Theses and Dissertations

2018

Enhancing personal and professional performance within boundaryless work-life contexts

Bethany Jones

ENHANCING PERSONAL AND PROFESSIONAL PERFORMANCE WITHIN

BOUNDARYLESS WORK-LIFE CONTEXTS

A Research Project

Presented to the Faculty of

Pepperdine Graziadio Business School

———————————————

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

in

Organizational Development

———————————————

by

Bethany Jones

August 2018

This research project, completed by

BETHANY JONES

under the guidance of the Faculty Committee and approved by its members, has been

submitted to and accepted by the faculty of Pepperdine Graziadio Business School in

partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE
IN ORGANIZATIONAL DEVELOPMENT

Date: August 2018

Faculty Committee

Committee Chair, Julie Chesley, Ph.D.

Committee Member, Miriam Y. Lacey, Ph.D.

Deryck van Rensburg, DBA, Dean
Pepperdine Graziadio Business School

Abstract

This study examined strategies that seven corporate leaders use to enhance their performance within boundaryless work contexts. Participants described their best and worst days as examples of interrole facilitation and conflict. The behaviors, values, and beliefs underlying interrole facilitation strategies were then deduced. Experiences of interrole facilitation were characterized by wellbeing, efficacy, and connection. Interrole conflict was experienced as the absence of these, combined with stress, pressure, feeling out of control, and having a sense of defeat. Various planning and executing behaviors as well as internal and external conditions were believed to impact interrole facilitation. Participants' values and beliefs emphasized the importance of connection with others, self-care, contribution, and active management of themselves and their schedule. Further research should examine the intrapersonal and interpersonal conditions that act on interrole facilitation behaviors and identify recovery strategies to help individuals shift from interrole conflict to interrole facilitation.

Table of Contents

List of Tables

List of Figures

Chapter 1

Introduction

In recent decades, the world has become increasingly interconnected, producing boundaryless conditions for workers to conduct their tasks (Mitchell, 2003). This produces unprecedented opportunities—and challenges—with being ever-present both at work and at home: Employees are "always on" and available 24 hours a day, 7 days a week, 365 days a year. This challenge may be particularly acute for corporate leaders and executives with flexible work arrangements due to the demands, complexity, and accountability endemic to leadership roles in the globally competitive economy (Watts, 2012; Yukl, 2012). Leaders are called upon to help resolve issues and handle concerns in increasingly global and geographically dispersed operations (Northouse, 2012). Meanwhile, these leaders also often have substantial nonwork commitments that equally require much of them due to their typical ages and life stages (Nanji, 2017).

Although the new boundaryless work context presents certain opportunities (e.g., the ability to be at home while being at work), it poses certain risks as well, potentially resulting in declining personal wellbeing and culminating in subpar personal and professional performance (Piazza, 2008). Thus, in the boundaryless work contexts, each domain of life (i.e., one's work life, one's nonwork life, one's personal life) has the potential—on one hand—of being optimized and—on the other—being compromised. Demerouti et al. (2016) described these potential outcomes as *interrole conflict*, where demanding aspects in one domain depletes personal resources, eventually leading to unfavorable outcomes and accomplishments. Conversely *interrole facilitation* occurs when engagement in one life domain yields gains that enhance an individual's functioning in another life domain.

Maintaining so-called balance often is not sustainable, especially as pressure mounts, suggesting the need to erect appropriate boundaries between domains or to design strategies to navigate them (Demerouti et al., 2016). Moreover, understanding appropriate boundaries or navigation strategies requires attention to the values individuals have concerning their work and family roles and how these values affect their decisions and intentional activities (Carlson & Kacmar, 1996).

Researchers agree that individuals systematically differ in the way in which they manage the boundaries between these life domains (Kreiner, Hollensbe, & Sheep, 2006). Further placing these workers at risk is the lack of training offered for how they can effectively navigate the new boundaryless work context.

Studying the relationships between the life domains of work, nonwork, and personal life may uncover possible synergies and provide insights about how the demands of each may be balanced and negotiated—a process referred to in this study as *interrole facilitation strategies* (Demerouti et al., 2016). Investigating the strategies leaders and executives use to optimize personal resources and enhance functioning across domains is the focus of this study.

Study Purpose

The purpose of this study was to identify interrole facilitation strategies corporate executives and senior leaders use to enhance their personal and professional performance within boundaryless work contexts. Three research questions were examined:

1. What does interrole facilitation and interrole conflict look like on a day-to-day basis?

2. What conditions contribute to and what behaviors, values, and core beliefs underlie effective interrole facilitation?

3. What conditions and behaviors contribute to interrole conflict?

Study Population

The study population is comprised of corporate executives and senior-level leaders who live in the United States and have flexible work arrangements. According to a 2016 survey of C-level executives of the 1,000 U.S. companies reporting the highest revenue, C-suite executives have an average age of 54 and average tenure of 5.3 years (cited in Nanji, 2017). Chief executive officers are the oldest (M = 58 years) and most tenured (M = 8.0 years), while chief information officers are the youngest (M = 51 years) and chief marketing officers are the least tenured (M = 4.1 years). Along with these roles come extensive hours (Hewlett, 2002) and substantial responsibility and commitments (Watts, 2012; Yukl, 2012). In short, the pressures these individuals face at work are immense.

At the same time, these individuals often face substantial responsibilities and pressures in their nonwork lives. Hewlett (2002) reports that 75% of the top-earning men she surveyed have children. Although the 49% of top-earning women she surveyed do not have children, those that do are responsible for the vast majority of childcare and household duties. Additionally, many individuals in the age range of corporate executives and senior leaders also typically are caring for and financially supporting both children and aging parents (Parker & Patten, 2013). This translates into myriad time commitments and responsibilities that must be balanced or negotiated in concert with work demands.

Finally, as personal and professional pressures mount, it is increasingly important to practice self-care, including satisfying personal interests and attending to one's mental, emotional, and spiritual well-being (Rock & Page, 2009). Thus, corporate executives and leaders equally need to attend to the personal life domain.

This study focused on the sub-population of corporate executives and senior leaders who self-reported having substantial nonwork commitments, while effectively navigating all three domains of work, nonwork, and personal life. The insights gained from this population are anticipated to yield best practices that may be useful to other corporate executives and leaders as well as others who wish to better negotiate their life domains.

Significance of the Study

This study is of particular importance as it capitalizes on learning and best practices that exist among individuals who have successfully negotiated the life domains of work, nonwork, and personal interests and created effective interrole facilitation strategies. It will further identify the underlying beliefs, values, and behaviors associated with effective interrole facilitation strategies, which could inform future research and interventions to aid others in effectively negotiating their own life domains. In turn, the findings from this and any successive studies have the potential to help enhance individuals' multifaceted well-being. Moreover, insights may be gained about the learning curve involved to balance and negotiate various life domains, and how to mitigate interrole conflict. Finally, creating a higher level of awareness around the role that personal interests play into the other domains could offer insights into how best to incorporate the individuals' beliefs and values.

Definitions

Six definitions are relevant to this study:

1. Boundaryless work context: conditions where work can be done on any day, at any time of the day, and in any place. In other words, traditional physical boundaries of the workplace no longer exist (Clark, 2000). Absent the traditional physical and temporal boundaries of work, a boundaryless work

context typically also eliminates the psychological boundaries once helping to maintain boundaries between work life and home life.

2. Domain integration: a strategy used to manage domains wherein an individual makes no distinction between what belongs to home and what belongs to work. Instead, the individual's personal and professional thoughts, including intellectual and emotional approaches, are the same (Clark, 2000).

3. Domain segmentation: a strategy used to manage domains wherein an individual considers each domain independently, such that behaviors and norms are not shared across domains (Zusman, 2009).

4. Interrole conflict: a process through which demanding aspects in one domain deplete personal resources, eventually leading to unfavorable outcomes and accomplishments in other domains (Demerouti et al., 2016).

5. Interrole facilitation: a process through which an individual's engagement in one life domain yields benefits that lead to enhanced functioning in other domains (Demerouti et al., 2016).

6. Nonwork domain: responsibilities and obligations outside of the work domain, including responsibilities related to family structures, social activities, civic involvement, and personal obligations (e.g., chores, errands).

7. Work domain: responsibilities and obligations related to one's workplace, including the mental, emotional, physical, and other demands of one's work role (Clark, 2000).

8. Personal domain: activities (e.g., so-called me-time) used to fulfill one's personal identity, sense of self, and personal desires (Demerouti, 2009; Demerouti, Martinez Corts, & Boz, 2013) as well as personal resources such as time, energy, mood (Ten Burmmelhuis & Baker, 2012), and self-efficacy (Demerouti, 2016).

Researcher Background

My interest in this topic began more than 10 years ago. I had just moved my family back from China, where I had completed an expatriate assignment, and I was given the opportunity to work remotely for a global company headquartered in Saudi Arabia. I began reading books about the way people can effectively work remotely.

As life became more complex as a result of marriage, having four children, and both my partner and I being promoted multiple times, my shrinking time and energy

forced me to take more proactive measures to balance my work and nonwork responsibilities. My partner and I managed to create a healthy balance between work and nonwork, and we were excelling at both. Yet, the one element of my life that remained compromised was my self. I decided to return to graduate school to study organizational development, where I learned about the concept of self-as-instrument, which reinforced the significance of prioritizing the personal domain.

Beyond the personal value of investigating this topic, this research also is of great importance to me professionally. A majority of my career thus far has been in talent management. I analyze workplace trends and consider how ongoing workforce and work setting changes affect workers. I see executives who successfully figure out how work in complex global roles and I see executives who burn out. In particular, I see female executives leave the workforce due to interrole conflicts that leave them depleted in all domains of their lives. I also see younger workers who have talent but who allow distractions to hinder their potential and performance.

After learning about interrole facilitation and reflecting on my personal and professional experience, I recognized an opportunity to create new knowledge around this topic and that the insights gained could lead to training and capability building opportunities. These opportunities, in turn, would support personal and professional success and, more importantly, contribute to sustainable well-being for individuals.

Organization of the Study

This chapter discussed the background and purpose for the study, the study population, study significance, definitions, and my background. Chapter 2 reviews the primary bodies of literature in support of the present study, including a brief history of boundaryless work contexts; an overview of work, nonwork, and personal life domains as

well as how these are affected by boundaryless work contexts; and a discussion of interrole facilitation and conflict. Chapter 3 reviews the methods that will be used in this study, including the research design, participant recruitment procedures, ethical considerations, a description of the intervention, and procedures related to data collection and analysis.

Chapter 4 will present the results emerging from the present study. Chapter 5 will discuss the key findings, recommendations for students and educators, and directions for future research.

Chapter 2

Literature Review

The purpose of this study was to identify interrole facilitation strategies corporate executives and senior leaders use to enhance their personal and professional performance within boundaryless work contexts. Three research questions were examined:

1. What does interrole facilitation and interrole conflict look like on a day-to-day basis?

2. What conditions contribute to and what behaviors, values, and core beliefs underlie effective interrole facilitation?

3. What conditions and behaviors contribute to interrole conflict?

This chapter provides a review of relevant literature. The concept of boundaryless work contexts is discussed first, followed by a presentation of the life domains of work, nonwork, and personal interests. The impact of boundaryless work contexts on life domains also is considered. Finally, the concept of interrole facilitation and how it may be achieved is discussed.

Boundaryless Work Contexts

In the early 1900s, the introduction of electricity and mass production led to one of the initial transformations in the way that people did work (Clark, 2000). As industrialization accelerated, the term *work* became synonymous with *employment*. In general, work and family were carried out in different places, at different times, with different sets of people, and with different norms for behavior. Researchers during this era treated work and families as distinct entities that operated independently. By the 1970s, however, researchers started to analyze work and home domain within an open systems approach (Katz & Kahn, 1978), leading to more insights about the effects of home and family contexts.

