions occurring, such as, appearing less dedicated than other employees or

negatively impact productivity. Future interventions should attempt to inquire about the impact of culture in order to determine if it is a barrier to segmentation.

Lastly, the non-significant results could have been obtained because the segmentation measure did not adequately capture the change that occurred in individuals boundary management styles. The measure specifically asked questions that only referred to work and family. Given, that the intervention was designed to enact change in all areas of life, perhaps a measure that adequately assessed all areas of life would have more accurately captured the change that occurred post intervention. Perhaps participants achieved greater segmentation with other areas of their life that were not detected by the measure. For instance, if participants achieved greater segmentation between work and other aspects of their lives (i.e. romantic relationships), the current measure would not have captured those changes.

8.2 Work-Life Conflict

Given the consistent link between segmentation and decreased WLC, the present study anticipated that the experimental group would also experience a decline in WLC following the intervention. However, the intervention did not significantly impact levels of WLC for those receiving the intervention. Several explanations exist as to why the intervention did not significantly impact WLC.

First, although the measure had sufficient reliability, it is possible this is not the best measure to detect the effects of the intervention sufficiently. The WLC literature has established that WLC is a bi-directional concept meaning that work interferes with life and life interferes with work, however, the current measure only assessed one direction of WLC. Specifically, the items only asked if work interfered with various life domains, and

not the reverse (i.e. life interfering with work). Thus, it is possible that a bi-directional measure would have better assessed the effects of the intervention on WLC.

It is also possible that WLC was not significantly impacted because work-life conflict is likely caused by a variety of factors. The intervention was only designed to assess one pre-cursor or antecedent to WLC, boundary management style. Therefore, it is possible that many other variables were impacting levels of WLC, such as work hours, workload, and job attitudes. In the present study, several job and personal attitudes were found to significantly correlate with WLC. For example, job satisfaction and depression/anxiety were found to correlate negatively with WLC. Furthermore, burnout, turnover, and life satisfaction were found to positively correlate with WLC. These correlations suggest that other variables beyond segmentation could be influencing WLC.

8.3 Exploratory Work-Life Conflict Analyses

Given the possibility that many variables can influence individuals levels of WLC and that the data indicated a trend for the experimental group to have lower levels of WLC, additional analyses were conducted. Specifically, we examined the correlation matrices to determine if extraneous variables could be impacting the relationship between the intervention and WLC. This revealed that several job attitudes significantly correlated with WLC.

The intervention was found to significantly impact levels of WLC when controlling for job satisfaction, turnover, burnout, and negative affect. These results suggest that several factors contribute to an individual experiencing WLC.

To examine this change more closely, the individual subscales of the WLC were examined to determine if a specific area of conflict was driving the result. Overall,

results indicated specific subscales significantly changed following the intervention. It appears that the levels of work interfering with house maintenance and community involvement was significantly lower following the intervention. Additionally, although non-significant, the friendship subscale and health subscale showed a trend to be lower than the control group. There were no significant differences on the other subscales (e.g., family, education, leisurely activities, and romantic relationships). These results suggest that the intervention was successful in lowering some aspects of WLC. Perhaps these areas experienced change because they are more under participants control than changing aspects of work or family. For example, it may be easier to separate community involvement from work than to separate family from work.

8.4 Work- Related Outcomes

Consistent with past research, WLC in the current study was negatively related to job satisfaction and positively related to turnover intentions and burnout. However, results indicated that the intervention was not found to significantly impact several job related outcomes. Interestingly, results indicated that individuals in the experimental group reported lower levels of job satisfaction after the intervention and increased turnover intentions and feelings of burnout.

One possible explanation for this is that the intervention sensitized participants to their own level of WLC and/or the negative outcomes associated with WLC. In other words, perhaps the intervention gave a name to the stress that individuals were experiencing. If the intervention heightened this awareness, but was not strong enough to lead to positive behavioral change it could explain the counter intuitive findings. The intervention mentioned that WLC has been linked to depression/anxiety, decreased job

satisfaction and alcoholism. Therefore, it is possible that the intervention heightened participant's self-awareness and their knowledge of the negative effects of WLC.

These results are also consistent with boundary management fit literature. It is possible that asking participants to adopt a segmented boundary management style when they do not prefer this type of style resulted in negative outcomes. Rothbard and colleagues' (2005) found that employees in organizations with integrated boundary management styles who desire a segmented boundary, were less committed and less satisfied with the organization. Therefore, it is possible that segmentation resulted in negative reactions from some participants.

8.5 Personal Outcomes

The intervention was also not found to significantly impact several personal attitudes. The intervention did not lower depression/anxiety, nor did the intervention increase WFC self-efficacy, self-control, and life satisfaction. Results indicated that both groups experienced slight increases in depression and anxiety. Additionally, examination of group means indicated that both groups experienced slight increases in life satisfaction. Furthermore, both groups experienced declines in work family self-control behaviors. Lastly, the experimental group experienced increases in WFC self-efficacy and the control group experienced decreases in WFC self-efficacy.

As mentioned above, it is possible that some of the attitudes shifted in the wrong direction because the intervention sensitized participants to the negative effects of WLC. Secondly, it is possible that these outcomes are distally related to WLC, therefore it would take a significant amount of effort and time to significantly impact these outcome behaviors. It is possible that many other factors occur between an individual experiencing

WLC and outcome variables, therefore, altering WLC may not be a strong enough manipulation to cause significant change in outcome variables. Researchers have demonstrated that many variables can moderate or mediate the relationship between WLC and outcome variables, thus, the relationship between WLC and outcome variables could be confounded by many other factors. Thirdly, it is possible that many of the behaviors assessed as outcome variables are relatively stable and thus, are very difficult to significantly impact. It is very difficult to significantly change factors like depression and anxiety because they are stable outcomes. Finally, it is possible that many other behaviors impact these personal attitudes. For example, many factors relate to depression and anxiety. Thus, attempting to change one of the factors (i.e. WLC) related to these personal or job attitudes may not have been enough to enact changes in behaviors.

Overall, job related attitudes and personal attitudes were not impacted by the intervention. It is possible that the study did not allow for enough time for job and personal attitudes to change. The study was designed such that attitudes were assessed one month after the intervention. Perhaps it takes longer than one month for participants to change their behaviors. It is possible that assessing change over a longer period of time would have allowed for more change in behaviors to be detected. Future research should take a longitudinal approach to try and determine how long it takes to cause a shift in boundary management styles.

8.6 Theoretical and Practical Contributions

Given, that the study was designed to test the feasibility of a practical and theoretically based intervention, it adds several important contributions to the

intervention literature. This intervention sought out to address several shortcomings that were present in the intervention literature.

First, the intervention was designed to be practical and easy to implement. Several studies identified in the WLC literature were too time consuming or impractical for organizations to implement. For example, the Kline and Snow (1994) worksite coping skills intervention required to attend 15 one and a half hour sessions which is impractical from an organizational standpoint because it required excessive time, (22.5 hours), away from work. This intervention was more practical and easier to implement than others in existence because it only required roughly 1 and half hours of organizational time. In addition, hosting the intervention on a web interface could be an easier method of implementation than in person sessions. Employees could access the intervention when and where it was convenient to them. However, although the intervention would be practical and easy for an organization to implement, it did not significantly impact WLC like more complicated and less easy to implement interventions. Therefore, finding the right efficiency and efficacy balance is of great concern when developing future interventions.

Next, the present intervention was designed to be accessible to all individuals within the organization. Several preexisting interventions were limited in their generalizability because they were designed to address conflict felt by women or conflict felt by individuals with families and children. For example, the Hammer and colleagues' (2011) intervention, which focused on developing supervisors supportive behaviors, found that individuals with low levels of WFC reacted negatively towards their intervention. Their results suggested that an intervention that was accessible to all

employees could potentially mitigate these negative effects. The present study addressed this limitation by allowing individuals without children and individuals who were not married to participate. Therefore, this study addressed the generalizability issue present in past WLC interventions.

The intervention was also designed to be grounded in theory. Some interventions in existence lacked theoretical reasoning as to why their respective intervention would effect WLC. For example, Rassool and colleagues' (2011) noted a major limitation of their study was that there was no theoretical reason as to why blue light meditation should impact WLC. The current study addressed this problem by being grounded in border and conservation of resources theory.

Furthermore, employees responded fairly well to the online aspect of the intervention. After the individuals participated in the intervention there were very low rates of attrition, almost everyone that completed the intervention participated in post-test assessments. In addition, several respondents noted that they enjoyed participating in the intervention.

Finally, although exploratory, the intervention was found to significantly impact levels of WLC when controlling for job satisfaction, turnover, negative affect, and burnout. This suggests that future intervention research should consider job attitudes and their impact on intervention effectiveness.

8.7 Limitations

One limitation of this study is that it is possible that participants did not actually complete the segmentation exercises they chose. However, several steps were taken to ensure that participants did complete the segmentation exercises. First, participants were

asked to set goals on how they would enact each segmentation strategy. Past research suggests that goal setting positively impacts performance by directing attention, and energy towards meeting desired goals (Locke & Latham, 2002). In addition, a manipulation check question was added to determine if the participants enacted their segmentation strategies. Thus, the post-test survey asked participants to recall the segmentation exercises they choose to enact during the intervention. Approximately, 75% of the participants recalled two or more of the strategies they choose to enact during the intervention.

Another limitation of the present study is that it is difficult to determine whether participants completed the online intervention. In order to mitigate this, several strategies were enacted to gauge whether participants completed the intervention. First, the intervention was pilot tested with a group of graduate students. This provided an estimation of how long the control and experimental condition should take to complete, allowing researchers to gauge whether future participants were actually completing the intervention. In addition, both the control and experimental condition contained manipulation check questions. The questions asked participants about the material presented in the intervention. These questions allowed researchers determine whether participants were actively reading the intervention materials.

Another limitation of the study may have been the reliance on segmentation as a strategy to manipulate boundary management styles. The literature has repeatedly demonstrated the negative relationship between segmentation and WLC, however, this data was non-causal (Liu et al., 2013; Park & Jex, 2011). Thus, researchers have not been able to determine the causality of the relationship.

Although, the study was open to any working individuals at the university, the sample was relatively homogeneous. The homogeneity of the sample may also be identified as a limitation because the sample was mostly females and Caucasian. Thus, any findings from the current study are certainly limited. Furthermore, the small sample size was a limitation, this could have impacted my ability to detect significant results if there were any.

8.8 Future Directions

Given, that this study was a pilot test about whether segmentation could be used as a technique to lower WLC future research should further investigate segmentation. Specifically, future research should also try and disentangle the effectiveness of different segmentation strategies in order to have the most effective intervention possible. There were several different segmentation strategies that participants could choose from, however, there isn't empirical evidence available about which techniques are the most effective. For example, the technique "communicating your boundaries to your boss" may be more effective than "changing out of work clothes when you get home from work." Thus, future research should investigate the effectiveness of different segmentation strategies.

Another area that warrants attention is boundary management style fit. Perhaps an intervention that allows participants to choose either segmented or integrated boundary management style would have had more of an impact on participants' behaviors. Future research could incorporate and examine the impact of boundary management fit on results.

Additionally, although the WLC measure had sufficient reliability, it is possible this is not the best measure to sufficiently detect the effects of the intervention. The WLC literature has established that WLC is a bi-directional concept meaning that work interferes with life and life interferes with work, however, the measure utilized only measured one direction of WLC. It is possible that a bi-directional measure would have better assessed the effects of the intervention on WLC.

Future research should also attempt to recruit a more diverse sample. It is necessary to determine whether segmentation could be used as a strategy to reduce WLC in populations that are not traditionally studied (i.e. low income individuals and ethnically diverse individuals). Furthermore, future research should determine whether the intervention is effective for males and females. The present study did not have enough males in the sample to determine if the intervention differed in effectiveness based upon the participants' gender. Lastly, future research should attempt to recruit a larger sample size in order to be able to adequately detect differences that may be present in the sample.

