

A matter of love: Exploring what enables work-family enrichment

ABSTRACT

This study provides understanding on the conditions that enables work-family enrichment. Using a sequential mixed-method approach (Creswell, 2003), we analyze qualitative and quantitative data. Based on our qualitative results from a total of 30 interviews with six dual-income couples with children in Spain we propose a model that is tested on 302 employees of an organization located in Chile. We find that there is a unique resource generated in the family role only which we define as “agape love.” The more individuals experience agape love, the enriched lives they have, under the condition that they are disposed to make a prosocial difference and have experienced enrichment in the past. Implications and future research directions are discussed.

Keywords: work-family enrichment, dual-income couples, agape love, work and family resources

INTRODUCTION

Positive experiences and outcomes can emerge from the interaction of work and family roles (Barnett & Rivers, 1996; Friedman & Greenhaus, 2000; Marks, 1977; Sieber, 1974). Research demonstrates that men with children are more satisfied and committed to their careers than childless men (Friedman & Greenhaus, 2000); also that professional women find a source of psychological and emotional support in their personal lives that provide them with opportunities to enrich interpersonal and leadership skills that enhance their effectiveness in management roles (Ruderman, Ohlott, Panzer, & King, 2002). Furthermore, parental commitment is associated with career satisfaction and performance, and marital commitment is linked with lower strain and higher career satisfaction and performance (Graves, Ohlott, & Ruderman, 2007). Likewise, marital satisfaction is related to job satisfaction and marital discord to job dissatisfaction (Rogers & May, 2003).

The process through which experiences in one role improve the quality of life of the other role is referred to as “work-family enrichment” (Greenhaus & Powell, 2006). A growing number of studies have shown that enrichment is related to positive outcomes such as higher job satisfaction and work engagement and lower turnover intentions (see for example Baral & Bhargava, 2010; Hakanen, Peeters, & Perhoniemi, 2011; Russo & Buonocore, 2012). Whereas much focus has been placed on the effects of enrichment, little is known about what enables resources to be transferred from one role to the other (Greenhaus & Singh, 2003). Yet, examining this question is of paramount importance as opening the “black box” of work-family enrichment will help understand how resources in a domain are accumulated and channeled to another domain.

With this purpose, we use a sequential mixed-methods approach (Creswell, 2003) and analyze qualitative and quantitative data generated for this study. We conducted a total of 30

interviews with six dual-income couples with children in Spain, from which we developed a model that we later tested on 302 employees of an organization located in Chile. We selected these two countries because they both share a common cultural heritage and many key socio-political features that make them comparable and allow for a greater external validity.

Combining these two data sources enabled us to (a) explore the conditions under work-family enrichment happens and (b) test whether the relations between resources generated in a role and enrichment are associated with the identified conditions.

Our study makes several contributions. First, it advances our knowledge of why some individuals experience more enrichment than others. It does so by examining the conditions under which enrichment happens. Second, it identifies factors that produce benefits that are transferred from one role to another and sheds light into the origins of the positive experiences. Third, our paper contributes to the literature on work-family by identifying and understanding the phenomenon not only from the perspective of the focal person but also from the perspective of the family, in this case a working spouse. Furthermore, responding to a call (Eby, Casper, Lockwood, Bordeaux, & Brinley, 2005) for more qualitative research – that adds to the approximately 10 percent of current work-family literature – we contribute to a deeper understanding of the process of managing the work-family interface, not only to the understanding of the consequences. Finally, using a Spanish speaking sample we expand the scope of work-family phenomena, which has mostly been developed in Anglo-Saxon countries (see for example Poelmans et al., 2003).

THEORETICAL FRAMEWORK

Work-family enrichment theory

Work-family enrichment (WFE) theory is grounded on the expansionist theories of Sieber (1974) and Marks (1977). Sieber's (1974) role accumulation theory posits that

participation in multiple roles generates rewards such as role privileges, status security, status enhancement, and role performance personality enrichment and ego gratification. Thus, rewards acquired in one role as a by-product of social relationships may be reinvested in other roles. In a similar vein, Marks (1977) proposed that multiple roles are not only a source of strain but can also create energy that is used to enhance experiences in other roles.