The 1980s and 1990s marked another significant transformation in work resulting from rapid technological advancements, the Internet, communication technologies, and the overall digitization on the workforce. "The emerging, characteristic pattern of the twenty-first century work is not that of telecommuting, as futurists had once confidently predicted; it is that of the mobile worker who appropriates multiple, diverse sites as workplaces" (Mitchell, 2003, p. 153). Massive changes in job content once again occurred with this rise in computing power that resulted in new automation. Advancements like automatic tellers changed the banking industry, forcing people to again acquire new skills.

The workforce today is undergoing another rapid transformation: It is now more global, more digital, and even more automated than ever before. Demands on both employers and employees are evolving at an unprecedented pace as the advancements in technology now enable anyone to communicate and produce work 24 hours a day, 7 days a week. It follows that the workplace is no longer defined by a designated location, but by the worker's presence and attention to the task being conducted (Piazza, 2008). Significant societal changes in the division of labor and allocation of family responsibilities have created additional levels of complexity.

One of the powerful forces accelerating a shift toward boundaryless work is the increased personal opportunities created as part of the new *gig economy,* defined as the trend toward hiring short-term contract or freelance workers rather than permanent employees (Griffiths, 2017). In a recent 3-year study from JPMorgan Chase Institute, it is estimated that 10.3 million Americans earned income through online gig economy platforms such as Uber or Airbnb (CEB, 2016). This force alone is creating opportunities for every individual to make decisions about how they want to use their personal

resources of time and energy. For example, a college student can now drive for Amazon Flex between classes, work for Uber in the evening, and rent a room in his or her house over the weekend. Dramatic changes in how workers are earning income are shifting the social dynamics of the historic workforce.

Several studies have identified trends that affect how organizations operate and people work within and for them (Korn Ferry Hay Group, 2018; Marr, 2017; PwC, 2017; Weller, 2017). PwC (2017) highlighted five such forces influencing this fundamental transformation in the way people work. These include rapid technological innovations, the changing demographics and distribution of the world's population, rapid urbanization, shifts in global power between developed and developing countries, and resource scarcity and climate change. PwC refers to these as megatrends that redistribute power, wealth, competition, and opportunity around the globe and upset every sector.

For example, rapid advancement in technology innovations have produced automation and robotics that replace jobs once performed by humans, such as self-driving cars, machines that read x-rays, and customer service robots. The extent to which these technological advances influence a particular worker depends upon that worker's occupation and industry. A similar phenomenon occurred during the second and third industrial revolutions, and it can be reasonably anticipated that new jobs and skills will again be birthed during this transformation.

Technological advancements also are enabling a skilled labor force to offer services in more remote working environments. Millet (2017) noted, "the volume of employees who have worked at least partially by telecommuting has quadrupled and now stands at 37%" (para. 3). This feeds a growing human resources trend of "recruit[ing] from almost anywhere in the world" (para. 3). Benefits to employers include dramatically

expanding the pool of potential candidates and enhancing employee satisfaction and retention, while employees may enjoy improved work-life balance. Deloitte (2017) asserted that working in boundaryless work settings empowers workers to improve their lives, living standards, and focus on personal fulfillment, all while raising their productivity. At the same time, boundaryless work settings—given the absence of physical and temporal boundaries—place the onus on individual employees to effectively navigate the domains of work and life and establish and maintain appropriate psychological boundaries between them if the employees are to enjoy the benefits of these new work settings. The next section describes these various life domains in more detail and considers how boundaryless work contexts may affect them.

Life Domains

Life domains can be defined as the different arenas in which workers live and interact. Each domain has different rules, thought patterns, and behavior (Clark 2000). These areas include but are not limited to self-efficacy, relationships, careers, family, community, and health. The following sections describe three life domains (work, nonwork, personal) that will be focused on in this study.

Work domain. As mentioned in the history of the workplace, work historically was synonymous with employment (Clark, 2000). Work can be defined as any exertion that uses mental or physical effort to accomplish an intended purpose or result. Often, work involves some type of extrinsic rewards such as compensation. In addition, work offers the value of intrinsic rewards such as augmenting an individual's life with more meaning or purpose. Work has a desired result or effect that is completed at the request of another individual or corporation.

Effectively managing one's work domain yields benefits such as the opportunities for intellectual stimulation and development of one's skills and abilities (Adisesh, 2003; Nelson & Simmons, 2003; Waddell & Burton, 2006). In addition, an effective work life can enhance one's sense of identity, pride, and personal achievement (Dodu, 2005; Shah & Marks 2004). In turn, achievement can lead to higher sense of self-efficacy. Work also provides a means by which people can feel a sense of social connectedness (Dodu, 2005). Individuals have the opportunity to create relationships for purposes of socializing, support, or establishing a network. Finally, the financial gains of working enable a standard of life and the ability to support dependents (Shah & Marks 2004; Layard 2004; Coats & Max 2005).

Nonwork domain. There are multiple studies on work and nonwork; however, a common and consistent definition is lacking for the nonwork domain in literature. Historically, literature referred to the nonwork domain as family responsibilities (Clark & Farmer, 1998). However, focusing only on family as part of nonwork excludes a majority of elements encompassed in contemporary discussions of nonwork (Piazza, 2008). It can be inferred that nonwork encompasses all elements not related to or not involving work. For the purposes of this study, nonwork domain will be defined as a worker's responsibilities and obligations outside of the work domain, including responsibilities related to family structures, social activities, civic involvement, and personal obligations (e.g., chores, errands).

Effectively managing one's nonwork domain can yield the benefits of rewarding social relationships and personal happiness (Clark & Farmer, 1998). Attending to nonwork domains also is associated with achieving a sense of personal order as well as a sense of achievement and influences afforded through social, civic, and family activities.

Personal domain. Based on identity theory (Kreiner et al., 2006), it can be suggested that focusing solely on the domains of work and nonwork limits the comprehensive nature of exploring the self in relation to society. Although work and nonwork are important life domains, additional life roles are important for well-being, such as the pursuit of "personal desires, activities, and interests in the work-nonwork interface, or simply me-time" (Demerouti et al., 2016, p. 117). Activities within the personal domain can help integrate individuals' personal identity. Although civic or social activities could be considered part of the personal or nonwork domain, for the purpose of this study, such activities are bounded within the nonwork domain.

The domain of personal interest also consists of personal resources, mainly those of time, energy and mood. The work-home resources model (Ten Burmmelhuis & Baker, 2012) articulates the importance of these personal resources (time, energy, and mood). When these personal resources are at healthy levels and appropriate boundaries are in place, these resources help to reinforce and enrich personal interest and identity. When personal boundaries are not adequately maintained, the personal resources are depleted.

In addition to time, energy, and mood, one of the most highly studied personal resources is self-efficacy, or an "individual's internal judgment about his or her ability to mobilize cognitive resources and engagement needed to successfully accomplish specific goals within a given context" (Demerouti, 2016, p. 119). Self-efficacy benefits the individual, as individuals are able to find effective strategies to deal with demands (Demerouti, 2016). This illustrates one way in which the work and personal domains can facilitate each other: as individuals accumulate work-related achievements, they increase their personal resource of self-efficacy, which in turn enables wellbeing across all three domains.

The domain of personal interests is significant because it has been shown that a perceived sufficiency of the time available for work and social life predicts the level of well-being and performance (Gropel & Kuhl, 2009). The value in, therefore, understanding the personal interest domain is that it has the potential to impact the overall well-being and performance of individuals.

Impact of boundaryless work contexts on life domains. Although the definition of work has not changed, how and where people do it has changed immensely. Piazza (2008) noted that in the 21st century workplace, work is defined by the worker's presence and attention to task being conducted rather than by a designated location. Work can now be done from any location and can support any scope of project given the advances in our interconnectedness around the globe.

The complexities and shifts affecting how work is performed necessitate shifts in how people manage their life domains. As work is no longer defined by the walls of a workplace, the physical boundaries around work no longer exist (Clark 2000). Absent these physical and temporal boundaries, individual workers of today must establish and maintain the psychological boundaries they need to protect their personal resources and assure they are adequately attending to their nonwork and personal domains.

For example, Tarafdar, Tu, Ragu-Nathan, and Ragu-Nathan, (2011) used the term *techno-invasion* to describe how current technologies have allowed a blurring of lines between work and home life, leading to the expectation that workers are reachable and immediately responsive, even during off hours. They further used the term *technostress* to reflect the state of compromised personal and professional wellbeing as workers struggle to "cope with the demands of organizational computer usage" (Tarafdar et al., 2011, p. 113).

Hall and Richter's (1998) discussion of boundary permeability help explain the phenomenon noted by (Tarafdar et al., 2011). *Boundary permeability* refers to conditions where the facets, elements, concerns, or issues of one bounded domain are allowed to influence another bounded domain. Hall and Richter concluded that as boundaries become less clear, employees have a more difficult time negotiating with work and nonwork domains about when and where work and home responsibilities are carried out.

Nippert-Eng (1996) offered two ways for employees to negotiate life domains in boundaryless work setting. One way is *integration*, where no distinction is made between what belongs in each domain. In such cases, for example, one's time, resources, and attention are readily dedicated to home or work tasks as needed (Zusman, 2009). A related concept is spillover theory, which states that, despite any physical and temporal boundaries between work and family, emotions and behaviors in one sphere carry over to the other (Staines, 1980). Spillover theory asserts that work and family were interdependent.

The second approach for domain management is *segmentation,* where the individual intentionally compartmentalizes and avoids connecting their life domains. Segmentation considers each domain independently and bounded by specific behavior and norms that do not impact the other domain (Zusman 2009). However, proponents of spillover theory would argue that despite any individual's attempts otherwise, the emotions and experiences from one domain unavoidably influence another (Lambert 1990). At the same time, any spillover that occurs need not be negative. The next section discusses the concept of interrole facilitation, a positive form of spillover.

Interrole Facilitation

Role Theory is a helpful framework for understanding the interplay between work and nonwork domains. This theory suggests that individuals have limited time, energy, and other resources they use to fulfill the requirements of various roles (Pleck, 1977). Involvement in multiple roles can fortify and renew the individual's resources or, conversely, exhaust personal resources and impair functioning (Demerouti et al., 2016).

Interrole facilitation is defined as the extent to which an individual's engagement in one life domain provides gains that contribute to enhanced functioning of another life domain (Demoerouti, 2016). Demoerouti added that interrole facilitation is also referred to as enrichment. One example of interrole facilitation is an individual whose work domain involves being a pediatrician and whose nonwork domain includes being a parent. In this case, interrole facilitation can happen in times of the child's sickness or injury, when knowledge and skills gained in the work domain creates personal resources that can be applied to the need at hand. In other words, higher energy levels and enriched resources can result from synergy between the two life domains (Demerouti, 2012).

In contrast, *interrole conflict* represents a process through which demanding aspects in one domain deplete personal resources, eventually leading to unfavorable outcomes and accomplishments. This depletion process also consumes personal resources and leads to long-term deterioration. Early research shows that interrole conflict is positively related to exhaustion (Demerouti, 2012). Awareness of interrole conflict creates opportunities to make adjustments for the purpose of achieving higher self-efficacy (Demerouti, 2012).