Although exploratory, the trend for WLC to be lower for the experimental group when controlling for job attitudes is an area that warrants future attention. These results suggest that a segmentation intervention that also targets job attitudes could be successful in reducing WLC. Future research should investigate this trend to determine if this type of intervention could reduce levels of WLC felt.

8.9 Conclusions

The goal of the present study was to develop and test a practical and theoretically grounded intervention that addressed shortcomings of current WLC interventions. In

order to accomplish these goals, WLC, WLC antecedents and outcomes, and shortcomings of past WLC interventions were discussed. Furthermore, the theoretical basis for the intervention, border and COR theory, was reviewed. Thus, the present study examined whether a theoretically grounded intervention focused on segmentation could be used to lower levels of WLC. Results were unsupportive of the predicted hypothesis. However, the present study adds to the literature by offering several theoretical and practical implications that can guide future WLC intervention development.

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TABLES

Table 1 Segmentation Strategies Chosen by Participants

Segmentation Strategy	N	Percent
Changing out of work clothes once I get home	31	44
Leave thoughts about work at work. When at home, focus on family matters, hobbies and personal interests.	31	44
Setting aside time blocks to attend to various life needs	28	40
Not replying to work emails while at home	27	39
Set a time limit on business communications at home. If you must check work email and messages while at home, designate a specific time for this.	27	39
Don't shop online or visit social network sites while at work	19	27
Not replying to personal emails while at work	18	26
Explore and plan exciting events and activities with your friends and family that do not involve work.	18	26
Turning off work/home email notifications on my phone after a certain time period	17	24
Spend your personal time with friends who aren't coworkers.	17	24
Setting aside time blocks to attend to various work needs	15	21
Not bringing personal tasks to work	14	20
Not bringing work home with me	13	19
Place inspirational quotes on your desk at work and on your home refrigerator as reminders to separate your professional and private life.	10	14
Ask friends and family members to remind you when you are engaging in too much discussion about work	9	13
Have a separate calendar for work and home activities	8	11
Indicating your boundaries to your friends and family	8	11
Ask coworkers not to call you with business-related matters on your days off.	7	10
Schedule 1 or 2 mandatory days off each week. This is especially important if you are self-employed or a telecommuter.	7	10
Don't allow family members to visit you at work	5	7
Not having my work email sent to my personal phone/computer	4	6
If you are good friends with your coworkers, establish a rule to discuss work only during office hours.	4	6
Having separate bags, computers etc. for work and home	3	4
Indicating your boundaries to your boss and coworkers	3	4
Have a separate set of keys for home and work	2	3
If you have a home office, separate it as much as possible from the rest of your home.	2	3
Not having my personal email sent to my work phone/computer	1	1

Table 2 Means and Correlations of Major Outcome Variables

Correlations		M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1. WLC (Pre)	3.07	.86	1																								
2. WLC (Post)	2.96	.86	.75**	1																							
3. Job Satisfaction (Pre)	3.88	.78	-.30**	-.28**	1																						
4. Job Satisfaction (Post)	3.79	.75	-.29**	-.39**	.77**	1																					
5. Burnout (Pre)	2.43	1.03	.34**	.44**	-.57**	-.56**	1																				
6. Burnout (Post)	2.58	1.09	.36**	.37**	-.19*	-.14	.32**	1																			
7. Turnover Intent (Pre)	2.78	.48	.41**	.35**	-.65**	-.56**	.37**	.28**	1																		
8. Turnover Intent (Post)	3.31	.32	.32**	.42**	-.46**	-.60**	.35**	.27**	.77**	1																	
9. Depression/Anx (Pre)	3.46	.52	-.44**	-.38**	.48**	.40**	-.43**	-.18	-.32**	-.23*	1																
10. Depression/Anx (Post)	3.49	.55	-.42**	-.52**	.49**	.60**	-.47**	-.23*	-.39**	-.41**	.70**	1															
11. Life Satisfaction (Pre)	3.27	.86	-.27**	-.18*	.44**	.39**	-.35**	-.15	-.36**	-.26**	.65**	.53**	1														
12. Life Satisfaction (Post)	3.3	.81	-.19*	-.21*	.36**	.38**	-.29**	-.09	-.33**	-.32**	.48**	.59*	.81**	1													
13. Self Control (Pre)	3.66	.61	-.16	-.11	.217*	.16	-.20*	-.02	-.09	-.01	.47**	.31**	.34**	.26**	1												
14. Self Control (Post)	3.23	.46	-.22*	-.19*	.31**	.34**	-.22*	.00	-.20*	-.15	.39**	.40**	.23*	.23*	.71**	1											
15. Self Efficacy (Pre)	2.92	.95	-.36**	-.32**	.40**	.34**	-.40**	-.17	-.23*	-.12	.50**	.41**	.38**	.24**	.39**	.36**	1										
16. Self Efficacy (Post)	2.98	.89	-.40**	-.61**	.27**	.31**	-.39**	-.08	-.18*	-.25**	.42**	.40**	.19*	.196*	.29**	.36**	.63**	1									
17. NWIW (Pre)	3.58	.66	.03	.01	-.01	.00	.13	-.04	-.03	-.06	-.16	-.01	-.02	.07	-.30**	-.26**	-.12	-.13	1								
18. NWIW (Post)	3.42	.47	.09	.07	.06	.07	.00	.12	-.05	-.05	-.10	.01	-.01	.10	-.15	-.09	-.11	-.02	.60**	1							
19. WINW (Pre)	2.89	1.08	.39**	.35**	.06	.04	.23*	.11	-.04	.02	-.24**	-.07	-.01	.06	-.28*	-.20*	-.23*	-.25**	.31**	.38**	1						
20. WINW (Post)	2.82	.95	.26**	.31**	.06	.00	.15	.13	-.07	.01	-.17	-.09	-.06	-.04	-.14	-.14	-.23*	-.27**	.24**	.37**	.81**	1					
21. Negative Affect	3.37	.66	.37**	.31**	-.39**	-.31**	.37**	.23*	.30**	.18*	-.63**	-.48**	-.38**	-.33**	-.42**	-.36**	-.45**	-.38**	.18	.12	.27**	.21*	1				
22. Positive Affect	1.84	.63	-.11	-.12	.47**	.46**	-.41**	.12	-.22*	-.15	.49**	.42**	.54**	.47**	.45**	.44**	.43**	.30**	-.08	.12	.06	.12	-.22*	1			
23. Commitment to Change	3.78	.54	.02	-.04	-.09	.04	.10	.09	.00	-.07	-.06	.04	.00	.11	.11	.11	.03	.03	-.02	.06	-.04	-.01	.06	.13	1		
24. Age	39.3	11.24	.07	-.09	-.10	-.03	.10	.05	-.08	-.17	-.07	.01	-.14	-.02	.05	.04	-.19*	.06	-.17	-.09	-.05	-.06	.00	-.09	.06	1	

** Correlation is significant at the .01 level (two-tailed)

* Correlation is significant at the .05 level (two-tailed)

Table 3 Means and Standard Deviations of Outcome Variables by Condition

	Mean	Std. Deviation	Mean	Std. Deviation
	Experimental	Experimental	Control	Control
Life Satisfaction Pre-Test	3.28	0.81	3.25	0.93
Life Satisfaction Post-Test	3.34	0.77	3.24	0.87
WFC Self Efficacy Pre-Test	2.92	0.92	2.92	0.99
WFC Self Efficacy Post-Test	3.02	0.87	2.93	0.92
Self-Control Post-Test	3.24	0.43	3.23	0.50
Self-Control Pre-Test	3.71	0.53	3.58	0.72
Turnover Pre-Test	2.50	1.00	2.33	1.08
Turnover Post-Test	2.70	1.03	2.42	1.15
Job Satisfaction Post-Test	3.77	0.72	3.82	0.79
Job Satisfaction Pre-Test	3.88	0.81	3.87	0.74
Depression/Anxiety Pre-Test	3.49	0.44	3.43	0.63
Depression/Anxiety Post-Test	3.51	0.49	3.46	0.62
WFC Pre-Test	3.13	0.84	2.99	0.89
WFC Post-Test	2.94	0.83	2.99	0.90
WINW Pre-Test	2.91	1.06	2.86	1.11
WINW Post-Test	2.86	0.95	2.77	0.95
Burnout Pre-Test	2.78	0.45	2.77	0.52
Burnout Post-Test	3.35	0.33	3.27	0.29
NWIW Pre-Test	3.57	0.71	3.60	0.58
NWIW Post-Test	3.41	0.47	3.42	0.47

FIGURES

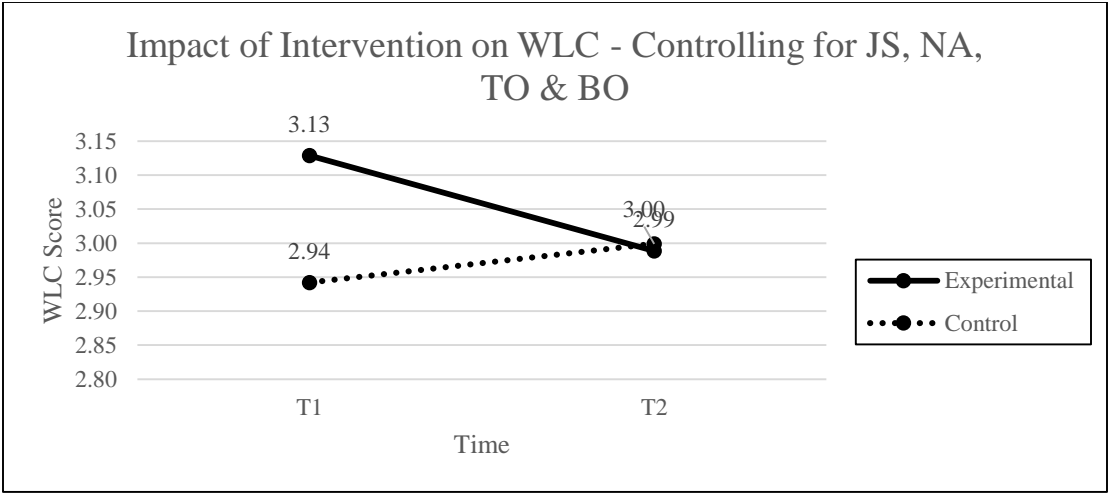


Figure 1 Impact of intervention on WLC with control variables

This figure displays the experimental group to have significantly lower levels of WLC following the intervention when controlling for job satisfaction, turnover, burnout, and negative affect

APPENDICES

Appendix A Pre-Test Survey

INDIANA UNIVERSITY STUDY INFORMATION SHEET FOR **Online Work-Life Intervention**

You are invited to participate in a research study of work-life conflict. You were selected as a possible subject because you are an IUPUI employee. 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. Boyd, PhD. It is funded by IUPUI.

STUDY PURPOSE

The purpose of this study is to test an intervention designed to reduce work-family conflict.

PROCEDURES FOR THE STUDY:

If you agree to be in the study, you will:

1. Take an online prescreen survey to assess demographics, personality, and attitudes toward work and various other life domains (15 minutes);
2. One month after the prescreen survey is completed, participate in an online intervention designed to reduce work-family conflict (1 hour). You will be randomly assigned to one of two interventions; and
3. One month after the online intervention is completed, take an online post-test survey to assess personality and attitudes toward work and various other life domains (15 minutes).

RISKS OF TAKING PART IN THE STUDY:

Potential risks are loss of confidentiality and possible discomfort with completing the intervention.

BENEFITS OF TAKING PART IN THE STUDY:

Potential benefits are self-knowledge, skills, a reduction in work-life conflict, and lowered stress.

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. Your email will be linked to your responses during your participation in the study (about 2 months); however, all identifiers will be removed and destroyed at the conclusion of the study.

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.

PAYMENT

You will receive payment for taking part in this study. You will receive \$10 for the prescreen survey and \$15 for the posttest, each in the form of an Amazon.com gift card. In addition, by completing the posttest you will be entered into a drawing to win an iPad air. Your odds of winning the iPad air will depend upon how many participants complete the posttest, but are approximately 1 in 300.