Extending the work of these two authors, Greenhaus and Powell (2006) propose that enrichment occurs when experiences in one domain (work or family) improve the quality of life — understood as high performance and positive affect — in another domain (family or work). They propose that resources generated in one role and transferred to another role might include *skills and perspectives* (e.g. multitasking skills), *psychological and physical resources* (e.g. self-esteem), *social capital* (e.g. advice), *flexibility* (i.e. discretion to determine when and where to carry out role duties), and/or *material resources* (e.g. money, gifts). Individuals can instrumentally transfer the resources if they perceive the latter as applicable and compatible with the demands of the receiving role which is salient to them (Hunter, Perry, Carlson, & Smith, 2010; Weer, Greenhaus, & Linnehan, 2010). Individual's positive affect can also trigger the transfer of resources and improve the receiving role (Siu et al., 2011).

Past research on work-to-family enrichment and family-to-work enrichment

Most studies on enrichment have focused on its outcomes. In their meta-analysis study, McNall, Nicklin, and Masuda (2010) show that work-to-family and family-to-work enrichment are associated to job satisfaction, affective commitment, and wellbeing. While work-to-family enrichment has a stronger effect on work-related outcomes, family-to-work enrichment is strongly related to non-work-related outcomes. Longitudinal studies support this domain specific perspective. Lu (2011) shows that work resources, lead to work-to-family enrichment which in turn increases job satisfaction over time. This is also the case for family

resources, family-to-work enrichment, and family satisfaction. Likewise, Hakanen and colleagues (2011) find that job resources, work-to-family enrichment, and work engagement reciprocally influence each other over time; they also find that family-to-work enrichment influences both home resources and marital satisfaction. Other outcomes resulting from enrichment include increased affective organizational commitment (Wayne, Randel, & Stevens, 2006), and perception of psychological contract fairness (Taylor, DelCampo, & Blancero, 2009), as well as lower turnover intentions (Russo & Buonocore, 2012) and absenteeism (ten Brummelhuis, ter Hoeven, De Jong, & Peper, 2013).

An increasing number of studies on enrichment have also examined its antecedents and its role as a mediator mechanism. Tement and Korunka (2013) find that positive affectivity is associated with greater enrichment. Similarly, Wayne and colleagues (2006) find that individuals' identity and emotional support is also related with increased enrichment. Work-life balance policies, work-family culture, job characteristics, and support from supervisor, peers, and family predict work-to-family enrichment while job characteristics and family support predict family-to-work enrichment (Baral & Bhargava, 2011). Likewise, Molino, Ghislieri, and Cortese (2013) find that supervisor support and job security increased enrichment via opportunities for professional development.

Enrichment also mediates the relationship between schedule flexibility and both job satisfaction and family performance (Carlson, Grzywacz, & Kacmar, 2010); between flexible work arrangements and both job satisfaction and turnover intentions (McNall, Masuda, & Nicklin, 2010); between job characteristics and job outcomes (job satisfaction, organizational commitment and organizational citizenship behaviors); and between supervisor support and affective commitment (Baral & Bhargava, 2010).

QUALITATIVE STUDY

The growing body of literature has advanced our knowledge on what predicts enrichment and what enrichment leads to. Yet, the process through which enrichment occurs, and the conditions under which enrichment results, still remains a black box. The purpose of our qualitative study is to understand how resources in a role are accumulated and channeled to another domain. When designing our research, we were mindful of the role of family members in the enrichment process, and for that reason we decided to get their input to understand their experiences and perceptions. To that end, we interviewed the focal person's spouse, too.

QUALITATIVE METHOD

Sample and procedure

As enrichment is a continuous variable, we sought to interview people with different levels of work-family positive experiences in order to gain a broad understanding of the phenomenon. With this aim, we sent an online survey to 157 managers participating in an executive program of a large Spanish business school. The survey contained Hanson, Hammer and Colton (2006) 22-item scale (*e.g.* “*skills developed at work help me in my family life*”, “*being in a positive mood at home helps me to be in a positive mood at work*”). We obtained 90 complete questionnaires, from which we chose our interviewees using the diverse case selection method (Gerring, 2007). To be included on our sample interviewees had to represent extreme cases of demanding work and family lives. Thus, we considered individuals who worked full-time, were married (or in a stable relationship) to a working spouse, and had at least one child under 18 still living at home. Among those that complied with these conditions, we decided to select six focal respondents (and their spouses): two representing with the highest scores of enrichment ($M = 4.14$, $M = 4.68$), two mid-range ($M = 3.68$, $M =$

3.77), and two representing the lowest scores ($M = 2.82$, $M = 3.14$). All selected participants, and their spouses, agreed to be in the sample.