Facilitation Strategies

Interrole facilitation is achieved through a range of coping strategies, including problem coping, which involves taking specific task-oriented actions to address the stressor (Tamres, Janicki, & Helgeson, 2002) and relieve associated feelings of distress (Folkman & Lazarus, 1988). One example of problem coping could include purchasing a treadmill desk to simultaneously meet the need for movement (serving one's personal domain) while completing work. Hecht and McCarthy (2010) asserted that problem coping aids interrole facilitation because it increases the resources available for fulfilling role demands or decreases the resources required, thereby decreasing the competition for finite resources. Problem coping has been associated with less interrole conflict (Lapierre & Allen, 2006; Rotundo, Carlson, & Kincaid, 2003). For example, Kirchmeyer (1993) found in his study of managers that those who engage in problem coping were more likely to experience positive spillover.

Emotion coping involves actions that help regulate the individual's emotions related to an interrole conflict. An example of this type of coping is venting one's emotions to another (Hecht & McCarthy, 2010). Hecht and McCarthy argued that emotion coping can intensify interrole conflict because taking time to obtain social support, vent, and otherwise engage in specific activities to regulate emotion can deplete the individual's already limited time and other resources that could be used to actively address the conflict. They concluded that "individuals who typically seek social support as a way to cope with stress may have a tendency to experience more rather than fewer conflicts" (p. 635). This association between emotion coping work-life conflict has been demonstrated across several studies (Carlson & Perrewé, 1999; Kaufmann & Beehr, 1986; Thomas & Ganster, 1995).

At the same time, emotion coping can increase the individual's available resources when it provides a mental break; alleviates distress; helps reframe challenges or threats as opportunities; discharges negative emotions, leading to enhanced mood and less emotional interpretations; and fosters new ideas. The potential ameliorative effect of emotion coping is consistent with the resource-gain-development theory and research on social support at work, which suggest that social support can ease performance and outcomes across life domains (Baker, Israel, & Schurman, 1996; Carlson & Perrewé, 1999).

Emotional labor refers to the process by which workers are expected to manage their feelings in accordance with organizationally defined rules and guidelines (Hochschild, 2012). A job expectation is that employees regulate their emotions during interactions with customers, coworkers and superiors. At times, this means express emotion—whether felt or not, while at other times, it means suppressing emotions the employee actually is feeling (Grandey, 2000). Emotional regulation involves a range of verbal and nonverbal activities (Friedman, Prince, Riggio, & DiMatteo, 1980). The nature of the emotional labor varies based on a worker's role. Roles particularly noted for requiring emotional labor include such things as public administration, flight attendant, daycare worker, nursing home worker, nurse, doctor, store clerk, call center worker, teacher, social worker, hospitality jobs, jobs in the media. For example, restaurant servers are expected to smile and engage guests. Hochschild's (1983) *The Managed Heart* introduced this concept and inspired an outpouring of research on this topic.

Avoidance coping involves withdrawing from the interrole conflict through specific activities or mental states (Lazarus & Folkman, 1984; Tamres et al., 2002). Examples of avoidance coping include substance use or excessive sleeping, eating,

exercising, Internet surfing, or television watching. Suls and Fletcher (1985) note that while avoidance coping can provide temporary relief from distress, it rarely addresses the interrole conflict. Accordingly, Hecht and McCarthy (2010) asserted that avoidance coping obstructs interrole facilitation because it "involves withdrawing from situational demands and engaging in activities that do not promote role engagement" (p. 635). Moreover, avoidance coping tends to drain resources (e.g., time, energy) that could be applied to fulfilling role demands. Several studies have further associated avoidance with other adverse conditions such as poor stress adaptation (Zeidner, 1993), anxiety (Zeidner, 1995), negative affect (Rovira, Fernandez-Casatro, & Edo, 2005), and interrole conflict (Burke, 1998; Rotundo et al., 2003). Alternately, it is important to acknowledge that short-term or periodic avoidance coping might be beneficial by allowing for resource recovery (Sonnentag, Binnewies, & Mojza, 2008). However, this requires further investigation over time.

Interrole facilitation plays a key role in personal and professional performance. The basic idea is that participation in multiple roles might provide a greater number of opportunities and resources to the individual that can be used to promote growth and better functioning in other life domains (Hecht & McCarthy, 2010). When one intentionally identifies opportunities for greater interrole facilitation, they also create the potential to capitalize on the positive spillover and synergies between work, nonwork, and personal domains. Grzywacz and Marks (2000) explained that positive spillover leads to role enhancement, which means that energy or skills mobilized or developed in the work domain may improve one's functioning in the nonwork domain. As noted earlier, interrole facilitation is a positive form of spillover.

Kreiner et al.'s (2006) work regarding identity theory suggests that individuals deliberately construct their identities through engagement in organizations, groups, and other social entities. Thus, individuals can respond to identity pressures as well as proactively initiate identity dynamics. As individuals start to understand where interrole facilitation can create synergies for optimizing performance and self-identity, a higher level of self-actualization becomes possible.

Summary

This chapter reviewed literature related to the present study. The world is becoming increasingly interconnected, influenced by various megatrends that shift how people complete their work and engage with organizations and others on a global and local scale (PwC, 2017). Today, workers commonly are simultaneously at work and at home—always "on" and available 24 hours a day, 7 days a week, 365 days a year.

This creates multiple opportunities for both interrole facilitation and interrole conflict related to managing one's work, nonwork, and personal domains (Demerouti et al., 2016). The first threat is the depletion of personal or professional performance. Although synergy can be created with interrole facilitation, the permeable nature of the boundaries between domains causes a threat on our ability to attain dynamic attention to critical areas of our life domain. It is possible that completing work in an age of distraction will threaten people's ability to perform at their highest potential.

The second threat is the potential inability to identify and balance the needs in each domain. Because the physical and temporal boundaries of work have all but vanished, it is critical for workers to understand how to effectively navigate their life domains and maintain appropriate psychological boundaries between domains. However, there is a grave lack of training materials, protocols, and norms to help individuals

balance the demands and needs in each of the life domains. This underscores the need for this study and beginning to generate understanding of how people have successfully negotiated the three life domains of work, nonwork, and personal interests. The next chapter outlines the methods used in this study.

Chapter 3

Methods

The purpose of this study was to identify interrole facilitation strategies corporate executives and senior leaders use to enhance their personal and professional performance within boundaryless work contexts. Three research questions were examined:

1. What does interrole facilitation and interrole conflict look like on a day-to-day basis?

2. What conditions contribute to and what behaviors, values, and core beliefs underlie effective interrole facilitation?

3. What conditions and behaviors contribute to interrole conflict?

This chapter describes the methods that were used in the study. The research design is described first, followed by a description of the procedures to recruit participants, ethical considerations, and procedures for data collection and analysis. The chapter closes with a summary.

Research Design

A qualitative semistructured research interviewing method (Creswell, 2014) was selected for this study due to the limited research existing on life domains and interrole facilitation among them, particularly among corporate executives and senior leaders. Qualitative research provides the opportunity to gather rich data and stories from the participants. In addition, qualitative methods allow a depth of inquiry to occur during the course of the study (Creswell, 2014). This study was focused on individuals at the human level and having details of the unique participants was a factor in selecting the qualitative method. This method provides continuous exploration into topics as the interviews were both flexible and evolving. The ability to probe into details and use follow-up questions was essential to the study's research objectives.

Research interviewing has both benefits and drawbacks (Kvale, 1996). The benefits in this study were that artifacts and observations could be captured which enriched the value of interviewing. In addition, the benefit of having the flexibility in asking both probing and clarifying questions enabled more in-depth responses. The primary challenge of research interviews was that they produced a tremendous volume of information that was difficult to analyze, absorb, and interpret (Creswell, 2014).

Participants

Kvale (1996) advised that a target sample size of 5–25 for research interview studies, depending upon the research question and the nature and depth of the inquiry. This study recruited a sample of seven individuals due to the nature of the intervention and the complexity and depth of the data being gathered.

The specific strategy used to recruit participants was a combination of criterion and convenience sampling, where participants satisfying certain conditions were recruited from the researcher's personal and professional network (Crabtree & Miller, 1992; Denzin & Lincoln, 1994).

Participants who believe they effectively navigate their work, nonwork, and personal life domains were recruited. Participants who satisfied the following criteria were selected for the study:

1. The participant is a full-time employee of a medium-sized or large corporation, defined as a corporation with at least $10 million in annual revenue (National Center for the Middle Market, 2017).

2. The participant holds an executive or senior leadership role in the corporation.

3. The participant regularly utilizes some form of flexible work arrangement (e.g., exclusive remote work, part-time telecommuting, flex time, or other modes of work). Participants who travel to a routine, designated work location were excluded.

4. The participant works in a boundaryless manner, meaning doing work at any time, any place, anywhere in the world.

5. The participant self-reports performing effectively in a professional capacity. Although there are substantial limitations to self-report data and participants may be strongly motivated to provide an overly positive assessment of their performance, it is beyond the scope of this study to assess participants' work performance.

6. The participant self-reports performing effectively in a nonwork capacity, meaning that nonwork commitments, demands, and personally meaningful activities (e.g., civic and community involvement, social responsibility, relationships with friends and family, managing the home) are sufficiently met.

7. The participant self-reports personal effectiveness, meaning sufficient or optimized physical, emotional, and mental well-being.

Participants believed to meet the criteria were emailed a study invitation (see Appendix A) to solicit their involvement in the study. Brief discussions were held with interested respondent to confirm they met the selection criteria and were interested in participating. In the event that prospective participants did not meet the criteria, they were thanked them for their interest and informed them they did not satisfy the criteria. If the criteria were met, a mutually convenient time for the intervention and interview was scheduled.

Ethical Considerations

This study was conducted under the supervision of the Pepperdine University Institutional Review Board. All human participant protections were observed. Confidentiality and consent procedures were used to protect the participants from risks to their personal mental, emotional, or physical health. In particular, each participant was provided with a consent form (see Appendix B). The form was reviewed with the participant, their questions were answered, and a signed copy was collected from the participant before proceeding. All data collected was de-identified to protect participant

confidentiality. Study data was stored in a password-protected file on the researcher's computer. Hard copies of the data produced during the intervention were stored in a locked cabinet accessible only to the researcher. After three years, all study data will be permanently destroyed.

Data Collection

Theoretical foundation. The deep assumptions approach for diagnosing culture, based on Schein's (2000) model of organizational culture was used as a tool to surface participants' behaviors, values, and core assumptions underlying their effective interrole facilitation. This approach has been described as being effective for uncovering the deepest levels of organization culture, which consists of the unexamined, tacit assumptions that guide behavior and have a powerful impact on the organization's effectiveness (Cummings & Worley, 2014). To unearth the core assumptions, the diagnosis process begins by creating an inventory of the most tangible level of awareness (observable artifacts). Concrete examples, such as daily routines, stories, rituals, and language help reveal such artifacts. Then, the behaviors that produced those artifacts were deduced and the values (what is believed to be important) that motivated the behaviors were determined. Finally, a process of deduction was used to determine the core beliefs underlying this constellation of values, behaviors, and artifacts. One deep assumptions approach for diagnosing organization culture utilizes an iterative interviewing process involving both outsiders and insiders. Due to the timing and resource limitations of the present study, a single in-depth interview with each participant was used to diagnose each participant's life domains.

Interview script. Each participant took part in one 90-minute interview. During the interview, an original 13-question interview script created for this study (see Appendix C) was used to gather data. The questions were organized into five sections:

1. Demographics. Six questions were used to gather the participants' demographic details, including age, marital status, number and age of any children, their work position and responsibilities, location of work, and nature of nonwork and personal life. These questions were critical for helping to contextualize the data.

2. Best day. Participants were asked to depict and describe their "best" day when they felt like they were operating just as they want, attending to each area in the amount that is best for them. They were invited to draw a picture of that day and asked for a detailed description. These questions solicited the artifacts and data to begin inquiry about interrole facilitation strategies.