CONTACTS FOR QUESTIONS OR PROBLEMS

For questions about the study, contact the researcher Elizabeth M. Boyd at 317-274-2961.

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 by email at irb@iu.edu.

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.

CONSENT

If desired, I have printed off a copy of this document to keep for my records. In consideration of all of the above, I agree to participate in this research study. If you agree, click "I agree" below to continue.
Form date: March 7, 2014

1. Do you agree to participate in this study?
 - I agree
 - I do not agree³

³ If I do not agree was selected participants were disqualified from survey

In the first section, we would like to ask some questions that are relevant to “family”. For you, family might just refer to those in your immediate family. However it might also include people outside of your immediate family including friends, siblings, aunts, and grandparents.

For the following questions, please keep in mind those people who YOU consider to be family.

This first survey is concerned with how central your family is to your own sense of self. Please indicate the degree to which you agree or disagree with the following statements.

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (4)	Agree (4)	Strongly Agree (5)
A major source of satisfaction in my life is my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the important things that happen to me involve my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am very much involved personally in my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my interests are centered around my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People see me as highly focused on my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I invest a large part of myself in family life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I control whether I am able to keep my work and personal life separate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I control whether I have clear boundaries between my work and personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I control whether I combine my work and personal life activities throughout the day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next, we are interested in the degree to which you take care of family tasks while at work. Please indicate the degree to which you agree with the following statements

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
I take care of personal or family needs during work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I respond to personal communications (e.g., emails, texts, and phone calls) during work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not think about my family, friends, or personal interests while working so I can focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I work from home, I handle personal or family responsibilities during work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I monitor personal-related communications (e.g., emails, texts, and phone calls) when I am working	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next, we are interested in the degree to which your family life improves your work. Please indicate the degree to which you agree with the following statements.

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
My involvement in my family helps me acquire skills and this helps me be a better worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My involvement in my family puts me in a good mood and this helps me be a better worker.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My involvement in my family encourages me to use my work time in a focused manner and this helps me be a better worker.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The second section is concerned with the domain of life that we will call “work.” Here, work is considered to be a job that you do outside the home in exchange for pay.

This first survey is concerned with how central your work is to your own sense of self. As compared with other parts of your life, how much do you agree with the following statements?

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
A major source of satisfaction in my life is my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the important things that happen to me involve my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am very much involved personally in my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my interests are centered around my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People see me as highly focused on my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I invest a large part of myself in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next, we are interested in your feelings toward your current job. Please indicate the degree to which you agree with the following statements.

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
I feel fairly well satisfied with my present job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the time I have to force myself to go to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Each day of work seems like it will never end	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find real enjoyment in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider my job rather unpleasant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are days when I feel tired before I arrive at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After work, I tend to need more time than in the past in order to relax and feel better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can tolerate the pressure of my work very well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During my work, I often feel emotionally drained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After working, I have enough energy for my leisure activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After my work, I usually feel worn out and weary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usually, I can manage the amount of my work well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I work, I usually feel energized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I frequently think of quitting my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am planning to search for a new job during the next 12 months	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I get another job that pays well, I will quit this job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next, we are interested in the degree to which you take care of work tasks while at home. Please indicate the degree to which you agree with the following statements.

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
I regularly bring work home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I respond to work-related communications (e.g. emails, texts, and phone calls) during my personal time away from work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work during my vacations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I allow work to interrupt me when I spend time with family or friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually bring work materials with me when I attend personal or family activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next, we are interested in the degree to which your family life improves your work. How much do you agree with the following statements?

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
My involvement in my work helps me to understand different viewpoints and this helps me be a better family member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My involvement in my work makes me feel happy and this helps me be a better family member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My involvement in my work helps me feel personally fulfilled and this helps me be a better family member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the next section, we are interested in how much your work interferes with various domains of your life. The questions will seem very similar, but will be asking about the extent to which work interferes with 8 different domains of your life, so please read them carefully.

These questions are concerned with HEALTH and FAMILY. We have already defined family, but health is defined as all activities to maintain your physical and mental health, such as exercising, going to the doctor and dentist, eating a balanced diet, or meditation. May also include activities that you see as necessary to maintain a healthy appearance, such as getting a haircut or a manicure.

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
The time I spend on work cuts into the time I'd like to spend on my health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress from work makes it harder for me to be fully involved in my health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The time I spend on work cuts into the time I'd like to spend on my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress from work makes it harder for me to be fully involved in my family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions are concerned with HOUSEHOLD MANAGEMENT and FRIENDSHIPS. Household management is defined as activities to maintain a household, such as cleaning, grocery shopping, paying bills, making household repairs and improvements, or lawn care or arranging for these types of tasks to be performed by others. This *does not* include care for children or other dependents.

Friendships are defined as any activities engaged in with friends (non-family members) outside of work. This may include going to the movies, sharing a meal, talking, or providing support for a friend with a problem. It may also include time spent with a pet.

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
Stress from work makes it harder for me to be fully involved in household management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The time I spend on work cuts into the time I'd like to spend on household management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress from work makes it harder for me to be fully involved in friendships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The time I spend on work cuts into the time I'd like to spend on my friendships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

These questions are concerned with **EDUCATION** and **ROMANTIC RELATIONSHIPS**. Education is defined as educational activities, such as reading job-related material not required by your work, completing class assignments for a degree program or certification, attending a seminar or conference, or taking courses for self-improvement. This *does not include* training or education provided by your employer on company time.

Romantic relationships refers to going on dates or spending personal time with a significant other.

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
The time I spend on work cuts into the time I'd like to spend on my education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress from work makes it harder for me to be fully involved in my education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The time I spend on work cuts into the time I'd like to spend on romantic relationship(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress from work makes it harder for me to be fully involved in romantic relationship(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Finally, these questions are interested in **COMMUNITY INVOLVEMENT** and **LEISURE**. Community involvement refers to activities like volunteering, participating in political campaigns or fundraisers, or attending meetings (e.g., town hall or city council) or community events. Leisure to both active leisure, such as hobbies (e.g., gardening, car shows, vacationing) or playing/watching sports, and resting leisure, such as reading or watching T.V. at home.

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
The time I spend on work cuts into the time I'd like to spend on community involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress from work makes it harder for me to be fully involved in community involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The time I spend on work cuts into the time I'd like to spend on leisure activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stress from work makes it harder for me to be fully involved in leisure activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This part of the survey is concerned with gathering some general information about you.

This first part consists of a number of words that describe different feelings and emotions. Please read each item and indicate to what extent you generally feel this way, that is, how you feel on the average.

	Very slightly or not at all (1)	A little (2)	Moderately (3)	Quite a bit (4)	Extremely (5)
Interested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guilty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hostile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiastic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irritable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ashamed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nervous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attentive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jittery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Afraid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using the scale provided please indicate how much each of the following statements reflects how you typically are.

	Not at all (1)	A little (2)	Moderately (3)	Quite a bit (4)	Very much (5)
I am good at resisting temptation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a hard time breaking bad habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am lazy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I say inappropriate things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do certain things that are bad for me, if they are fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I refuse things that are bad or me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I had more self-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People would say that I have iron self-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pleasure and fun sometimes keep me from getting work done	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have trouble concentrating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to work effectively toward long-term goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes I can't stop myself from doing something, even if I know it is wrong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often act without thinking through all the alternatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your confidence in your ability to perform the following behaviors successfully.

	Complete lack of confidence (0)	Little confidence (1)	Somewhat confident (2)	Quite a bit confident (3)	Very confident (4)	Complete confidence (5)
Fulfill my job responsibilities without letting them interfere with my family responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage incidents in which work life interferes with my family life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfill my family role effectively after a long and demanding day at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invest in my family role even when under heavy pressure due to work responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focus and invest in work tasks even though family issues are disruptive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next, we are interested in the degree to which you experience certain emotions and thoughts. Please indicate the degree to which you agree with the following statements.

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Always (5)
Have you recently been able to concentrate on whatever you're doing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you recently lost much sleep over worry?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you recently felt that you were playing a useful part in things?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you recently felt capable of making decisions about things?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you recently felt constantly under strain?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you recently felt you couldn't overcome your difficulties?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you recently been able to enjoy your normal day-to-day activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you recently been able to face up to problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you recently been feeling unhappy or depressed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you recently been losing confidence in yourself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you recently been thinking of yourself as a worthless person?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you recently been feeling reasonably happy, all things considered?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next, we are interested in the degree to which you are satisfied with your life. Please indicate the degree to which you agree with the following statements.

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
The conditions of my life are excellent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
So far I have gotten the important things I want in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I could live my life over I would change almost nothing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In most ways my life is close to ideal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Finally, we are interested in gathering some general demographic information from you.

1. How many hours do you typically work each week in paid employment? (please provide an exact number): _____
2. What is your job title at your current job? _____
3. What is your annual total income in dollars?
 1. less than \$20,000
 2. \$20,000 - \$39,999
 3. \$40,000 - \$59,999
 4. \$60,000 - \$79,999
 5. \$80,000 - \$99,999
 6. \$100,000 - \$119,999
 7. \$120,000 - \$139,999
 8. \$140,00 or higher
4. What is your age? (please provide an exact number in years)
Age: _____

5. What is your Marital Status
 1. Single
 2. Married or Partnered
6. Is your spouse/ partner employed?
 1. Yes, part-time
 2. Yes, full-time
 3. Not currently employed
 4. N/A
7. How many children under the age of 18 currently live in your household?
 1. None
 2. 1
 3. 2
 4. 3 or more
 5. N/A
8. How many of your children are under the age of five?
 1. None
 2. 1
 3. 2
 4. 3 or more
 5. N/A
9. What is your sex?
 1. Male
 2. Female
 3. Transgendered
10. What is your current level of education?
 - a. Some high school
 - b. High school diploma or GED
 - c. Some college
 - d. Associate's degree
 - e. Bachelor's degree
 - f. Master's degree
 - g. Advanced degree (e.g., PhD, JD, MD)
11. Are you of Hispanic, Latino, or Spanish origin?
 - a. No, not of Hispanic, Latino, or Spanish origin
 - b. Yes, Mexican, Mexican Am., Chicano
 - c. Yes, Puerto Rican
 - d. Yes, Cuban
 - e. Yes, another Hispanic, Latino, or Spanish origin
12. What is your race?
 - a. White

- b. Black or African American
- c. American Indian or Alaskan Native
- d. Asian or Pacific Islander
- e. Asian Indian
- f. Some other race (please specify) _____

This question has answer validation View Conditions ▾

30. Finally, please enter your email. **It is very important that you enter the same email each time (during the pretest, during the intervention, and during the posttest) so we can compensate you for your participation and so we can link the data from your three surveys together correctly.**

INSERT: Question Text / Media Action Page Break

This question has answer validation View Conditions ▾

31. What is your email again? (we said it was important!)

Thank you so much for completing the pretest! Please anticipate receiving an email from us in about a month with a link to the Work-Life Conflict intervention. If you have any questions in the meantime, please feel free to contact Dr. Liz Boyd at eposki@iupui.edu

Appendix B Control Condition

Welcome to Part 2 of the 3 part online work-life conflict intervention study!

THANK YOU very much for your participation thus far.

In this part of the study, you will be randomly assigned to one of two conditions, both of which focus on work-life conflict reduction. This part of the study will take approximately 1 hour, so please begin only when you are able to complete the entire session in one sitting.

As a reminder, here is the information you previously viewed about procedures and compensation for this study:

Procedures:

1. Take an online prescreen survey to assess demographics, personality, and attitudes toward work and various other life domains (15 minutes);
2. One month after the prescreen survey is completed, participate in an online intervention designed to reduce work-family conflict (1 hour). You will be randomly assigned to one of two interventions; and
3. One month after the online intervention is completed, take an online post-test survey to assess personality and attitudes toward work and various other life domains (15 minutes).

Compensation:

You will receive payment for taking part in this study. You will receive \$10 for the prescreen survey and \$15 for the posttest, each in the form of an Amazon.com gift card. In addition, by completing the posttest you will be entered into a drawing to win an iPad air. Your odds of winning the iPad air will depend upon how many participants complete the posttest, but are approximately 1 in 300.