3. Worst day. Participants were then asked to depict and describe their "worst" day when they felt like things just weren't working—whether in one, two, or all domains. They were invited to draw a picture of that day and asked for a detailed description. These questions solicited the artifacts and data to begin inquiry regarding the nature and causes of interrole conflict and when and how the participant's interrole facilitation strategies break down.

4. Uncovering behaviors, values, and assumptions underlying interrole facilitation. Six questions were used to uncover the behaviors, values, and core assumptions underlying the participants' best days. They also were asked about what changed when participants experience typical or "worst" days. These questions solicited data to answer research questions about the beliefs, values, and behaviors that support interrole facilitation.

5. Closing questions. Closing questions helped to diffuse any tension that built up during the interview and bring the interview to a point of completion. Participants were asked about the proportion of "best," typical, and "worst" days they have and what one thing they would you like to do, reflecting on what was discussed in the interview. They also were asked to offer any additional insights that were not yet shared. In two separate interviews, participants sent the responses to these questions via email shortly after the interview.

Administration. Each participant interview was conducted in a quiet, private location to facilitate confidentiality and comfort for the participant. Due to limitations in being face to face with all participants, 4 of the interviews were conducted virtually. The data provided by participants was recorded and transcribed for later analysis.

Data Analysis

Demographic data was used to create a descriptive profile of each participant and the sample in total. The remaining interview data was examined using content analysis as described by Miles, Huberman, and Saldaña (2013). The following steps were taken:

1. All interview notes were read to gain a sense for the range and depth of data gathered.

2. Each response was reviewed question by question to code meaning units. The following codes were used to initially classify the data: core beliefs, values, behaviors, work-related features of interrole facilitation, nonwork features of interrole facilitation, and personal features of interrole facilitation. Sub-codes were identified ad hoc based on the data.

3. Data was then reorganized based on the codes that emerged. Codes and their associated sub-codes were reviewed to confirm the appropriateness of the analysis. Codes were reworded, combined, or expanded as needed.

4. The number of participants reporting each code was calculated when the analysis was complete.

5. A second coder reviewed the data analysis for all the interviews to assess reliability. Where discrepancies were found in the results, the researcher and second coder discussed and agreed upon how the analysis would be revised.

Summary

This qualitative study identifies interrole facilitation strategies corporate executives and senior leaders use to enhance their personal and professional performance within boundaryless work contexts. Seven executives and senior leaders who work for a medium-sized to large corporation via a flexible work arrangement were recruited for this study using a combination of criterion and convenience sampling. Participants were interviewed using a 13-question script based on the deep assumptions approach to diagnosing organizational culture. Specifically, demographic data and descriptions of their "best" day and "worst day" were gathered as examples of participants' experiences of interrole facilitation and interrole conflict. The researcher and participant then

reflected on these descriptions to deduce the behaviors, values, and beliefs informing

their interrole facilitation strategies. The data was examined using content analysis.

Chapter 4 presents the findings from this research.

Chapter 4

Results

The purpose of this study was to identify interrole facilitation strategies corporate executives and senior leaders use to enhance their personal and professional performance within boundaryless work contexts. Three research questions were examined:

1. What does interrole facilitation and interrole conflict look like on a day-to-day basis?

2. What conditions contribute to and what behaviors, values, and core beliefs underlie effective interrole facilitation?

3. What conditions and behaviors contribute to interrole conflict?

This chapter reports the results of the study. Profiles of the seven participants interviewed in this study are presented first. Findings are then presented and organized by research question.

Participant Profiles

Seven participants who held an executive or senior leadership role in a medium-sized or large corporation, regularly utilized some form of flexible work arrangement, worked in a boundaryless manner, and self-reported professional, nonwork, personal effectiveness were interviewed as part of this study. Although names and other identifying information have been removed or given a pseudonym, profiles of the participants are as follows:

Barry is a 49-year-old married father of three teenage children. He is a general manager of a major division of a global plastics manufacturing company. He leads a globally dispersed team that oversees sales, manufacturing, and supply chain. Barry works from an office and from home. He travels about 20% of the time. Barry's best day involves dedicated time to be alone to decompress and to have space to think. His life

outside of work involves balancing his children's activities with his job and personal hobby of playing soccer.

Jeff is a 37-year old married father of two young children. Jeff is a vice president at an American multi-national manufacturer and marketer of home appliances. His team consists of 180 members located in North America, Asia, and South America. Most of Jeff's time is split between working in the office and extensive travel. He prefers to travel early to the office to take morning calls and then he takes advantage of the flexible work arrangement by leaving earlier in his day. Outside of work, Jeff runs his own business as owner and manager of multiple rental properties. Jeff's hobbies include running, working out, and gardening, and dedicating time to his children's activities.

Robyn is a 42-year-old married mother of three school-age children. Robyn is a senior manager at a diversified manufacturing company. Her work spans across an employee base of 40,000 employees. Robyn works exclusively from her home office. Her schedule changes daily to accommodate multiple time zones and conference calls that range from early mornings (6:00am) to late nights (9:00 or 10:00pm). Robyn is currently getting her master's degree in organizational leadership. She dedicates time to the multiple sports her children play and she steps in as a coach when her husband is traveling. Robyn and her husband enjoy remodeling homes and are currently working on a property on Cape Cod.

Sara is a 54-year old married mother of two adult children. Sara is the chief operating officer for an American multinational telecommunications conglomerate. Sara spends 40% of her time at the corporate office and 60% of her time is spent outside of the office, traveling to sites. Outside of work, Sara sits on one board in her industry as part of

her role in her company. She loves to cook, snow ski, hike, travel, and spend time in the outdoors.

Hannah is a 43-year-old married mother of a teenager. Hannah is a director at a global plastics manufacturing company. She leads a team of global leaders in Asia, Europe, and North America. Outside of work, her hobbies include traveling, fixing up her family's personal cottage, and caring for two rescue dogs. Hannah also helps lead the fundraising efforts for a local nonprofit organization.

Jon is 43-year-old married father of two school-age children. Jon is a director at a U.S.-based multinational software company. Jon manages a global team of 20 people located across North America, Europe, and Asia. He works 2 days at home and 3 days in the office each week. Outside of work, Jon spends his time attending his children's activities and sports and enjoys an active, healthy lifestyle. He also is a board member of a credit union.

Tom is a 50-year-old married father of three teenage children. Tom is a vice president at a publicly traded company that manufactures water quality products. His team is dispersed across Europe, the Middle East, and Africa. He travels roughly 6 days each month. Outside of work, Tom enjoys his hobbies of field hockey and rowing. He also organizes events for elderly people in his community.

Symptoms of Interrole Facilitation and Interrole Conflict

Participants were asked to describe their "best" day when they felt like they were operating just as they want, attending to each area in the amount that is best for them. Their descriptions were content analyzed to determine the characteristics or symptoms of interrole facilitation (see Table 1). Analysis indicated three categories of symptoms, each

of which was cited by all seven participants: personal health and wellbeing; productive, enjoyable workday; and sense of connection and support.

Table 1

Symptoms of Interrole Facilitation

Symptom	n
Personal Health and Wellbeing 　　Exercise and recreation (7) 　　Adequate personal time, relaxation, downtime (6) 　　Adequate sleep and nutrition (5)	7
Productive, Enjoyable Work Day 　　Completing interesting tasks that require a range of skills and yields a sense of accomplishment (4) 　　Adequate preparation and reflection time (4) 　　Achieving efficiency and effectiveness (3) 　　Calm and predictable day, absent of emergencies (3)	7
Sense of Connection and Support 　　Quality time with others at work and at home (7) 　　Spouse and/or family members share in household responsibilities (3)	7

N = 7

Regarding personal health and wellbeing, all participants described enjoying exercising and recreation on their best day. Barry stated, "Any day I'm playing soccer is a good day." Both Barry as well as Tom regularly play sports in adult recreational leagues. Tom also regularly walks throughout his day with his dog, alone or with his wife. "Exercise in the morning, during the day, and in the evening is important. A healthy mind enables productivity and breaking for a walk allows that to happen." Six participants additionally cited adequate personal time, relaxation, and downtime. For example, Hannah winds down by cooking with her husband and then watching their favorite show together. "We often choose shows that stimulate our thinking." Five participants mentioned getting enough sleep and having healthy meals.

Regarding having a productive, enjoyable work day, participants described completing interesting tasks that require a range of skills and yield a sense of

accomplishment (n = 4), having adequate preparation and reflection time (n = 4), and achieving efficiency and effectiveness (n = 3). Generally, these were made possible by having a calm and predictable day, absent of emergencies (n = 3). For example, as Jeff plans his day, he ensures an adequate balance of one-on-one meetings and team meetings in the morning. Jeff feels a sense of accomplishment and effectiveness when he "has the ability to influence a larger decision for a peer or leader in the organization that somehow impacts the direction." Moreover, the predictability and structure he built into his day was preserved by the fact that no emergencies arose and the day was calm.

In terms of sense of connection and support, all participants mentioned having quality time with others at work, at home, or in the community. Sara is an example of a participant showing a strong value of connectivity. Her core belief is that work does not become a replacement for your family, warning: "Don't take home the leftovers; take home the best of you." She shared this personal story: "I distinctly remember one night after the kids had gone off to college where my husband called me at 7:00 and said, 'I know the kids are gone, but we're still a family and I still need you home.' Sara now comes home to have dinner with her husband by 7:30 and finds time to talk to her kids during her commute. Jeff likes to utilize this morning to connect for 45 minutes as he helps get his 3 ½ year-old get ready for school by talking about her upcoming day. Three participants additionally pointed out that their spouse and/or other family members share in household responsibilities. Tom usually helps around the house in the mornings while others use their time to pick up children from school and start dinner.

Participants were then asked to depict and describe their "worst" day when they felt like things just weren't working in their professional, nonwork, and/or personal domains. The resulting descriptions were content analyzed to determine the symptoms of

interrole conflict (see Table 2). Analysis indicated three categories of symptoms:
compromised personal health and wellbeing (n = 6), compromised workday (n = 6), and
lack of connection and support (n = 6).

Table 2

Symptoms of Interrole Conflict

Symptom	n
Compromised Personal Health and Wellbeing	6
Stress, pressure, feeling out of control, sense of defeat (6)	
Lack of exercise and recreation (2)	
Inadequate personal time, relaxation, downtime (2)	
Inability to take care of personal needs (2)	
Inadequate sleep and nutrition (2)	
Compromised Workday	6
Lack of efficiency and effectiveness (6)	
Inadequate preparation and reflection time (4)	
Unpredictable and/or hectic day (5)	
Lack of Connection and Support	4
Discord and/or lack of quality time with others at work and at home (3)	
Spouse and/or family members don't share in household responsibilities (2)	

N = 7

Regarding compromised health and wellbeing, participants mentioned stress,
pressure, feeling out of control and feeling defeated (n = 6), lack of exercise and
recreation (n = 2), inadequate personal time, relaxation, downtime (n = 2), inability to
take care of personal needs (n = 2), and inadequate sleep and nutrition (n = 2). Sara
describes her worst day as starting as starting by leaving for a flight at 4 a.m., thus
already compromising her sleep, her exercise, and her personal time to grab a coffee
before starting her day at work. Barry shared that at the end of his worst day, "I get home
and am alone for dinner. I feel stressed, exhausted, depressed, and just want the day to be
over."

Regarding a compromised workday, participants mentioned lack of efficiency and effectiveness (n = 6), inadequate preparation and refection time (n = 4) and unpredictable and/or hectic day (n = 5). As an example, the very first moments of Jeff's worst day involves learning about issues in another part of the world. His personal planning and prioritization is immediately compromised as he now must troubleshoot and refocus on new priorities. He explains that the rest of the day is spent "continuously buying myself time to refocus on and adequately rethink through how to best reprioritize."