☑ This question has answer validation
View Conditions ▾

1. In order to start the survey, please enter your email. Please make sure it is the same email you used for the last part of the experiment. *

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Before we begin, we have a few questions that will help us tailor the session to your needs and preferences.

Please be honest in your responses, as doing so will allow you to get the most out of the session.

2. Please describe what comes to mind when you think about your work-life conflict.

In the first section, we would like to ask some questions that are relevant to “family”. For you, family might just refer to those in your immediate family. However it might also include people outside of your immediate family including friends, siblings, aunts, and grandparents.

For the following questions, please keep in mind those people who YOU consider to be family.

This first survey is concerned with how central your family is to your own sense of self. Please indicate the degree to which you agree or disagree with the following statements.

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (4)	Agree (4)	Strongly Agree (5)
A major source of satisfaction in my life is my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the important things that happen to me involve my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am very much involved personally in my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my interests are centered around my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People see me as highly focused on my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I invest a large part of myself in family life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I control whether I am able to keep my work and personal life separate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I control whether I have clear boundaries between my work and personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I control whether I combine my work and personal life activities throughout the day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next, we are interested in the degree to which you take care of family tasks while at work. Please indicate the degree to which you agree with the following statements

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
I take care of personal or family needs during work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I respond to personal communications (e.g., emails, texts, and phone calls) during work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not think about my family, friends, or personal interests while working so I can focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I work from home, I handle personal or family responsibilities during work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I monitor personal-related communications (e.g., emails, texts, and phone calls) when I am working	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The second section is concerned with the domain of life that we will call "work." Here, work is considered to be a job that you do outside the home in exchange for pay.

This first survey is concerned with how central your work is to your own sense of self. As compared with other parts of your life, how much do you agree with the following statements.

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
A major source of satisfaction in my life is my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the important things that happen to me involve my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am very much involved personally in my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my interests are centered around my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People see me as highly focused on my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I invest a large part of myself in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Next, we are interested in the degree to which you take care of work tasks while at home. Please indicate the degree to which you agree with the following statements.

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
I regularly bring work home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I respond to work-related communications (e.g. emails, texts, and phone calls) during my personal time away from work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work during my vacations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I allow work to interrupt me when I spend time with family or friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually bring work materials with me when I attend personal or family activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Now we will begin the work-life intervention. Please pay careful attention to the information presented. You will be tested on the information at a later time

Below is an link to an article.

Please ***Right click*** on the link and choose open in a new tab. Please keep this survey open while you read the article. Once you are finished reading the article, please spend a few minutes thinking about the implications of the article. Then please return to the survey tab and complete the rest of the survey.

Please ensure that you read the article thoroughly because you will be asked questions about the article after reading it.

[Right Click Here to Access Article](#)

8. I have finished reading the article and wish to continue with the survey

- Yes
- No, Please take me back to the article link.

Please double click on the icon below to open the article⁴.



Appendix B - Article
Read in Control Cond

⁴ This was **NOT** included in the intervention. This is offered as a mechanism for individuals to view the article that was shown to participants.

8. What was the research article about? *

- Work-Family Conflict Policies
- Long working hours
- Discrimination in the workplace

9. According to the article, who is in **best position** to help alleviate work-family conflict? *

- Employers & Community institutions
- Federal & State Governments
- Family members

10. Which of the following institutions were suggested as potential entities that could have resources available to lessen work-family conflict? (Check all that apply) *

- Community Institutions
- Employees
- Employers
- Family members
- Friends
- State Government
- Federal Government

This next part of the work-life balance session involves reflection. Earlier you were given a series of questions to answer, and you will now receive feedback on your answers. You will receive feedback on your identity centrality, boundary management style, and your level of control. As you read each section, please take a moment to reflect on what the results mean in relation to your work-life conflict.



Example of Customized Report⁵

Non-Work Behaviors Interrupting work

These types of behaviors occur when personal responsibilities interrupt your work life. For example, this could be your child needing to go to the doctor when you are supposed to have a meeting scheduled.

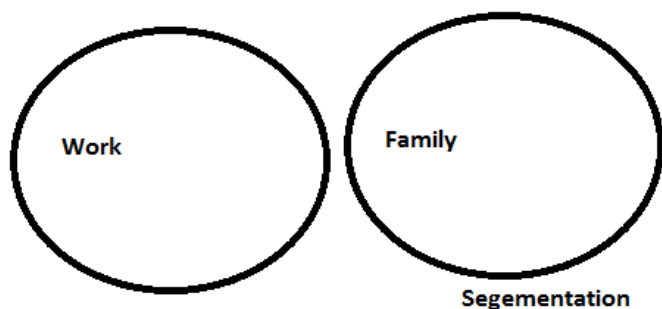
Your score on the family interrupting work behaviors scale was low, meaning that you have a strong boundary around your work domain. You do not usually allow personal behaviors to interrupt your work

Work-Interrupting Non-Work Behaviors

These types of behaviors occur when work responsibilities interrupt your personal life. For example, this could be having to miss a birthday party because your boss needs you to stay late and finish up a project.

Your score on the work interrupting family behaviors scale was low, meaning that you have a strong boundary around your personal domain. You do not usually allow work behaviors to interrupt your personal time.

According to your scores on the work interrupting family and family interrupting work measures you are a Segmenter. This means that you keep work and life separate. This means that you do work during work time and attend to personal matters during personal time.



Family Identity

Family identity represents how strongly family is tied to your sense of self. It describes how salient your family is to you, and how much you value your family. The term “family” is very broad and can represent many different individuals, such as parents, friends, relatives, and children. It is important to note that everyone varies in their level of family identity, and there is no correct or right level to have. However, research has

⁵ This report changes based upon participants answers to the boundary management model quiz by Kossek and colleagues’ (2011). To see other examples of score report descriptions please see Appendix D.

shown that high or low levels of family identity have been linked to consequences. For example, individuals who are family centric are more irritated when work interferes with family life.

Your score on the family identity measure was low. This means you may not value family as much as you value other life domains.

Work Identity

Work identity represents how strongly work is tied to your sense of self. It describes how salient your work role is to you, and how much you value your career. You answered questions that used the term “work” and “career”, so your score likely reflects mix of how you feel about your current job and your career in general. It is important to note that everyone varies in their level of family identity, and there is no correct or right level to have. However, research has shown that high or low levels of work identity have been linked to consequences. For example, individuals who are work centric are more irritated when family interferes with work life.

Your score on the work identity measure was high. This means you value work more than you value other life domain

According to your scores on the family and work identity measures, you are more work than family centric, so we would say that you are a “work centric individual.” This means that you value work more than family.



Control over Boundary Management

Control over boundary management reflects your ability to control the borders you have set up between work and family. Individuals with high control scores believe that they can control when and how they cross borders. Whereas individuals low in control scores believe that they have little control over when they cross from one life domain into

another. This is the only factor measured where it is beneficial to have a high score. Research has shown that individuals who perceive more control over their border crossing preferences have less work-family conflict.

According to your scores you have low control over boundary management, this means you believe that do not have control over when and how you cross between life borders.

15. Please indicate the degree to which you agree with the following statements in relation to your willingness to change your work-life balance. Change refers to your ability to adjust your work and life roles so you are not experiencing conflict between any of your life domains.

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
I am committed to implementing this change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am determined to implement this change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am motivated to implement this change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to implement this change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can manage the politics of implementing this change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can support myself as I adjust to this change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can coordinate tasks so that implementation goes smoothly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can keep track of progress in implementing this change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can handle the challenges that might arise in implementing this change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for taking our survey. Your response is very important to us. In one month we will contact you to complete the last portion of the experiment.

Appendix C Experimental Condition

Welcome to Part 2 of the 3 part online work-life conflict intervention study!

THANK YOU very much for your participation thus far.

In this part of the study, you will be randomly assigned to one of two conditions, both of which focus on work-life conflict reduction. This part of the study will take approximately 1 hour, so please begin only when you are able to complete the entire session in one sitting.

As a reminder, here is the information you previously viewed about procedures and compensation for this study:

Procedures:

1. Take an online prescreen survey to assess demographics, personality, and attitudes toward work and various other life domains (15 minutes);
2. One month after the prescreen survey is completed, participate in an online intervention designed to reduce work-family conflict (1 hour). You will be randomly assigned to one of two interventions; and
3. One month after the online intervention is completed, take an online post-test survey to assess personality and attitudes toward work and various other life domains (15 minutes).

Compensation:

You will receive payment for taking part in this study. You will receive \$10 for the prescreen survey and \$15 for the posttest, each in the form of an Amazon.com gift card. In addition, by completing the posttest you will be entered into a drawing to win an iPad air. Your odds of winning the iPad air will depend upon how many participants complete the posttest, but are approximately 1 in 300.

This question has answer validation

[View Condition](#)

1. In order to start the survey, please enter your email. Please make sure it is the same email you used for the last part of the experiment. *

Before we begin, we have a few questions that will help us tailor the session to your needs and preferences.

Please be honest in your responses, as doing so will allow you to get the most out of the session.

2. Please describe what comes to mind when you think about *your work-life conflict*.

Next, we would like to ask some questions that are relevant to “family”. For you, family might just refer to those in your immediate family. However it might also include people outside of your immediate family including friends, siblings, aunts, and grandparents.

For the following questions, please keep in mind those people who YOU consider to be family.

3. This first survey is concerned with how central your family is to your own sense of self. Please indicate the degree to which you agree with the following statements.

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
A major source of satisfaction in my life is my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the important things that happen to me involve my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am very much involved personally in my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my interests are centered around my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People see me as highly focused on my family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I invest a large part of myself in family life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I control whether I am able to keep my work and personal life separate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I control whether I combine my work and personal life activities throughout the day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I control whether I have clear boundaries between my work and personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Next, we are interested in the degree to which you take care of family tasks while at work. Please indicate the degree to which you agree with the following statements.

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
90 I take care of personal or family needs during work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91 I respond to personal communications (e.g., emails, texts, and phone calls) during work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
92 I do not think about my family, friends, or personal interests while working so I can focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93 When I work from home, I handle personal or family responsibilities during work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94 I monitor personal-related communications (e.g., emails, texts, and phone calls) when I am working	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The second section is concerned with the domain of life that we will call “work.” Here work is considered to be a job that you do outside the home in exchange for pay.

5. This first survey is concerned with how central your work is to your own sense of self. As compared with other parts of your life, how much do you agree with the following statements.

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
96 A major source of satisfaction in my life is my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97 Most of the important things that happen to me involve my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98 I am very much involved personally in my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99 Most of my interests are centered around my career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100 People see me as highly focused on my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
101 I invest a large part of myself in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Next, we are interested in the degree to which you take care of work tasks while at home. Please indicate the degree to which you agree with the following statements.

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
103 I regularly bring work home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
104 I respond to work-related communications (e.g. emails, texts, and phone calls) during my personal time away from work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
105 I work during my vacations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
106 I allow work to interrupt me when I spend time with family or friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
107 I usually bring work materials with me when I attend personal or family activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Now we will begin the work-life intervention. Please pay careful attention to the information presented. You will be tested on the information at a later time.

The first part of the session involves education. Please read the information carefully and reflect on how it applies to your life.



Work-life conflict



Background information

Psychological researchers interested in work-life conflict divide life up into various roles or domains. Here are some examples of life domains:

Work: Refers to all activities engaged in for income.

Family: Refers to all activities with your family. This may include visiting/taking care of parents, spending time with a sibling, attending family functions, or caring for a child (feeding or dressing, driving to and from daycare or medical appointments, parent-teacher meetings, etc.).

Household management: Refers to activities to maintain a household, such as cleaning, grocery shopping, paying bills, making household repairs and improvements, or lawn care or arranging for these types of tasks to be performed by others.

Friendships: Refers to any activities engaged in with friends (non-family members) outside of work. This may include going to the movies, sharing a meal, talking, or providing support for a friend with a problem.