Regarding lack of connection and support, participants mentioned discord and/or lack of quality time with others at work and at home (n = 3) and spouse and/or family don't share in household responsibilities (n = 2). When Jon's child is sick at home, the unpredictability adds complexity, as his wife does not have the flexibility to stay home. He then has to make a judgment call if he can still work, or whether he needs to take a personal day. Either way, his inability to have complete focus affects his workday.

Contributors to and Factors Underlying Effective Interrole Facilitation

Participants were asked to reflect on their best days and deduce the behaviors, values, and core beliefs that informed and inspired their best days. Through the course of discussion and analysis, it additionally appeared that certain conditions within and outside the participants also served to precipitate their best days. These findings are described in the following sections.

Precipitating conditions. When participants were asked to describe their "best" day when they felt like they were operating just as they want, attending to each area in the amount that is best for them, the content was also analyzed to determine the precipitating conditions for interrole facilitation (see Table 3). Analysis revealed both external (n = 5) and intrapersonal (n = 7) conditions.

Table 3

Precipitating Conditions for Interrole Facilitation

Precipitating Condition	N
External Condition (n = 5)	
Predictability of work schedule	4
Flexible work options	4
Limited distractions	3
Intrapersonal Condition (n = 7)	
Self-awareness of personal needs	7
Self-awareness regarding preferred working style	7

N = 7

External conditions included predictability in work schedule (n = 4), flexible work options (n = 4), and limited distractions (n = 3). Jeff explained that as he completed his routine morning, he arrived at work after a predictable commute and reviewed an operations dashboard to detect any major challenges. He then described his day continuing with limited distractions and how he could then leave early to meet his personal needs:

> The time constraints become much less of an issue because I felt like I had accomplished what I needed to accomplish. As I was able to check off several boxes, I have no shame or no issue, taking off the rest of the day, working out, cutting the grass, or picking up the kids and doing the things that allow me to meet my definition of success.

Intrapersonal precipitating conditions for interrole facilitation included self-awareness of personal needs (n = 7) and preferred working style (n = 7). Awareness regarding preferred working styles created more opportunities for all participants to manage their day to accommodate their peak performance in their global roles. Hannah noted that "having intentionality in categorizing time based on [her] own personal brain activities" played an important role in her having successful workday.

Contributing behaviors. Participants were asked to identify the behaviors that made their best day possible. Using content analysis, intrapersonal, interpersonal, and planning and executing behaviors were identified (see Table 4).

Table 4

Behaviors Contributing to Interrole Facilitation

Behaviors	n
Intrapersonal Behaviors*	
Meeting personal needs	7
Honoring personal work styles	7
Interpersonal Behaviors*	
Connecting with others personally or professionally	7
Clearly communicating expectations and delegating	5
Planning and Executing Behaviors*	
Proactively planning schedule and allocating time to activities	7
Evaluating real-time priorities, balancing demands of personal and professional domains, and adapting approach as needed	7
Compartmentalizing activities and executing the plan	6
Accomplishing goals and meeting personal expectations	4
Taking advantage of flexible work options	4

$N = 7$; *Each macro theme was reported by all participants

Intrapersonal behaviors, mentioned by all participants, included meeting personal needs and honoring personal work styles. Personal needs included sleep, exercise, and relaxation and decompression. Robyn is consistent in her sleep schedule and healthy eating habits because she believes that "both of these are important for my physical health and my mental health." Personal work styles varied across participants, ranging from Barry's preference to decompress over lunch by reading, to Hannah's preference for a mixture of strategic and tactical work.

Interpersonal behaviors included connecting with others personally and professionally ($n = 7$) and clearly communicating expectations and delegating ($n = 5$).

Robyn demonstrated valuing connection in all domains of her life. She shared the following:

> After running with friends in the morning, my ideal day at work is connecting with the colleagues on interesting projects and creating team interactions. In the evenings, we also ideally eat dinner with the 5 of us at the dinner table.

Jon and his partner share connection and display the ability to collaboratively make decisions and share family leadership. They have clear expectations on who handles which tasks and responsibilities.

Planning and executing behaviors included actions such as proactively planning their schedules and allocating time to activities ($n = 7$); evaluating real-time priorities, balancing demands of personal and professional domains, and adapting approach as needed ($n = 7$); and compartmentalizing activities and executing the plan ($n = 6$). Barry organizes his day with a balance of execution and creativity. He explained, "The execution time revolves around the personal ability to clear out open items and the creative time includes talking through issues (brainstorming and dialoguing) to find solutions with people." When unexpected issues arrive, the ability to compartmentalize and reprioritize his day helps Barry to achieve success.

Underlying values. Participants then were asked to reflect on the behaviors they identified and consider, "What do these suggest about what is most, less, and least important to you?" Their responses were then content analyzed to determine the underlying values for interrole facilitation (See Table 5).

Analysis indicated that values related to intrapersonal, interpersonal, and execution concerns motivate interrole facilitation behaviors. Intrapersonal values concerned the importance of knowing their own work style preferences ($n = 7$), knowing their personal needs ($n = 7$), and balancing personal and professional domains ($n = 6$).

Jeff emphasized that balance became more important once he had children and

progressed to the vice president level in his organization:

> Earlier in my career, you go from a me, me, me to a more balanced approach of What is best for me? What is best for my family, What is best for the company? Balancing all of the priorities vs. allowing one priority to be so much more ahead of the others is important to ensure that none of the areas suffers as a result.

Table 5

Values Underlying Interrole Facilitation

Values	n
Intrapersonal (n = 7)	
Knowing my work style preferences	7
Knowing my personal needs	7
Balancing personal and professional domains	6
Interpersonal (n = 7)	
Connecting with others	7
Creating partnership with others	3
Execution (n = 7)	
Prioritizing tasks	6
Communicating effectively and transparently	5
Maintaining integrity regarding my commitments	3

N = 7

Interpersonal values concerned connection (n = 7) and partnership (n = 3) with

others. Hannah values the strong partnership with her husband and recognizes its

importance in the first part of her day when he makes coffee and brings it to her.

Execution values involved prioritizing tasks (n = 6), communicating effectively and

transparently (n = 5), and maintaining integrity regarding commitment (n = 3). The value

of execution was strong for Sara. She shared this value by stating, "Working hard and

having a good work ethic are critically important. It's about being reliable and having

integrity in your work."

Underlying core beliefs. The final step in the interview was to deduce the core

beliefs that gave rise to the values and behaviors participants described. Content analysis

of the beliefs voiced by participants indicated that five core beliefs were common across

participants (see Table 6).

Table 6

Core Beliefs Underlying Interrole Facilitation

Core Belief	n
Connection and high-quality interactions at work and at home are good for all concerned.	7
Self-care supports my well-being and success.	7
I have a valuable contribution to make. Hard work makes it happen.	6
Success requires active management of myself and my schedule.	5
Everyone needs grace and room to make mistakes.	1

N = 7

All participants expressed the belief that connection and high-quality interactions

at work and at home are good for all concerned. For example, Tom expressed:

> The perfect way to combine necessity with opportunity is through small talk and connectivity. If you have planned time to talk with others, they know you are there and time is used intentionally. If you're meeting with people and you're taking the time to be with them, you can focus and achieve more. … Meeting of family during breakfast or dinner is important

Another belief expressed by all participants was that self-care supports their well-being

and success. For Robyn, self-care means creating balance. She explained:

> Balance is critical for my career so that I can bring out my best. Being my best self directly impacts how I can be the best for my family. Eating healthy is important for your system. Being disciplined is critical to mental health.

Six of the seven participants indicated beliefs that they have a valuable

contribution to make and that hard work makes that possible. Tom asserted, "No one has

died from a hard day's work. Rather, it gives you energy!" Five participants noted that

success requires active management of themselves and their schedules. Jeff emphasized

his conviction about "being open with communication and being transparent about why

you're making your own decisions. You must be willing to be an independent decision

maker, regardless of whether that meets the social norm."

Contributors to Interrole Conflict

As a counterpoint to their best days, participants were asked to reflect on their

worst days and deduce the behaviors that led to these days. Through the course of

discussion and analysis, it additionally appeared that certain conditions within and

outside the participants also served to precipitate their worst days. These findings are

described in the following sections.

Precipitating conditions. Participants identified four precipitating conditions for

interrole conflict (see Table 7). Of these, two were cited by all participants: (a)

unanticipated issues and emergencies created pressures and demands and (b) distractions.

Tom described both of these in depicting a day where he arrived at the worksite but being

immediately consumed with calls from outside of site. As a result, he was trying to

complete his task list and reason for being there, but he was prevented from doing all the

things he needed to do.

Table 7

Precipitating Conditions for Interrole Conflict

Precipitating Condition	n
Unanticipated issues and emergencies created pressures and demands	7
Distractions	7
Time constraints that derail work style preferences	5
Authority figures creating new priorities	3

N = 7

Contributing behaviors. As with their best day, participants were asked to

deduce the behaviors that led to their worst days (see Table 8). Examination of the data

revealed four common behaviors, three of which were cited by all participants: focusing

solely on emergent challenges at hand, surrendering personal needs, and engaging in negative thinking. Jon explained that under the conditions of emergent events, it is easy to become absorbed on the priorities and challenges at hand to the expense of all else. Robyn added that on her worst days, running quickly falls off her schedule and the healthy eating she values for herself and her children also falls by the wayside. Sara shared that under such circumstances, it is easy to slip into negative thinking. She feels defeated and often thinks, "I can't do this."

Table 8

Behaviors Contributing to Interrole Conflict

Behaviors	n
Focusing solely on emergent challenges at hand	7
Surrendering personal needs	7
Engaging in negative thinking	7
Being distracted and unable to compartmentalize	6

N = 7

Participants' Reflections on the Research Process

Participants were asked to reflect on their experience taking part in the research process. Several participants expressed that the process was thought-provoking and inspiring. Participants also added that it was helpful way to articulate values and beliefs, which typically are not easy to pinpoint. Robyn emphasized, "It's eye-opening and a very powerful way of getting insights." Hannah expressed, "I appreciated the line of questioning. … I think it was surprising to me that I wasn't able to easily answer what my top values were, and we had to back into them through behaviors." Jon added:

> I think it was a bit difficult to articulate how your behaviors and values come to life. These things are just on autopilot for us. We don't usually consciously take the time to sit back and think about why we behave and make trade offs as it relates to work and life.

Notably, when asked to reflect on their best and worst days, most participants voiced the desire to reduce distractions and include their families into their days to a greater extent. Jon emphasized:

> Personally, I would like to set some new goals for myself to remove a few ancillary aspects of my life that distract from the important ones. I didn't mention during the interview, but we have jet ski's and enjoy boating as well. This is great...but again all of the things stretch us thin on the things that truly matter. I think taking the prioritization list that is in my head and restating my values and new behaviors I would like as a result of those values would be helpful.

Robyn similarly added that she wanted to:

> find ways to include my husband more. … Sort of sad, now that I look at it, that he isn't in our life much Monday through Friday and, while it's working, I don't think that is a good thing long term. Or, if we still can't involve him, we need to find ways to engage with him more remotely.

Summary

This chapter reported the results of the study. Participants' "best days" were characterized by personal health and wellbeing, productive and enjoyable workdays, and the sense of connection and support. External and intrapersonal conditions as well as a range of intrapersonal, interpersonal, and planning and executing behaviors were believed to support interrole facilitation. Participants' values and beliefs emphasized the importance of connection with others, self-care, contribution, and active management of themselves and their schedule. The next chapter provides a discussion of these results.

Chapter 5

Discussion

The purpose of this study was to identify interrole facilitation strategies corporate executives and senior leaders use to enhance their personal and professional performance within boundaryless work contexts. Three research questions were examined:

1. What does interrole facilitation and interrole conflict look like on a day-to-day basis?

2. What conditions contribute to and what behaviors, values, and core beliefs underlie effective interrole facilitation?

3. What conditions and behaviors contribute to interrole conflict?

This chapter provides a discussion of the results. Conclusions for each research question are presented first. Next, an Interrole Facilitation Model created by the researcher based on the study results, is presented and explained. Recommendations for individuals and organizational development practitioners are then outlined. Limitations of the study are acknowledged and suggestions for further research are offered. The chapter closes with an overall summary of the study.

Conclusions

Symptoms of interrole facilitation and interrole conflict. Study findings indicated interrole facilitation was indicated by personal health and wellbeing; having a productive, enjoyable workday; and experiencing a sense of connection and support. Personal health and wellbeing was characterized by having time for exercise and recreation; adequate personal time, relaxation, downtime; and adequate sleep and nutrition. Participants described productive, enjoyable workdays as those that involved completing interesting tasks that require a range of skills and yield a sense of accomplishment; having adequate preparation and reflection time; achieving efficiency

and effectiveness. Half the participants also noted that these days were calm and predictable, absent of emergencies. The sense of connection and support was achieved through quality time with others at work and at home and having their spouse and/or family members in partnership toward similar goals. In contrast, interrole conflict was characterized by the absence of these same factors, combined with stress, pressure, feeling out of control, and having a sense of defeat. Importantly, although these factors were rather common across participants, the relative importance of each of these elements and specifically how these were defined (e.g., what constitutes quality time) varied across participants.

The present study's findings contribute to the body of interrole facilitation, as little data currently documents specific behaviors contributing to the enhancement of interrole facilitation. In addition, the current literature does not include the internal and external precipitating conditions for interrole facilitation and interrole conflict. Complementing Demerouti et al.'s (2016) findings that interrole conflict is positively related to exhaustion, participants in the present study pointed out how fortifying and renewing individual's resources are related to effective interrole facilitation. Thus, the present study's findings validate current literature on interrole facilitation and offers insights about interrole facilitation strategies that could be useful as boundaryless work continues to rise.

Conditions, behaviors, values, and core beliefs contributing to interrole facilitation. Participants described several external and intrapersonal conditions that support the achievement of interrole facilitation. External conditions included the predictability of their work schedule, having flexible work options, and experiencing few

distractions. Intrapersonal conditions included self-awareness their personal needs and preferred working style.

Participants also identified several behaviors central to achieving interrole facilitation, including intrapersonal behaviors (meeting personal needs and honoring personal work styles); interpersonal behaviors (connecting with others personally or professionally, clearly communicating expectations and delegating); and planning and executing behaviors (e.g., proactively planning, evaluating and adjusting real-time priorities). Informing these behaviors were values and beliefs that emphasized the importance of connection, self-awareness and self-care, being effective and productive at work, and proactively managing one's life.

The present study's findings contribute to the body of literature on interrole facilitation, as little has been researched with regards to the behaviors enacted and conditions present in relation to interrole facilitation. Although work and nonwork are important life domains, additional life roles are important for well-being, such as the pursuit of "personal desires, activities, and interests in the work-nonwork interface, or simply me-time" (Demerouti et al., 2016, p. 117). Some strategies are the same for interfacing within the domains. The present study's findings share similarities in describing one way managing domains through *segmentation,* or intentionally compartmentalizing. Individuals have the ability to become more aware of their own personal needs and personal work style preferences and can then enact behaviors to enrich their interrole facilitation. The awareness of the conditions of interrole facilitation (e.g. flexible work options, limited distractions) and their ability to exercise behaviors that enable interrole facilitation both have the potential to create higher levels of personal resources (time, energy, and mood). When these personal resources are at healthy levels

and appropriate boundaries are in place, these resources help to reinforce and enrich personal interest and identity.

Conditions and behaviors contributing to interrole conflict. Examination of the data also revealed conditions and behaviors that led to interrole conflict. Such conditions included unanticipated issues and emergencies created pressures and demands, distractions, time constraints that derail work style preferences, and authority figures creating new priorities. The key behaviors that tended to result in interrole conflict included focusing solely on emergent challenges at hand—particularly when combined with participants' surrendering of their personal needs. Participants also described engaging in negative thinking and being distracted and unable to compartmentalize on their worst days.

These findings complement literature on interrole conflict. Demerouti et al. (2016) emphasized that awareness of interrole conflict creates opportunities to make adjustments for achieving higher self-efficacy. Awareness of the precipitating conditions creates a high level of understanding of interrole conflict, which increases the opportunities for creating new skill sets to make adjustments in service of achieving higher self-efficacy (Demerouti, 2012). Additionally, calling out these conditions creates the opportunity to explore the depleting behaviors that follow which can lead to consuming more personal resources than needed.

Interrole Facilitation Model

Based on this study's findings, an interrole facilitation model was developed that describes the ideal functioning of an individual in all domains of their life when their beliefs and values are successfully enacted (see Figure 1). The model describes the balance between well-being, connection, and efficacy (the ability to produce a desired or

intended result). The model is customizable in that it is based on the beliefs and values of the individual: Beliefs inform the size and nature of each "slice" (i.e., well-being, connection, and efficacy). The size and nature of each component comprise the overall gestalt, resulting in the person's unique definition of a balanced life.
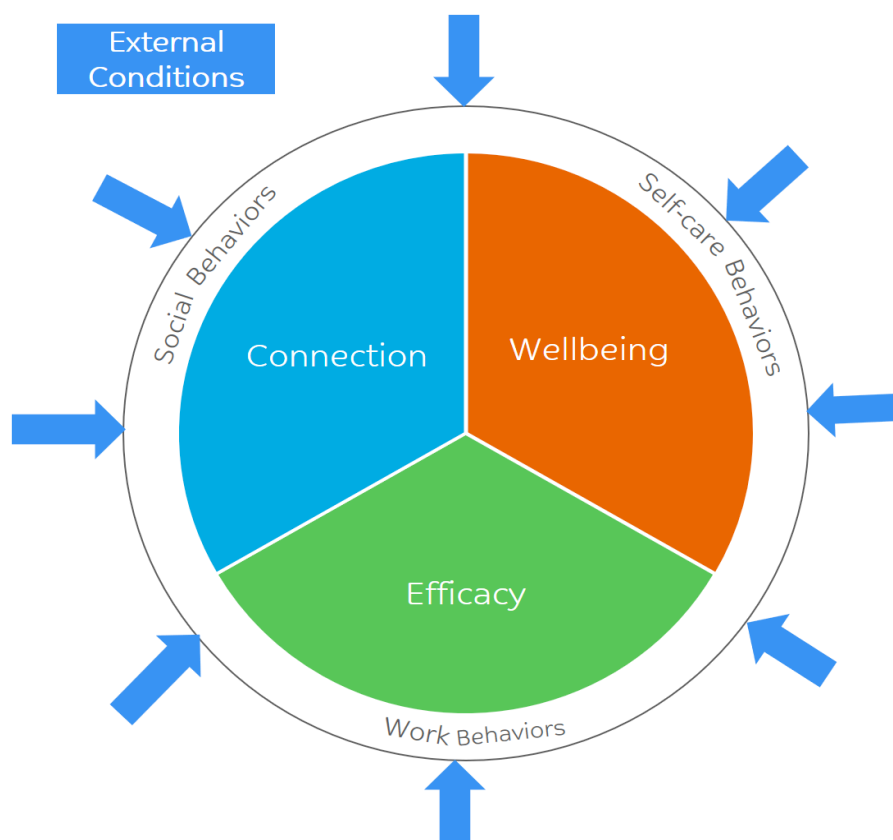

Figure 1: Interrole Facilitation Model

Behaviors serve as a protective layer: when the individual enacts his or her ideal behaviors, balance is sustained. The individual's choice to increase, reduce, change, or abandon their ideal behaviors affect the size and nature of each "slice," potentially compromising that person's ideal balance and risking interrole conflict.

Conditions in the environment also continually act upon the behaviors, either supporting or threatening them. When the conditions threaten the individual's ideal

behaviors, prompting the individual to reduce or abandon the behavior, balance is threatened. For example, if the individual's sense of balance relies on running outside in the morning, inclement weather (an external condition) threatens the individual's running behavior. If the individual opts to skip running, balance is thus threatened.

The next section describes how individuals and organizational development practitioners may use these concepts and this model to promote balance and enhance personal and professional performance.

Recommendations

Three suggestions are offered to individuals—whether they are executives or other professionals—based on the results of this study:

1. Define one's own version of success. Although the topics of wellbeing, efficacy, and connection were evident across the participants' accounts, it was equally evident that the relative importance of these topics and the nature of what this constituted varied greatly across participants. Therefore, it is critical for individuals to define their own versions of success in as much detail as possible. Questions to consider during the definition process include: What are your beliefs concerning these topics? How important is each topic? What are the important factors within each topic? What behaviors will help fulfill the goal in each area?

2. Place oneself in supportive personal and professional environments that share or support one's own definition of success. Although the participants in this study appeared to have self-awareness and know what they wanted in each of the three identified areas, conditions within their environments acted to support (in cases of interrole facilitation) or threaten (in cases of interrole conflict) their preferred balance. This underscores the importance of finding supportive environments once one's definition of success is understood. Without a supportive environment, one's preferred balance may be under constant threat. In contrast, interrole facilitation may be rather easy to sustain when the individual finds personal and professional settings that are congruent with his or her own view of success.

3. Create contingency plans to mitigate the effects of threatening conditions. All participants were able to identify "worst" days when everything went wrong. Moreover, on such days, participants described not being able to recover and shift from a state of interrole conflict to interrole facilitation. These findings point to the importance of proactively creating contingency plans to mitigate

the effects of threatening conditions and enacting self-agency to help maintain one's preferred balance on "bad days." For example, although one might proactively plan a predictable workday, unexpected challenges may interfere. In such cases, the individual might have in place a plan to request help with the emergency so that the predictable workday could be restored.

Additionally, organizational development practitioners may use the Interrole Facilitation Model as a coaching tool to help clients manage and monitor their professional and personal choices. Specifically, practitioners may use the Model to illustrate the dynamics of interrole facilitation, how it is enacted, and how one's environment can support or threaten the balance. Practitioners may then guide their clients through the steps outlined above to help define their success, find supportive environments, and create contingency plans to help maintain balance.

Limitations

Three limitations affected this study: small sample size, self-report bias, and difficulty of the data collection process. First, this study relied upon a small sample of seven individuals. Therefore, the data should be considered exploratory and reflective of the individuals in the sample. Moreover, the findings are not generalizable to other populations. Future qualitative studies that wish to generate more transferable findings should use larger sample sizes—ideally of at least 25 (Kvale, 1996). Quantitative or mixed method studies should utilize even larger samples (Punch, 2005).

Second, this study relied on self-reported data, which is subject to a wide range of biases, such as hypothesis guessing, socially desirable answering, and more. For example, this study intended to gather data from individuals who were effective in their work, nonwork, and personal domains and who achieved effective interrole facilitation among these three. Given the constraints of this project, the researcher had to trust the participants' judgment and it was not possible to verify their claims of efficacy.

Therefore, it is possible that participants were less effective than they reported; alternately, highly effective individuals may have judged themselves ineffective and excluded themselves from the study. Future research should incorporate screening procedures (e.g., other raters, observation, nominations) to help verify participants' claims of effective interrole facilitation.