Education: Refers to educational activities, such as reading job-related material not required by your work, completing class assignments for a degree program or certification, attending a seminar or conference, or taking courses for self-improvement.

Romantic relationship(s): Refers to going on dates or spending personal time with a significant other.

Community involvement: Refers to activities like volunteering, participating in political campaigns or fundraisers, or attending meetings (e.g., town hall or city council) or community events.

Leisure: Refers to both active leisure, such as hobbies (e.g., gardening, car shows, vacationing) or playing/watching sports, and resting leisure, such as reading or watching T.V. at home.

Health: Refers to all activities to maintain your physical and mental health, such as exercising, going to the doctor and dentist, eating a balanced diet, or meditation.

What is work-life conflict?

Work-life conflict occurs when participation in multiple life roles creates stress. Specifically, it occurs when demands from various life roles (e.g., work and family) are incompatible. Thus, experiencing work-life conflict makes it more difficult to achieve your goals in one role as a result of pressures from another role.

Work-life conflict can occur either in the direction of work to life (when the demands of work interfere with one of your other life domains) or in the direction of life to work (when demands of one of your life domains interferes with work).

What does it look like?

Work-life conflict could occur if an individual had to stay late and finish a work project,

causing them to miss their child's soccer game. Work-life conflict could also occur if an individual is out of town to visit friends and misses an important event at work as a result.

What are its consequences?

Work-life conflict has been heavily researched in the psychological literature. There is a great deal of evidence that people who experience more work-life conflict also experience higher levels of stress, anxiety, depression and alcoholism, and lower levels of job and life satisfaction.

Managing work-life conflict

What is "boundary management"?

You can think of work and other areas of your life like circles, or even like the borders between countries on a map. These "countries" are thus separated by a boundary which represents the delineation between the two. Specifically, a boundary depicts when one domain ends and the other begins. As an individual carries out his or her daily life, it is as if s/he works on one side of the border and lives on the other, crossing over the border as necessary to make the transition from work to life or vice versa.

What does it look like?

People adopt a number of different strategies for managing the borders in their life.

People can be integrators, segmenters, work-firsters, family firsters, or cyclers.

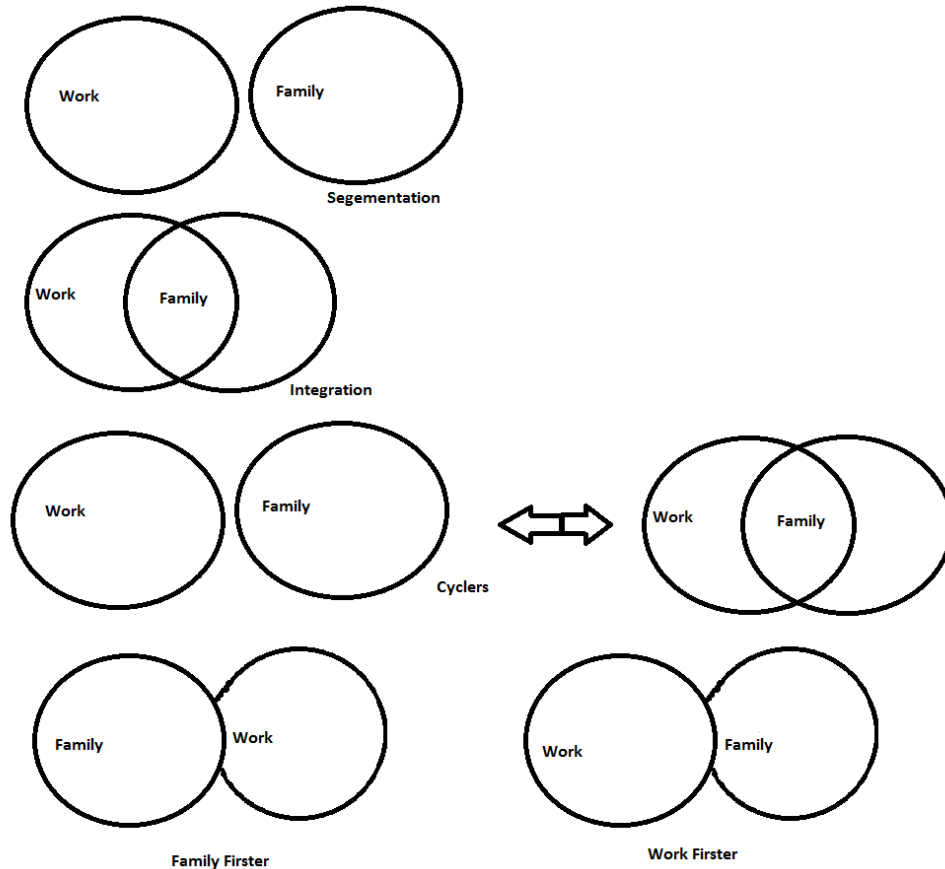
Integrators – Blend work and life, allowing tasks or issues from the work domain to be dealt with on personal time and personal issues or tasks to be dealt with during work.

Segmenter – Keep work and life separate, focusing on work during work time (only) and personal life during personal time (only).

Cyclers – Switch between integrating and segmentation. This means that an individual sometimes keeps work and home separate and other times allows the domains to interrupt one another.

Work-Firster- Allow work to interrupt life, but not allow life to interrupt work.

Family-Firster- Allow life to interrupt work, but not allow work to interrupt life.



What are its consequences?

One of the most consistent findings in the literature on work-life conflict is that higher segmentation (and lower integration) is linked to lower levels of work-family conflict.

That is, people who separate work from other parts of their life tend to experience lower levels of conflict.

For example, someone who checks work email at home and answers calls from family members while at work tends to experience more work-life conflict than someone else who separates the two.

Importantly, keeping the work domain from bleeding into one's life (e.g., not doing work in the evenings, not responding to work communications while not at work) is particularly beneficial.

What affects how you manage your boundaries?



What determines whether you are a family-firster, a work-firster, a segmenter, an integrator, or a cyler?

There are two main influences that help to determine how you manage your life boundaries. The first is your identity centrality and the second is how much control you have over your boundaries.

Identity Centrality

What is it?

Identity represents how strongly something is tied to your sense of self. It describes how salient a role is to your sense of self and how much you value you attach to particular roles.

What does it look like?

Individuals can be work-centric, dual centric, other centric, and family centric.

Work-centric: The work role is seen as primary to one's identity (although other life roles may also be important, work is seen as more important). People who are work-centric tend to identify strongly with what they accomplish at work, and view their job as central to their identity. They also tend to let work interrupt their other life roles, but not to let other life roles interrupt work.

Family-centric: The family role is seen as primary to one's identity. People who are family-centric tend to view their life roles (e.g., parent) as central to their identity, more so than work. They also tend to let family interrupt other life domains, but not to let other life domains interrupt family.

Dual-centric: Both work and life/family are seen as highly central to one's identity. Dual-centric individuals tend to allow both work and life to interrupt each other.

Other-centric: Neither work nor family is seen as the most important role in one's life, and some other life role is instead seen as more important. For example, someone who runs marathons or spends a great deal of time participating in volunteer work might be other-centric. These people tend to let their primary life role interrupt others, but not to let other roles interrupt their primary role.

Control over boundaries

Control over boundary management reflects your ability to control the borders you have set up between work and family.

What does it look like?

Individuals high in control believe that they can control when and how they cross borders, whereas individuals low in control believe that they have little control over when they cross from one life domain into another.

For example, someone who believes they have the ability to choose not to answer work emails at night would be higher in control than someone who feels obligated to do so. Thus, someone high in control is more likely to enact the boundary management style they prefer, rather than what they feel pressured to do.

7. Which of the following was provided as an example of work-life conflict?

- You are unable to attend a child's soccer game as a result of having to work late
- You are unsure whether work or life is more important to you
- You have a fight with a friend over whether to accept a new job

8. True or False: segmenters experience less work-life conflict than integrators.

- True
- False

9. What are the two factors that affect how you manage your boundaries?

- Level of Control and Identity Centrality
- Your work-life conflict and your segmentation
- Your income and the number of life domains you participate in

This next part of the work-life balance session involves reflection. Earlier you were given a series of questions to answer. These questions were designed to assess your work life balance. The report is designed to educate you about your identity centrality, boundary management style, and your level of control. As you read each section, please take a moment to reflect on what the results mean for your life.



Example of Customized Report⁶ **Non-Work Behaviors Interrupting work**

These types of behaviors occur when personal responsibilities interrupt your work life. For example, this could be your child needing to go to the doctor when you are supposed to have a meeting scheduled.

Your score on the family interrupting work behaviors scale was low, meaning that you have a strong boundary around your work domain. You do not usually allow personal behaviors to interrupt your work

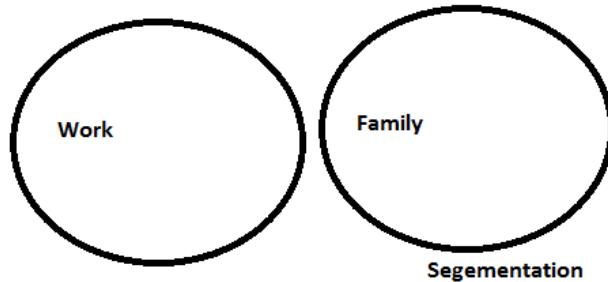
Work-Interrupting Non-Work Behaviors

These types of behaviors occur when work responsibilities interrupt your personal life. For example, this could be having to miss a birthday party because your boss needs you to stay late and finish up a project.

Your score on the work interrupting family behaviors scale was low, meaning that you have a strong boundary around your personal domain. You do not usually allow work behaviors to interrupt your personal time.

⁶ This report changes based upon participants answers to the boundary management model quiz by Kossek and colleagues' (2012). To see other examples of score report descriptions please see Appendix D.

According to your scores on the work interrupting family and family interrupting work measures you are a **Segmenter**. This means that you keep work and life separate. This means that you do work during work time and attend to personal matters during personal time.



Family Identity

Family identity represents how strongly family is tied to your sense of self. It describes how salient your family is too you, and how much you value your family. The term “family” is very broad and can represent many different individuals, such as parents, friends, relatives, and children. It is important to note that everyone varies in their level of family identity, and there is no correct or right level to have. However, research has shown that high or low levels of family identity have been linked to consequences. For example, individuals who are family centric are more irritated when work interferes with family life.

Your score on the family identity measure was low. This means you may not value family as much as you value other life domains.

Work Identity

Work identity represents how strongly work is tied to your sense of self. It describes how salient your work role is too you, and how much you value your career. You answered questions that used the term “work” and “career”, so your score likely reflects mix of how you feel about your current job and your career in general. It is important to note that everyone varies in their level of family identity, and there is no correct or right level to have. However, research has shown that high or low levels of work identity have been linked to consequences. For example, individuals who are work centric are more irritated when family interferes with work life.

Your score on the work identity measure was high. This means you value work more than you value other life domain

According to your scores on the family and work identity measures, you are more work than family centric, so we would say that you are a "work centric individual." This means that you value work more than family.



Control over Boundary Management

Control over boundary management reflects your ability to control the borders you have set up between work and family. Individuals with high control scores believe that they can control when and how they cross borders. Whereas individuals low in control scores believe that they have little control over when they cross from one life domain into another. This is the only factor measured where it is beneficial to have a high score. Research has shown that individuals who perceive more control over their border crossing preferences have less work-family conflict.

According to your scores you have low control over boundary management, this means you believe that do not have control over when and how you cross between life borders.

The next aspect of the work-life balance session is a skill-building exercise.

Learning about how you can take control over your boundary management.

Remember that segmenting your work from other areas of your life has been associated with lower work-life conflict.

In the following exercise, we will provide a number of ideas for how you can achieve greater segmentation.

Because we understand that there is no “one size fits all strategy” and all of these strategies will not work for everyone, what we would like you to do is select the strategies that you feel will work best for you, based on your priorities and the demands placed on you by your work and life.

Specifically, please select **five** strategies from this list that you feel you can enact in the next month. Please select options you feel you will actually adopt in your life, because we will ask you about your adoption of these strategies at the time of your follow-up survey in a month.