Third, it would be helpful to have inquired about the participants' typical day rather than best or worst days, as many participants stated that their worst days rarely happen. For future studies, researchers should conduct as many pilot interviews as needed to develop a sense of familiarity and mastery in conducting the process.

Suggestions for Continued Research

Two suggestions for continued research are offered based on this study. First, this study uncovered various external conditions that act upon participants' behaviors, serving to either support or threaten their ability to achieve interrole facilitation. What was not revealed in this study was the range of intrapersonal and interpersonal conditions that act to support or threaten the behaviors. For example, it is reasonable to surmise that meeting one's personal needs first requires the intrapersonal condition of awareness of those needs. A coworker's or family member's chronic mental or physical condition (an interpersonal condition) additionally would influence one's ability to achieve interrole facilitation. Future research would be beneficial to identify the range of such conditions, as these likely have strong influence on interrole facilitation.

A second suggestion for research emerges from the observation that when asked about their worst day, many participants described a pivotal event that threw their day off and then they never recovered balance that day. Therefore, it would be highly beneficial in future research to examine how people course correct once conditions have threatened

behaviors such that interrole conflict is occurring. In other words: How do individuals turn from interrole conflict to interrole facilitation? This future research likely would utilize a semi-structured interview protocol where participants recall such a day and walk through the various events, decisions, and behaviors, that allowed them to recover balance.

Summary

In recent decades, the world has become increasingly interconnected, producing boundaryless conditions for workers to stay within their personal environments while conducting work tasks (Mitchell, 2003). This produces unprecedented opportunities—and challenges—with being ever-present both at work and at home: Employees are "always on" and available 24 hours a day, 7 days a week, 365 days a year. Maintaining so-called balance often is not sustainable, especially as pressure mounts, suggesting the need to erect appropriate boundaries between domains or to design strategies to navigate them (Demerouti et al., 2016). This qualitative study examined the strategies corporate executives and senior leaders use to enhance their personal and professional performance within boundaryless work contexts.

Seven executives and senior leaders who work for a medium-sized to large corporation via a flexible work arrangement were recruited for this study using a combination of criterion and convenience sampling. Participants were interviewed using a 13-question script based on the deep assumptions approach to diagnosing organizational culture. Specifically, demographic data and descriptions of their "best" day and "worst day" were gathered as examples of participants' experiences of interrole facilitation and interrole conflict. The researcher and participant then reflected on these

descriptions to deduce the behaviors, values, and beliefs informing their interrole facilitation strategies. The data was examined using content analysis.

Days when participants effectively achieved interrole facilitation were characterized by personal health and wellbeing, having a productive, enjoyable workday, and experiencing the sense of connection and support. Interrole conflict was experienced as the absence of these, combined with stress, pressure, feeling out of control, and having a sense of defeat. Various intrapersonal, interpersonal, and planning and executing behaviors were identified as supporting interrole facilitation. Moreover, external conditions (e.g., predictability of work schedule) and intrapersonal conditions (e.g., awareness of personal needs) were believed to either support or threaten the behaviors needed to achieve interrole facilitation. Participants' values and beliefs emphasized the importance of connection with others, self-care, contribution, and active management of themselves and their schedule.

Based on the results of this study, individuals are advised to define what their version of success looks like, to place themselves in supportive personal and professional environments that share or support their definition of success, create contingency plans and enact their self-agency to mitigate the effects of threatening conditions. Organizational development practitioners may wish to utilize the Interrole Facilitation Model for themselves to help them manage and monitor their own professional and personal choices or use the model as a coaching tool to help their clients manage and monitor their professional and personal choices. Further research is advised to (a) uncover a wider range of intrapersonal and interpersonal conditions that act on interrole facilitation behaviors and (b) identify recovery strategies to help individuals regain a state of interrole facilitation even when interrole conflict has occurred.

References

Adisesh A. (2003). Occupational health practice. In D. Snashall & D. Patel (Ed.), *In ABC of occupational and environmental medicine* (pp. 6-11). London, UK: BMJ.

Baker, E., Israel, B., & Schurman, S. (1996). Role of control and support in occupational stress: An integrated model. *Social Science and Medicine, 43*(7) 1145-1159.

Burke, R. J. (1998). Work and non-work stressors and well-being among police officers: The role of coping. *Anxiety, Stress and Coping, 10*, 1–18.

Carlson, D. S., & Kacmar, K. M. (1996, August). Work-nonwork conflict in the organization: Do life role values make a difference? Paper presented at annual conference of the Academy of Management, Cincinnati, OH.

Carlson, D. S., & Perrewé, P. L. (1999). The role of social support in the stressor–strain relationship: An examination of work–family conflict. *Journal of Management, 25*(4), 513-540.

CEB. (2016, February 19). Gauging the gig economy: New numbers. Retrieved from https://www.cebglobal.com/talentdaily/gauging-the-gig-economy-new-numbers/

Clark, S. C. (2000). Work/family border theory: A new theory of work/family balance. *Human Relations, 53*(6), 747-770.

Clark, S. C., & Farmer, P. M. K. (1998, October). Living in two different worlds: Measuring cultural and value differences between work and home, and their effect on border-crossing. Paper presented at the Institute of Behavioral and Applied Management Annual Conference, Orlando, FL.

Coats, D., & Max, C. (2005). Healthy work: Productive workplaces. Why the UK needs more "good jobs." London, UK: The Work Foundation. Retrieved from www.theworkfoundation.com/research/healthy_work.jsp

Crabtree, B. F., & Miller. W. L. (1992). *Doing qualitative research.* Newbury Park, CA, Sage.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.

Cummings, T. G., & Worley, C. G. (2014). *Organizational development and change.* Stamford, CT: Cengage.

Deloitte. (2017). Rewriting the rules for the digital age: 2017 Deloitte global human capital trends. Retrieved from https://www2.deloitte.com/content/dam/Deloitte/us/Documents/human-capital/hc-2017-global-human-capital-trends-us.pdf

Demerouti, E. (2009, April 16–18). Introducing the work–family-self balance: Validation of a new scale. Paper presented at III Community, Work and Family conference, Utrecht, The Netherlands.

Demerouti, E. (2012). The spillover and crossover of resources among partners: The role of work–self and family-self facilitation. *Journal of Occupational Health Psychology, 17*, 184–195. http://dx.doi.org/10.1037/a0026877

Demerouti, E., Martínez Corts, I., & Boz, M. (2013). A closer look at key concepts of work–nonwork interface. In J. G. Grzywacz & E. Demerouti (Eds.), *New frontiers in work and family research* (pp. 34–53). East Sussex, UK: Psychology Press.

Demerouti, E., Sanz-Vergel, A. I., Petrou, P., & van den Heuvel, M. (2016). How work–self conflict/facilitation influences exhaustion and task performance: A three-wave study on the role of personal resources. *Journal of Occupational Health Psychology, 21*(4), 391–402.

Denzin, N. K., & Lincoln, Y. S. (1994). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.

Dodu, N. (2005). Is employment good for well-being? A literature review. *Journal of Occupational Psychology, Employment and Disability, 7*, 17-33

Friedman, H. S., Prince, L. M., Riggio, R. E., & DiMatteo, R. (1980). Understanding and assessing nonverbal expressiveness: The affective communication test. *Journal of Personality and Social Psychology, 39*(2), 333–351. doi:10.1037/0022-3514.39.2.333

Folkman, S., & Lazarus, R. S. (1988). Coping as a mediator of emotion. *Journal of Personality and Social Psychology, 54*(3), 466-475.

Grandey, A. A. (2000). Emotion regulation in the workplace: A new way to conceptualize emotional labor. *Journal of Occupational Health Psychology, 5*(1), 59–100.

Griffiths, J. (2017, October 11). What is the gig economy and how many people are part of it? The temporary labour market defined. *The Sun.* Retrieved from https://www.thesun.co.uk/money/3985964/gig-economy-meaning-definition-temporary-labour-market-uber-deliveroo/

Gröpel, P., & Kuhl, J. (2009). Work–life balance and subjective wellbeing: The mediating role of need fulfilment. *British Journal of Psychology, 100*, 365–375. http://dx.doi.org/10.1348/000712608X337797

Grzywacz, J. G., & Marks, N. F. (2000). Journal of Occupational Health Psychology. *Journal of Occupational Health Psychology, 5,* 111-126.

Hall, D. T., & Richter, J. (1988). Balancing work life and home life: What can organizations do to help? *Academy of Management Executive, 11*, 213-223.

Hecht, T. D., & McCarthy, J. M. (2010, July). Coping with employee, family, and student roles: Evidence of dispositional conflict and facilitation tendencies. *Journal of Applied Psychology, 95*(4), 631-647.

Hewlett, S. A. (2002, April). Executive women and the myth of having it all. *Harvard Business Review.* Retrieved from https://hbr.org/2002/04/executive-women-and-the-myth-of-having-it-all

Hochschild, A. R. (2012). *The managed heart: Commercialization of human feeling.* Berkeley, CA: University of California Press.

Katz, D., & Kahn, R. L. (1978). *The social psychology of organizations* (2nd ed.). New York, NY: Wiley.

Kaufmann, G. M., & Beehr, T. A. (1986). Interactions between job stressors and social support: Some counterintuitive results. *Journal of Applied Psychology, 71*(3), 522-526.

Kirchmeyer, C. (1993). Nonwork to work spillover: A more balanced view of the experiences and coping of professional women and men. *Sex Roles, 28,* 1–22.

Korn Ferry Hay Group. (2018). The six global megatrends you must be prepared for. Retrieved from http://www.haygroup.com/en/campaigns/the-six-global-megatrends-you-must-be-prepared-for/

Kreiner, G. E., Hollensbe, E. C., & Sheep, M. L. (2006). On the edge of identity: Boundary dynamics at the interface of individual and organizational identities. *Human Relations, 59*, 1315–1341. http://dx.doi.org/10.1177/0018726706071525

Kvale, S. (1996). *Interviews.* Thousand Oaks, CA: Sage.

Lambert, S. J. (1990). Processes linking work and family: A critical review and research agenda. *Human Relations, 43,* 239-257.

Lapierre, L. M., & Allen, T. D. (2006). Work supportive family, family support- ive supervision, use of organizational benefits, and problem focused coping: Implications of work family conflict and employee well being. *Journal of Occupational Health Psychology, 11*(2), 169–181.

Layard R. (2004, April). Good jobs and bad jobs (CEP occasional paper No. 19). London, UK: Centre for Economic Performance.

Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping.* New York, NY: Springer.

Marr, B. (2017, December 4). 9 technology mega trends that will change the world in 2018. *Forbes.* Retrieved from https://www.forbes.com/sites/bernardmarr/2017/12/04/9-technology-mega-trends-that-will-change-the-world-in-2018/#137ac0655eed

Miles, M. B., Huberman, A. M., & Saldaña, J. (2013). *Qualitative data analysis: A methods sourcebook.* Thousand Oaks, CA: Sage.

Millet, J. (2017, October 26). The 2018 human resources trends to keep on your radar. *Forbes*. Retrieved from http://www.forbes.com/sites/ forbeshumanresourcescouncil/2017/10/26/the-2018-human-resources-trends-to-keep-on-your-radar/#5708b30721b3

Mitchell, W. J. (2003). *Me++: The cyborg self and the networked city.* Cambridge, MA: MIT Press.

Nanji, A. (2017, March 9). The average age and tenure of C-Suite executives. Retrieved from https://www.marketingprofs.com/charts/2017/31713/the-average-age-and-tenure-of-c-suite-executives

National Center for the Middle Market. (2017). Promoting growth of the U.S. middle market. Retrieved from http://www.middlemarketcenter.org/Media/Documents/ MiddleMarketIndicators/2017-Q3/InfoSheet/NCMM_InfoSheet_2017_web_ updated.pdf

Nelson, D. L., & Simmons, B. L. (2003). Health psychology and work stress: A more positive approach. In J. C. Quick & L. E. Tetrick (Ed.), *Handbook of occupational health psychology* (pp. 97-119). Washington, DC: American Psychological Association.