14. Please select 5 strategies you think will work for you and that you agree to try to enact for the next month.

Using Technology to Take Control over your Boundaries

- Not replying to work emails while at home
- Not replying to personal emails while at work
- Turning off work/home email notifications on my phone after a certain time period
- Not having my work email sent to my personal phone/computer
- Not having my personal email sent to my work phone/computer
- Don't shop online or visit social network sites while at work
- Set a time limit on business communications at home. If you must check work email and messages while at home, designate a specific time for this.
- Ask coworkers not to call you with business-related matters on your days off.

Creating or Managing Physical Boundaries

- Changing out of work clothes once I get home
- Not bringing work home with me
- Not bringing personal tasks to work
- Having separate bags, computers etc. for work and home
- Have a separate calendar for work and home activities
- Have a separate set of keys for home and work
- Spend your personal time with friends who aren't coworkers.
- If you are good friends with your coworkers, establish a rule to discuss work only during office hours.

Controlling your Time

- Setting aside time blocks to attend to various life needs
- Setting aside time blocks to attend to various work needs
- Don't allow family members to visit you at work
- If you have a home office, separate it as much as possible from the rest of your home.
- Schedule 1 or 2 mandatory days off each week. This is especially important if you are self-employed or a telecommuter.
- Leave thoughts about work at work. When at home, focus on family matters, hobbies and personal interests.
- Explore and plan exciting events and activities with your friends and family that do not involve work.
- Ask friends and family members to remind you when you are engaging in too much discussion about work
- Place inspirational quotes on your desk at work and on your home refrigerator as reminders to separate your professional and private life.

Setting and Managing Expectations

- Indicating your boundaries to your boss and coworkers
- Indicating your boundaries to your friends and family

Remember that it is important to discuss these boundary management tactics with individuals in your life. This will allow you to communicate your boundary preferences, and find ways to better manage your work and other life roles.

Lastly, we want you to envision a better balance between work and other life domains. Take a moment to think about how you will incorporate these tactics into your life.

Please describe the steps you will take to incorporate these changes:

	List steps below:
Not replying to work emails while at home	
Not bringing work home with me	
Setting aside time blocks to attend to various life needs	
Indicating your boundaries to your friends and family	

7

⁷ This question pipes in from the previous question, the techniques will change depending on what the participant chooses.

15. Please indicate the degree to which you agree with the following statements in relation to your willingness to change your work-life balance. Change refers to your ability to adjust your work and life roles so you are not experiencing conflict between any of your life domains.

	Strongly Disagree (1)	Disagree (2)	Neither Agree Nor Disagree (3)	Agree (4)	Strongly Agree (5)
I am committed to implementing this change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am determined to implement this change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am motivated to implement this change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to implement this change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can manage the politics of implementing this change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can support myself as I adjust to this change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can coordinate tasks so that implementation goes smoothly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can keep track of progress in implementing this change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can handle the challenges that might arise in implementing this change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. What barriers do you foresee yourself having when implementing segmentation techniques?

17. What support systems do you have available that will help you implement segmentation into your life?

Thank you for taking our survey. Your response is very important to us.

Appendix D Sample Boundary Management Style Report

This next part of the work-life balance session involves reflection. Earlier you were given a series of questions to answer. These questions were designed to assess your work life balance. The report is designed to educate you about your identity centrality, boundary management style, and your level of control. As you read each section, please take a moment to reflect on what the results mean for your life.



Example of Customized Report

Non-Work Behaviors Interrupting work

These types of behaviors occur when personal responsibilities interrupt your work life. For example, this could be your child needing to go to the doctor when you are supposed to have a meeting scheduled.

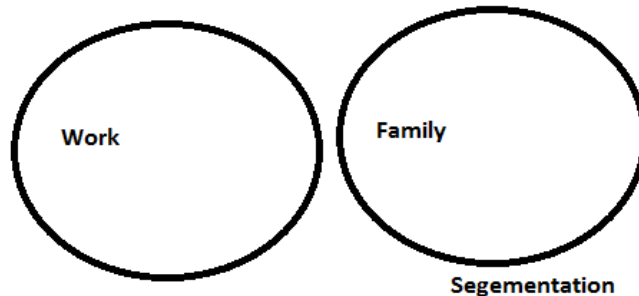
Your score on the family interrupting work behaviors scale was low, meaning that you have a strong boundary around your work domain. You do not usually allow personal behaviors to interrupt your work

Work-Interrupting Non-Work Behaviors

These types of behaviors occur when work responsibilities interrupt your personal life. For example, this could be having to miss a birthday party because your boss needs you too stay late and finish up a project.

Your score on the work interrupting family behaviors scale was low, meaning that you have a strong boundary around your personal domain. You do not usually allow work behaviors to interrupt your personal time.

According to your scores on the work interrupting family and family interrupting work measures you are a **Segmenter**. This means that you keep work and life separate. This means that you do work during work time and attend to personal matters during personal time.



Family Identity

Family identity represents how strongly family is tied to your sense of self. It describes how salient your family is too you, and how much you value your family. The term “family” is very broad and can represent many different individuals, such as parents, friends, relatives, and children. It is important to note that everyone varies in their level of family identity, and there is no correct or right level to have. However, research has shown that high or low levels of family identity have been linked to consequences. For example, individuals who are family centric are more irritated when work interferes with family life.

Your score on the family identity measure was low. This means you may not value family as much as you value other life domains.

Work Identity

Work identity represents how strongly work is tied to your sense of self. It describes how salient your work role is too you, and how much you value your career. You answered questions that used the term “work” and “career”, so your score likely reflects mix of how you feel about your current job and your career in general. It is important to note that everyone varies in their level of family identity, and there is no correct or right level to have. However, research has shown that high or low levels of work identity have been linked to consequences. For example, individuals who are work centric are more irritated when family interferes with work life.

Your score on the work identity measure was high. This means you value work more than you value other life domain

According to your scores on the family and work identity measures, you are more work than family centric, so we would say that you are a "work centric individual." This means that you value work more than family.



Control over Boundary Management

Control over boundary management reflects your ability to control the borders you have set up between work and family. Individuals with high control scores believe that they can control when and how they cross borders. Whereas individuals low in control scores believe that they have little control over when they cross from one life domain into another. This is the only factor measured where it is beneficial to have a high score. Research has shown that individuals who perceive more control over their border crossing preferences have less work-family conflict.

According to your scores you have low control over boundary management, this means you believe that do not have control over when and how you cross between life borders.

Appendix E Score Report Descriptions & Scoring Criteria

Scoring criteria were adapted from Kossek, Ruderman, Braddy, & Hannum, 2012 boundary management scale.

Non-Work Behaviors Interrupting work

Score Ranging from 1-8

These types of behaviors occur when personal responsibilities interrupt your work life. For example, this could be your child needing to go to the doctor when you are supposed to have a meeting scheduled.

Your score on the family interrupting work behaviors scale was low, meaning that you have a strong boundary around your work domain. You do not usually allow personal behaviors to interrupt your work.

Score Ranging from 9-16

These types of behaviors occur when personal responsibilities interrupt your work life. For example, this could be your child needing to go to the doctor when you are supposed to have a meeting scheduled.

Your score on the family interrupting work behaviors scale was medium, meaning that you have a medium strength boundary around your work domain. You sometimes allow personal behaviors to interrupt your work.

Score Ranging from 17-25

These types of behaviors occur when personal responsibilities interrupt your work life. For example, this could be your child needing to go to the doctor when you are supposed to have a meeting scheduled.

Your score on the family interrupting work behaviors scale was high, meaning that you have a weak boundary around your work domain. You allow many personal behaviors to interrupt your work.

Work-Interrupting Non-Work Behaviors

Score Ranging from 1-8

These types of behaviors occur when work responsibilities interrupt your personal life. For example, this could be having to miss a birthday party because your boss needs you to stay late and finish up a project.

Your score on the work interrupting family behaviors scale was low, meaning that you have a strong boundary around your personal domain. You do not usually allow work behaviors to interrupt your personal time.

Score Ranging from 9-16

These types of behaviors occur when work responsibilities interrupt your personal life. For example, this could be having to miss a birthday party because your boss needs you to stay late and finish up a project.

Your score on the work interrupting family behaviors scale was medium, meaning that your boundary around your family domain is semi-permeable. You sometimes allow work behaviors to interrupt your personal time.

Score Ranging from 17-25

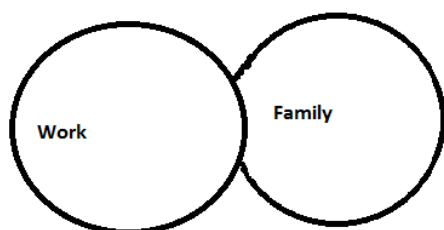
These types of behaviors occur when work responsibilities interrupt your family life. For example, this could be having to miss a birthday party because your boss needs you to stay late and finish up a project.

Your score on the work interrupting family behaviors scale was high, meaning that you do not have strong boundary around your family domain. You frequently allow work behaviors to interrupt your personal time.

Boundary Management Styles

Work Firster – If an individual's work interrupting family behaviors was classified as high and their family interrupting work behaviors was classified as low, or work interrupting family behaviors was classified as medium and their family interrupting work behaviors was classified as low, or work interrupting family behaviors was classified as high and their family interrupting work behaviors was classified as medium, then the individual was classified as a "*Work Firster*."

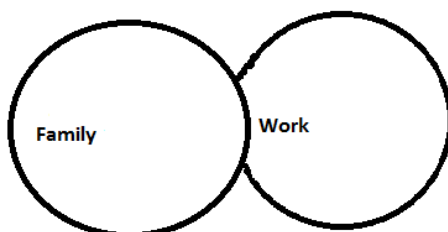
According to your scores on the work interrupting family and family interrupting work measures you are a *Work-Firster*. This means that you allow work to interrupt family, and you think work is more important. You may be more likely to attend to work at home, and not likely to attend to personal matters when you are at the office.



Work Firster

Family Firster – If an individual's family interrupting work behaviors mean was classified as high and their work interrupting family behaviors was classified as low, or family interrupting work behaviors mean was classified as high and their work interrupting family behaviors was classified as medium, or family interrupting work behaviors mean was classified as medium and their work interrupting family behaviors was classified as low then the individual was classified as a *Family Firster*."

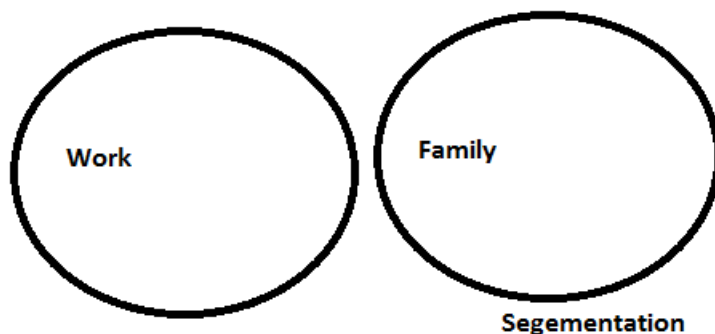
According to your scores on the work interrupting family and family interrupting work measures you are a *Family Firster*. This means that you allow family to interrupt work, and you think family is more important. You may be more likely to attend to personal matters at work, and are not likely to take care of work during personal time.



Family Firster

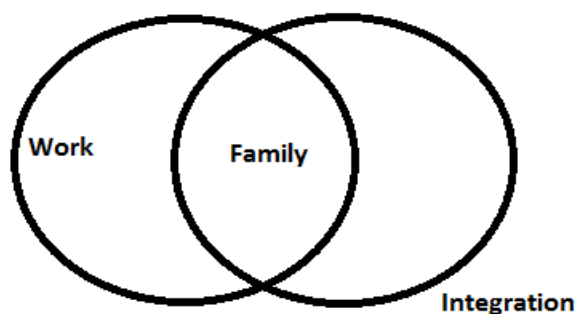
Segmenter – If an individual's work interrupting family behaviors and family interrupting work behavior scores were both classified as low then the individual was classified as a "*Segmenter*."

According to your scores on the work interrupting family and family interrupting work measures you are a Segmenter. This means that you keep work and life separate. This means that you do work during work time and attend to personal matters during personal time.



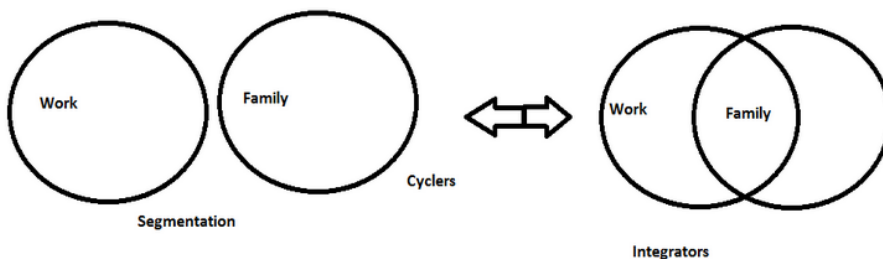
Integrator – If an individual's work interrupting family behaviors and family interrupting work behaviors were both classified as high then they were classified as an "*integrator*."

According to your scores on the work interrupting family and family interrupting work measures you are an Integrator. This means that you blend work and life. You allow work to interrupt your personal life and allow your personal life to interrupt work.



Cycler – If an individual's work interrupting family behaviors and family interrupting work behaviors were both classified as medium then they were classified as a “*cycler*.”

According to your scores on the work interrupting family and family interrupting work measures you are a *Cycler*. This means that you switch between integrating and segmentation. You sometimes you keep work and home separate and other times you allow the domains to interrupt one another.



Family Identity

Scores ranging from 1-10

Family identity represents how strongly family is tied to your sense of self. It describes how salient your family is to you, and how much you value your family. The term “family” is very broad and can represent many different individuals, such as parents, friends, relatives, and children. It is important to note that everyone varies in their level of family identity, and there is no correct or right level to have. However, research has shown that high or low levels of family identity have been linked to consequences. For example, individuals who are family centric are more irritated when work interferes with family life.

Your score on the family identity measure was low. This means you may not value family as much as you value other life domains.

Scores ranging from 11-20

Family identity represents how strongly family is tied to your sense of self. It describes how salient your family is to you, and how much you value your family. The term “family” is very broad and can represent many different individuals, such as parents, friends, relatives, and children. It is important to note that everyone varies in their level of family identity, and there is no correct or right level to have. However, research has shown that high or low levels of family identity have been linked to consequences. For example, individuals who are family centric are more irritated when work interferes with family life.

Your score on the family identity measure was Medium. This means you that you value family as much as you value other life domains.

Scores ranging from 20-30

Family identity represents how strongly family is tied to your sense of self. It describes how salient your family is to you, and how much you value your family. The term “family” is very broad and can represent many different individuals, such as parents, friends, relatives, and children. It is important to note that everyone varies in their level of family identity, and there is no correct or right level to have. However, research has shown that high or low levels of family identity have been linked to consequences. For example, individuals who are family centric are more irritated when work interferes with family life.

Your score on the family identity measure was high. This means you value family more than you value other life domains.

Work Identity

Scores ranging from 1-10

Work identity represents how strongly work is tied to your sense of self. It describes how salient your work role is to you, and how much you value your career. You answered questions that used the term “work” and “career”, so your score likely reflects a mix of how you feel about your current job and your career in general. It is important to note that everyone varies in their level of family identity, and there is no correct or right level to have. However, research has shown that high or low levels of work identity have been linked to consequences. For example, individuals who are work centric are more irritated when family interferes with work life.

Your score on the work identity measure was low. This means you may not value work as much as you value other life domains.

Scores ranging from 11-20

Work identity represents how strongly work is tied to your sense of self. It describes how salient your work role is to you, and how much you value your career. You answered questions that used the term “work” and “career”, so your score likely reflects a mix of how you feel about your current job and your career in general. It is important to note that everyone varies in their level of family identity, and there is no correct or right level to have. However, research has shown that high or low levels of work identity have been linked to consequences. For example, individuals who are work centric are more irritated when family interferes with work life.

Your score on the work identity measure was medium. This means you value work as much as you value other life domains.

Scores ranging from 21-30

Work identity represents how strongly work is tied to your sense of self. It describes how salient your work role is to you, and how much you value your career. You answered questions that used the term “work” and “career”, so your score likely reflects mix of how you feel about your current job and your career in general. It is important to note that everyone varies in their level of family identity, and there is no correct or right level to have. However, research has shown that high or low levels of work identity have been linked to consequences. For example, individuals who are work centric are more irritated when family interferes with work life.

Your score on the work identity measure was high. This means you value work more than you value other life domain

Identity Centrality

Family Centric - An individual was classified as a “*Family Centric*” individual if their family identity score was high and their work identity score was low, or if their family identity score was high and their work identity score was medium, or if their family identity score was medium and their work identity score was low.

According to your scores on the family and work identity measures, you are more work than family centric, so we would say that you are a “family centric individual.” This means that you value family more than work .



Work Centric-An individual was classified as a “*Work Centric*” individual if their work identity mean was classified as high and their family identity score was classified as low, or if their work identity mean was classified as high and their family identity score was classified as medium, or if their work identity score was classified as medium and their family identity score was classified as low.

According to your scores on the family and work identity measures, you are more work than family centric, so we would say that you are a “work centric individual.” This means that you value work more than family.



Dual Centric - If an individual's work identity and family identity were both classified as high, or if work and family identity scores were both classified as medium, then the individual was considered to be “*dual-centric*.”

According to your scores on the family and work identity measures, you are equally work and family centric, so we would say that you are a “dual-centric individual.” This means that you value work and family equally.



Other Centric- If an individual had work and family identity scores were both classified as low then they were classified as an “*Other Centric*” individual.

According to your scores on the family and work identity measures, you are neither work nor family centric, so we would say that you are a “other centric individual.” This means that you do not value work or family.



Control over Boundary Management

Scores ranging from 1-5

Control over boundary management reflects your ability to control the borders you have set up between work and family. Individuals with high control scores believe that they can control when and how they cross borders. Whereas individuals low in control scores believe that they have little control over when they cross from one life domain into another. This is the only factor measured where it is beneficial to have a high score. Research has shown that individuals who perceive more control over their border crossing preferences have less work-family conflict.

According to your scores you have low control over boundary management, this means you believe that do not have control over when and how you cross between life borders.

Scores ranging from 6-10

Control over boundary management reflects your ability to control the borders you have set up between work and family. Individuals with high control scores believe that they can control when and how they cross borders. Whereas individuals low in control scores believe that they have little control over when they cross from one life domain into another. This is the only factor measured where it is beneficial to have a high score. Research has shown that individuals who perceive more control over their border crossing preferences have less work-family conflict.

According to your scores you have medium control over boundary management, this means you believe that you have some control over when and how you cross between life borders.

Scores ranging from 10-15

Control over boundary management reflects your ability to control the borders you have set up between work and family. Individuals with high control scores believe that they can control when and how they cross borders. Whereas individuals low in control scores believe that they have little control over when they cross from one life domain into another. This is the only factor measured where it is beneficial to have a high score. Research has shown that individuals who perceive more control over their border crossing preferences have less work-family conflict.

According to your scores you have high control over boundary management, this means you believe that you have a strong sense of control over when and how you cross between life borders.

Appendix F Control Group Post Test

Welcome to part 3 of the 3 part online work-life conflict intervention study!

THANK YOU very much for your participation thus far.

In this part of the study, you will take an online post-test survey to assess personality and attitudes toward work and various other life domains. This part of the study will take approximately fifteen minutes, so please begin only when you are able to complete the entire session in one sitting.

As a reminder, here is the information you previously viewed about procedures and compensation for this study:

Procedures:

1. Take an online prescreen survey to assess demographics, personality, and attitudes toward work and various other life domains (15 minutes);
2. One month after the prescreen survey is completed, participate in an online intervention designed to reduce work-family conflict (1 hour). You will be randomly assigned to one of two interventions; and
3. One month after the online intervention is completed, take an online post-test survey to assess personality and attitudes toward work and various other life domains (15 minutes).

Compensation:

You will receive payment for taking part in this study. You will receive \$10 for the prescreen survey and \$15 for the posttest, each in the form of an Amazon.com gift card. In addition, by completing the posttest you will be entered into a drawing to win an iPad air. Your odds of winning the iPad air will depend upon how many participants complete the posttest, but are approximately 1 in 300.

This question has answer validation

[View Cond](#)

2. In order to start the survey, please enter your email. Please make sure it is the same email you used for the last part of the experiment. *

This survey is designed to assess the effectiveness of the work-life conflict intervention you participated in last month.

Please be honest in your responses, as doing so will allow us to further develop future work-life conflict interventions.

3. Please describe what comes to mind when you think about your work-life conflict.

19. Are you happy with your work-life balance?

20. Thinking about the past month, what attempts (if any) have you made to lower your levels of work-life conflict?

21. Thinking about the past month, did you experience any barriers to reducing your work-life conflict?

22. Thinking about the past month, what support systems did you have available that helped you reduce your work-life conflict?

Thank you so much for completing the post test! Please anticipate receiving an email from us in a few weeks with a link to your Amazon Gift card. If you have any questions in the meantime, please feel free to contact Dr. Liz Boyd at epoposki@iupui.edu

Appendix G Experimental Group Post-test

Welcome to part 3 of the 3 part online work-life conflict intervention study!

THANK YOU very much for your participation thus far.

In this part of the study, you will take an online post-test survey to assess personality and attitudes toward work and various other life domains. This part of the study will take approximately fifteen minutes, so please begin only when you are able to complete the entire session in one sitting.

As a reminder, here is the information you previously viewed about procedures and compensation for this study:

Procedures:

1. Take an online prescreen survey to assess demographics, personality, and attitudes toward work and various other life domains (15 minutes);
2. One month after the prescreen survey is completed, participate in an online intervention designed to reduce work-family conflict (1 hour). You will be randomly assigned to one of two interventions; and
3. One month after the online intervention is completed, take an online post-test survey to assess personality and attitudes toward work and various other life domains (15 minutes).

Compensation:

You will receive payment for taking part in this study. You will receive \$10 for the prescreen survey and \$15 for the posttest, each in the form of an Amazon.com gift card. In addition, by completing the posttest you will be entered into a drawing to win an iPad air. Your odds of winning the iPad air will depend upon how many participants complete the posttest, but are approximately 1 in 300.

This question has answer validation

[View Condit](#)

2. In order to start the survey, please enter your email. Please make sure it is the same email you used for the last part of the experiment. *

This survey is designed to assess the effectiveness of the work-life conflict intervention you participated in last month.

Please be honest in your responses, as doing so will allow us to further develop future work-life conflict interventions.

3. Please describe what comes to mind when you think about your ***work-life conflict***.

When you participated in Part 2 of the study about a month ago, we asked you to try to implement some strategies to increase the separation or *segmentation* between your work and life. The following questions relate to your attempts to enact these strategies.

19. Thinking about the past month, what support systems did you have available that helped you implement segmentation into your life?

20. Thinking about the past month, what barriers did you have to implementing segmentation techniques into your life?

21. Are you happy with your ability to segment your work and life roles?

22. Besides segmentation strategies, what other techniques (if any) have you been using to lower levels of work-life conflict?

23. Please select the **Five** segmentation strategies you choose to implement in part two of the intervention study.

Using Technology to Take Control over your Boundaries

- Not replying to work emails while at home
- Not replying to personal emails while at work
- Turning off work/home email notifications on my phone after a certain time period
- Not having my personal email sent to my work phone/computer
- Not having my work email sent to my personal phone/computer
- Don't shop online or visit social network sites while at work
- Set a time limit on business communications at home. If you must check work email and messages while at home, designate a specific time for this.
- Ask coworkers not to call you with business-related matters on your days off.