Nippert-Eng, C. (1996). *Home and work.* Chicago, IL: University of Chicago Press.

Northouse, P. G. (2012). *Leadership: Theory and practice.* Thousand Oaks, CA: Sage.

Parker, K., & Patten, E. (2013, January 30). The Sandwich Generation: Rising financial burdens for middle-aged Americans. Pew Research Center. Retrieved from http://www.pewsocialtrends.org/2013/01/30/the-sandwich-generation/

Piazza, C. F. (2008). *Virtues of a cyborg workplace: The ethical challenges of managing a dispersed workforce* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database (UMI No. 3336377)

Pleck, J. H. (1977). The work–family role system. *Social Problems, 24*, 417–427. http://dx.doi.org/10.2307/800135

PWC. (2017). Workforce of the future: Competing forces shaping 2030. Retrieved from https://www.pwc.com/gx/en/services/people-organisation/workforce-of-the-future/workforce-of-the-future-the-competing-forces-shaping-2030-pwc.pdf

Rock, D., & Page, L. (2009). *Coaching with the brain in mind: Foundations for practice.* New York: Wiley.

Rotundo, D. M., Carlson, D. S., & Kincaid, J. F. (2003). Coping with multiple dimensions of work-family conflict. *Personnel Review, 32*, 275-296.

Rovira, T., Fernandez-Casatro, J., & Edo, S. (2005). Antecedents and consequences of coping in the anticipatory stage of an exam: A longitudinal study emphasizing the role of affect. *Anxiety, Stress & Coping: An International Journal, 18*(3), 209-225.

Schein, E. H. (2000). *Organizational culture and leadership.* San Francisco, CA: Jossey-Bass.

Shah, H., & Marks, N. (2004). *A well-being manifesto for a flourishing society.* London, UK: New Economic Foundation.

Sonnentag, S., Binnewies, C., & Mojza, E. J. (2008). "Did you have a nice evening?" A day-level study on recovery experiences, sleep, and affect. *Journal of Applied Psychology, 93*, 674–684.

Staines, G. L. (1980). Spillover versus compensation: A review of the literature on the relationship between work and non-work. *Human Relations, 33,* 111-129.

Suls, J., & Fletcher, B. (1985). The relative efficacy of avoidant and nonavoidant coping strategies: A meta-analysis. *Health Psychology, 4*(3), 249-288.

Tamres, L. K., Janicki, D., & Helgeson, V. S. (2002). Sex differences in coping behavior: A meta-analytic review and an examination of relative coping. *Personality and Social Psychology Review, 6*, 2-30.

Tarafdar, M., Tu, Q., Ragu-Nathan, T. S., & Ragu-Nathan, B. S. (2011). Crossing to the dark side: Examining creators, outcomes, and inhibitors of technostress. *Communications of the ACM, 54*(9), 113-120.

Ten Brummelhuis, L. L., & Bakker, A. B. (2012). A resource perspective on the work–home interface: The work–home resources model. *American Psychologist, 67*, 545–556.

Thomas, L. T., & Ganster, D. C. (1995). Impact of family-supportive work variables on work-family conflict and strain: A control perspective. *Journal of Applied Psychology, 80*(1), 6-15.

Waddell, G., & Burton, A. K. (2006). *Is work good for your health and well-being?* London, UK: TSO. Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/214326/hwwb-is-work-good-for-you.pdf

Watts, G. W. (2012). The power of introspection for executive development. *The Psychologist-Manager Journal, 15,* 149-157.

Weller, C. (2017, August 16). 4 mega-trends that could change the world by 2030. *Business Insider.* Retrieved from http://www.businessinsider.com/mega-trends-could-change-world-by-2030-2017-8

Yukl, G. A. (2012). *Leadership in organizations* (8th ed.). Englewood Cliffs, NJ: Prentice Hall.

Zeidner, M. (1993). Personal and contextual determinants of coping and anxiety in an evaluative situation: A prospective study. *Personality and Individual Differences, 16*, 899–918.

Zeidner, M. (1995). Adaptive coping with test situations: A review of the literature. *Educational Psychologist, 30*, 123–133.

Zusman, R. R. (2009). *The choices between our work and nonwork roles: Applying behavioral reasoning theory and the life-role-value concept* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database (UMI No. 3373590)

Appendix A: Study Invitation

Greetings!

I am conducting research on how executives and senior leaders balance their lives inside and outside of work given the complexities of flexible work arrangements. This is part of my master's in organizational development at Pepperdine University.

I am writing to request your participation in this study. Participation will involve one a 1- to 1½-hour, in-person or telephone conversation with me to discuss the strategies that you use to ensure your own personal and professional effectiveness. The conversation would be scheduled at a time and location convenient for you.

To participate, you need to meet the following criteria:
1. You are a full-time employee of a medium-sized or large corporation, defined as a corporation with at least $10 million in annual revenue.

2. You hold an executive or senior leadership role in the corporation.

3. You regularly utilize some form of flexible work arrangement (e.g., exclusive remote work, part-time telecommuting, flex time, or other modes of work).

4. You work in a boundaryless manner, meaning doing work at any time, any place, anywhere in the world.

5. You consider yourself effective at work; outside of work (i.e., doing any civic, community, social, family, or at-home activities important to you); and in your personal life (i.e., you maintain hobbies you enjoy and have sufficient or optimized physical, emotional, and mental well-being).

Participation is voluntary and confidential. You would not be isdentified in the study and any answers you provide would be pooled with others' responses and reported in aggregate.

Would you please let me know if you are willing to participate in my study?

I sincerely thank you for your help!

Appendix B: Consent Form

PEPPERDINE UNIVERSITY
Graziadio School of Business and Management

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

INTERROLE FACILITATION STRATEGIES FOR ENHANCED PERSONAL AND PROFESSIONAL PERFORMANCE WITHIN BOUNDARYLESS WORK CONTEXTS

You are invited to participate in a research study conducted by Bethany Jones, MS candidate, and Julie Chesley, PhD at Pepperdine University, because you are an executive or senior leader a medium-sized or large corporation, regularly use some form of flexible work arrangement, work in a boundaryless manner, and believe you effectively meet the demands of your professional and personal life. Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. You will also be given a copy of this form for your records.

PURPOSE OF THE STUDY
The purpose of this study was to identify interrole facilitation strategies corporate executives and senior leaders use to enhance their personal and professional performance within boundaryless work contexts.

STUDY PROCEDURES
If you volunteer to participate in this study, you will be asked to take part in a 1- to 1½-hour, in-person or telephone conversation. You will be asked questions about how you ensure your own personal and professional effectiveness.

POTENTIAL RISKS AND DISCOMFORTS
The potential but highly unlikely risks associated with participation in this study include possible emotional upset as you think about your experiences related to how you balance your personal and professional life. To decrease the impact of these risks, you can stop participation at any time and/or refuse to answer any interview question.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY
While there are no direct benefits to the study participants, there are several anticipated benefits to society, which may include guiding future research or creating services to help people enhance their personal and professional performance.

CONFIDENTIALITY
The records collected for this study will be confidential as far as permitted by law. However, if required to do so by law, it may be necessary to disclose information collected about you. Examples of the types of issues that would require me to break

confidentiality are if disclosed any instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The data will be stored on a password protected computer in the principal investigator's place of residence. The data will be stored for a minimum of three years. The researcher will record your answers in a password-protected document and a unique identifier (such as "Participant 1") will be assigned to your information. Any information you share that could uniquely identify you (such names, places, or events unique to you) will be given a fake name.

The data will be stored on a password protected computer in the researcher's residence for three years after the study has been completed and then destroyed.

SUSPECTED NEGLECT OR ABUSE OF CHILDREN
Under California law, the researcher(s) who may also be a mandated reporter will not maintain confidential any information about known or reasonably suspected incidents of abuse or neglect of a child, dependent adult or elder, including, but not limited to, physical, sexual, emotional, and financial abuse, or neglect. If any researcher has or is given such information, he or she is required to report this abuse to the proper authorities.

PARTICIPATION AND WITHDRAWAL
Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

ALTERNATIVES TO FULL PARTICIPATION
The alternative to participation in the study is not participating or only completing the items for which you feel comfortable.

INVESTIGATOR'S CONTACT INFORMATION
You understand that the investigator is willing to answer any inquiries you may have concerning the research herein described. You understand that you may contact Bethany Jones at [contact information omitted], or Julie Chesley at [contact information omitted] if you have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION
If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University 6100 Center Drive Suite 500 Los Angeles, CA 90045, [contact information omitted].

Appendix C: Interview Scripts

<u>Introduction and Welcome</u>
Thank you for agreeing to participate in my study! Today, we will be discussing how you navigate three life domains:
1. Nonwork: responsibilities and obligations outside of the work domain, including responsibilities related to family structures, social activities, civic involvement, and personal obligations (e.g., chores, errands).

2. Work: responsibilities and obligations related to one's workplace, including the mental, emotional, physical, and other demands of one's work role.

3. Personal: activities (e.g., so-called me-time) used to fulfill one's personal identity, sense of self, and personal desires as well as personal resources such as time, energy, mood, and self-efficacy.

Specifically, I will be asking you about what it looks like when you are feel like you are at your best and what's happening to help you get there. In this study, operating at your best occurs when the things you do in one domain produces benefits and enhances your performance in another domain. For example, your engagement in work produces gains in your personal life, or vice versa.

Do you have any questions before we begin?

<u>Demographics</u>
1. Age
2. Marital status
3. Children (number, age)
4. Tell me about your work position and what it involves.
5. Where do you work (at home, in the office, combination?)
6. What is your life like outside of work? (pastimes, interests, commitments)

<u>Best Day</u>
First, I would like you to take 7-8 minutes to draw a picture of one of your best days—when you felt like you are operating just as you want, attending to each area in the amount that is best for you. [Provide various sizes of paper and a variety of colored pencils, pens, or markers]

7. Please tell me, in as much detail as possible, about this kind of day.
[probe for rich details—who, what, where, when, start from very beginning of the day, go to very end of the day]

8. What did it feel like to have a day like this? Any noteworthy thoughts or reactions?

Worst Day

Now, I would like you to take 7-8 minutes to draw a picture of an opposite day—one where things just weren't working—whether in one, two, or all domains. [Provide various sizes of paper and a variety of colored pencils, pens, or markers]

9. Please tell me, again in as much detail as possible, about this kind of day.
[probe for rich details—who, what, where, when, start from very beginning of the day, go to very end of the day]

10. What did it feel like to have a day like this? Any noteworthy thoughts or reactions?

Uncovering Behaviors, Values, and Assumptions Underlying Interrole Facilitation

Behavior
1. What are the behaviors that made your best day possible?
2. What's different as you move toward your typical or worst day?

Values
3. If these are your best behaviors, what do these suggest about what is most, less, and least important to you?
4. What's different as you move toward your typical or worst day?

Core Assumptions/Beliefs
5. When you contemplate your best day, including what it looks like, what behaviors you enact, and what's important to you, what do these suggest about your basic assumptions about your work and your life outside work?
6. What's different as you move toward your typical or worst day?

Closing Questions

11. About what proportion of your days would you say are best days, versus typical or worst days?

12. What resonated most with you during the interview? What one thing would you like to do, reflecting on all we discussed here today?

13. Is there anything else you would like to share relevant to the study that we haven't discussed?

Thanks so much for your participation!