Creating or Managing Physical Boundaries

- Changing out of work clothes once I get home
- Not bringing work home with me
- Not bringing personal tasks to work
- Having separate bags, computers etc. for work and home
- Have a separate calendar for work and home activities
- Have a separate set of keys for home and work
- Spend your personal time with friends who aren't coworkers.
- If you are good friends with your coworkers, establish a rule to discuss work only during office hours.

Controlling your time

- Setting aside time blocks to attend to various life needs
- Setting aside time blocks to attend to various work needs
- Don't allow family members to visit you at work
- If you have a home office, separate it as much as possible from the rest of your home.
- Schedule 1 or 2 mandatory days off each week. This is especially important if you are self-employed or a telecommuter.
- Leave thoughts about work at work. When at home, focus on family matters, hobbies and personal interests.
- Explore and plan exciting events and activities with your friends and family that do not involve work.
- Ask friends and family members to remind you when you are engaging in too much discussion about work
- Place inspirational quotes on your desk at work and on your home refrigerator as reminders to separate your professional and private life.

Setting and Managing Expectations

- Indicating your boundaries to your boss and coworkers
- Indicating your boundaries to your friends and family

Please rate how successful each segmentation strategy was in helping you reduce work-life conflict.

	Very Unsuccessful	Unsuccessful	Neither Successful nor Unsuccessful	Successful	Very Successful
Not replying to personal emails while at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not bringing work home with me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting aside time blocks to attend to various work needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schedule 1 or 2 mandatory days off each week. This is especially important if you are self-employed or a telecommuter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask friends and family members to remind you when you are engaging in too much discussion about work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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⁸ This question pipes in from the previous questions, the segmentation strategies change based upon what the participant selects.

Please describe the steps you took to implement the various segmentation techniques into your life.

Not replying to personal emails while at work

Not bringing work home with me

Setting aside time blocks to attend to various work needs

Schedule 1 or 2 mandatory days off each week. This is especially important if you are self-employed or a telecommuter.

Ask friends and family members to remind you when you are engaging in too much discussion about work

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Thank you so much for completing the post test! Please anticipate receiving an email from us in a few weeks with a link to your Amazon Gift card. If you have any questions in the meantime, please feel free to contact Dr. Liz Boyd at eposki@iupui.edu

⁹ This question pipes in from the previous questions, the segmentation strategies change based upon what the participant selects.

Appendix H Measures

The Boundary Management Model

Kossek, Ruderman, Braddy, & Hannum, 2012

1 (Strongly Disagree) to 5 (Strongly Agree)

Non Work Interrupting Work Behaviors

1. I take care of personal or family needs during work.
2. I respond to personal communications (e.g., emails, texts, and phone calls) during work.
3. I do not think about my family, friends, or personal interests while working so I can focus
4. When I work from home, I handle personal or family responsibilities during work.
5. I monitor personal-related communications (e.g., emails, texts, and phone calls) when I am working

Work Interrupting Non Work Behaviors

1. I regularly bring work home
2. I respond to work-related communications (e.g. emails, texts, and phone calls) during my personal time away from work
3. I work during my vacations
4. I allow work to interrupt me when I spend time with family or friends.
5. I usually bring work materials with me when I attend personal or family activities.

Control over Boundary Management

1. I control whether I am able to keep my work and personal life separate
2. I control whether I have clear boundaries between my work and personal life
3. I control whether I combine my work and personal life activities throughout the day

Family Identity

1. People see me as highly focused on my family
2. I invest a large part of myself in family life

Work Identity

1. People see me as highly focused on my work.
2. I invest a large part of myself in my work

Work Family Enrichment

Kacmar, Crawford , Carlson, Ferguson & Whitten, 2014
1 (Strongly Disagree) to 5 (Strongly Agree)

Family to work Enrichment

1. My involvement in my family helps me acquire skills and this helps me be a better worker
2. My involvement in my family puts me in a good mood and this helps me be a better worker.
3. My involvement in my family encourages me to use my work time in a focused manner and this helps me be a better worker.

Work to Family Enrichment

1. My involvement in my work helps me to understand different viewpoints and this helps me be a better family member
2. My involvement in my work makes me feel happy and this helps me be a better family member.
3. My involvement in my work helps me feel personally fulfilled and this helps me be a better family member

Identity Centrality

Lodahl & Kejenr's (1965) scale and Lobel & St. Clair's 1992
1 (Strongly Disagree) to 5 (Strongly Agree)

Family Centrality

1. A major source of satisfaction in my life is my family.
2. Most of the important things that happen to me involve my family.
3. I am very much involved personally in my family.
4. Most of my interests are centered around my family.

Work Centrality

1. A major source of satisfaction in my life is my career.
2. Most of the important things that happen to me involve my career.
3. I am very much involved personally in my career.
4. Most of my interests are centered around my career

Work- Life Conflict

Keeney, Boyd, Sinha, Westring & Ryan (2012); $\alpha=.92-.95$

1 (Strongly Disagree) to 5 (Strongly Agree)

1. The time I spend on work cuts into the time I'd like to spend on my health.
2. Stress from work makes it harder for me to be fully involved in my health.
3. The time I spend on work cuts into the time I'd like to spend on my family.
4. Stress from work makes it harder for me to be fully involved in my family.
5. The time I spend on work cuts into the time I'd like to spend on household management.
6. Stress from work makes it harder for me to be fully involved in household management.
7. The time I spend on work cuts into the time I'd like to spend on friendships.
8. Stress from work makes it harder for me to be fully involved in friendships.
9. The time I spend on work cuts into the time I'd like to spend on my education.
10. Stress from work makes it harder for me to be fully involved in my education.
11. The time I spend on work cuts into the time I'd like to spend on romantic relationship(s).
12. Stress from work makes it harder for me to be fully involved in romantic relationship(s).
13. The time I spend on work cuts into the time I'd like to spend on community involvement.
14. Stress from work makes it harder for me to be fully involved in community involvement.
15. The time I spend on work cuts into the time I'd like to spend on leisure activities
16. Stress from work makes it harder for me to be fully involved in leisure activities

Job Satisfaction

Brayfield & Rothe, 1951

1 (Strongly Disagree) to 5 (Strongly Agree)

1. I feel fairly well satisfied with my present job.
2. Most of the time I have to force myself to go to work
3. Each day of work seems like it will never end
4. I find real enjoyment in my work
5. I consider my job rather unpleasant

Life Satisfaction

Diener, Emmons, Larsen & Griffin, 1985

1 (Strongly Disagree) to 5 (Strongly Agree)

1. The conditions of my life are excellent
2. I am satisfied with my life
3. So far I have gotten the important things I want in life
4. If I could live my life over I would change almost nothing
5. In most ways my life is close to ideal

Affect

Watson, Clark & Tellegen, 1988

1 (very slightly or not at all) 5 (extremely)

Positive Affect

1. _ Interested
2. _ Excited
3. _ Strong
4. _ Enthusiastic
5. _ Proud
6. _ Determined
7. _ Attentive
8. _ Active
9. _ Alert
10. _ Inspired

Negative Affect

11. _ Distressed
12. _ Upset
13. _ Guilty
14. _ Scared
15. _ Hostile
16. _ Irritable
17. _ Ashamed
18. _ Nervous
19. _ Jittery
20. _ Afraid

Depression/ Anxiety

Goldberg, 1978

1(Never) 5(Always)

1. Have you recently been able to concentrate on whatever you're doing?
2. Have you recently lost much sleep over worry?
3. Have you recently felt that you were playing a useful part in things?

4. Have you recently felt capable of making decisions about things?
5. Have you recently felt constantly under strain?
6. Have you recently felt you couldn't overcome your difficulties?
7. Have you recently been able to enjoy your normal day-to-day activities?
8. Have you recently been able to face up to problems?
9. Have you recently been feeling unhappy or depressed?
10. Have you recently been losing confidence in yourself?
11. Have you recently been thinking of yourself as a worthless person?
12. Have you recently been feeling reasonably happy, all things considered?

Self-Control

Tangney, Baumeister & Boone, 2004
1(Not at All) 5 (Very Much)

1. I am good at resisting temptation
2. I have a hard time breaking bad habits
3. I am lazy
4. I say inappropriate things
5. I do certain things that are bad for me, if they are fun
6. I refuse things that are bad for me
7. I wish I had more self-discipline
8. People would say that I have iron self-discipline
9. Pleasure and fun sometimes keep me from getting work done
10. I have trouble concentrating
11. I am able to work effectively toward long-term goals
12. Sometimes I can't stop myself from doing something, even if I know it is wrong
13. I often act without thinking through all the alternatives

Work- Family Conflict Self-Efficacy

Hennessy & Lent, 2008
0(Complete Lack of Confidence) – 5 (Complete Confidence)

1. Fulfill your job responsibility without letting it interfere with your family responsibilities.
2. Manage incidents in which work life interferes with family life.
3. Fulfill your family role effectively after a long and demanding day at work.
4. Invest in your family role even when under heavy pressure due to work responsibilities.
5. Focus and invest in work tasks even though family issues are disruptive.

Burnout

Demerouti, 2003

1(Strongly Agree) – 5(Strongly Disagree)

1. There are days when I feel tired before I arrive at work. (Exhaustion)
2. After work, I tend to need more time than in the past in order to relax and feel better. (Disengagement)
3. I can tolerate the pressure of my work very well. (Disengagement)
4. During my work, I often feel emotionally drained. (Exhaustion)
5. After working, I have enough energy for my leisure activities. (Disengagement)
6. After my work, I usually feel worn out and weary. (Exhaustion)
7. Usually, I can manage the amount of my work well. (Disengagement)
8. When I work, I usually feel energized. (Exhaustion)

Commitment to change

(Shea, Jacobs, Esserman, Bruce, Weiner, 2014)

*1(Strongly Disagree)-2 (Strongly Agree)**Change commitment*

1. I am committed to implementing this change
2. I am determined to implement this change
3. I am motivated to implement this change
4. I want to implement this change

Change efficacy

5. I can manage the politics of implementing this change
6. I can support myself as I adjust to this change
7. I can coordinate tasks so that implementation goes smoothly
8. I can keep track of progress in implementing this change
9. I can handle the challenges that might arise in implementing this change

Intent to Turnover

Colarelli, 1984

1(Strongly Disagree)-2 (Strongly Agree)

1. I frequently think of quitting my job.
2. I am planning to search for a new job during the next 12 months
3. If I get another job that pays well, I will quit this job.

Demographic Questions

13. How many hours do you typically work each week in paid employment? (please provide an exact number): _____

14. What is your job title at your current job? _____

15. What is your annual total income in dollars?

1. less than \$20,000
2. \$20,000 - \$39,999
3. \$40,000 - \$59,999
4. \$60,000 - \$79,999
5. \$80,000 - \$99,999
6. \$100,000 - \$119,999
7. \$120,000 - \$139,999
8. \$140,00 or higher

16. What is your age? (please provide an exact number in years)

Age: _____

17. What is your Marital Status

1. Single
2. Married or Partnered

18. Is your spouse/ partner employed?

1. Yes, part-time
2. Yes, full-time
3. Not currently employed
4. N/A

19. How many children under the age of 18 currently live in your household?

1. None
2. 1
3. 2
4. 3 or more
5. N/A

20. How many of your children are under the age of five?

1. None
2. 1
3. 2
4. 3 or more
5. N/A

21. What is your sex?

1. Male
2. Female
3. Transgendered

22. What is your current level of education?

- h. Some high school
- i. High school diploma or GED

- j. Some college
- k. Associate's degree
- l. Bachelor's degree
- m. Master's degree
- n. Advanced degree (e.g., PhD, JD, MD)

23. Are you of Hispanic, Latino, or Spanish origin?
- f. No, not of Hispanic, Latino, or Spanish origin
 - g. Yes, Mexican, Mexican Am., Chicano
 - h. Yes, Puerto Rican
 - i. Yes, Cuban
 - j. Yes, another Hispanic, Latino, or Spanish origin

24. What is your race?
- g. White
 - h. Black or African American
 - i. American Indian or Alaskan Native
 - j. Asian or Pacific Islander
 - k. Asian Indian
 - l. Some other race (please specify) _____