Each of these dual-income, heterosexual, couples completed a profile sheet containing demographic questions regarding their work and family life (see Table 1). All interviewees were Spanish except for one of the spouses who was Peruvian. Of the focal respondents, five were men and one was a woman. The average age was 39.7 and all had a university degree. The average work experience was 16.8 years and all worked full-time. The average age of the spouses was 39.5 and three of them held a university degree. The average work experience was 15.5 years and all spouses except one worked full-time. On average couples had been together for 16.5 years, and had between one and four children.

 Insert Table 1 about here

Interviews

We designed an interview questionnaire based on the WFE theoretical model, WFE literature, and experts' feedback. Prior to the main interviews, we conducted four pilot interviews with two married couples with dependent children to ensure that respondents understood the questions and provided answers within the scope of our research question. We checked that questions were phrased in a way that would prevent social desirability. The pilot interviews also allowed for the identification of a set of preliminary codes. By the fourth pilot interview the gathered data was sufficient to allow for the creation of a set of relevant and clear questions to be asked in the main study.

Each of the six dual-income couples was interviewed five times (four single and one couple interview) for a total of 30 interviews (see Appendix A). Interviews were face-to-face

and were conducted in the respondent's office, home, or at the business school. Each interview took an average of one hour, for a total of 30 hours of interviews that were tape recorded and transcribed verbatim for analysis. Each couple received an executive summary of our findings and a €100 restaurant voucher to thank them for their participation.

Analysis

We conducted the data analysis in two stages. First, the lead author worked with two PhD students who acted as research assistants to produce a four to five page narrative summary for each couple. This process allowed us to focus and comprehend the uniqueness of each couple as we aimed to preserve the stories (Riessman, 2008). In the second stage, we conducted a thematic analysis (Riessman, 2008). In this stage, the constructs of the WFE theory guided our analysis. We tried to preserve the stories "intact" while discovering common thematic elements across interviews (sequence, time, and place). We cycled back and forth between data and theory as we compared emerging themes from the data to existing theory within and across interviews. We used Atlas.ti version 5.2 to manage our data.

More specifically, in the second stage of the analysis, the lead author and another PhD student, acting as research assistant, independently conducted a line-by-line codification of the data of one couple. Together we generated 190 first-level codes which were then reduced into more abstract second-level codes (48 of them) and subsequently grouped into categories and subcategories (Miles & Huberman, 1994), generating a codebook with common themes and their descriptions that was discussed and established between the two independent coders. Differences that emerged between the two coders were discussed with the participation of the second author until agreement was reached. Based on the codebook the rest of the five cases were analyzed and roughly 100 new first-level codes emerged and were integrated into the

codebook. It was evident that some themes were more salient than others because they repeatedly appeared in the data.

QUALITATIVE RESULTS

Organizational and home factors enhancing work and family resources

In line with the work-family enrichment theory, participants' work and family roles generated skills and perspectives, flexibility, psychological and physical resources, and social capital. Material resources emerged only in the work role. Most importantly, we found a resource that is only generated in the family role. We labeled it *agape love*, consisting of unconditional self-giving, sacrifice, trust, and spirituality. The following extracts exemplify this resource: "*The love and care you receive is key, to have that trust that you can rely on someone, in my case it's my wife*" (husband, C5I3). "*The love you have for your own child is essentially different from any other kind of love*" (husband, C3I2).

While organizational factors enhanced resources generated in the work role, home factors contributed to resources produced in the family role. The organizational factors that we identified are well-established constructs in the management literature. They include the nature of the job (task itself and job characteristics), hygienic factors (salary, interpersonal relations, working conditions, and work-life balance policies), and organizational structure (size and hierarchy of the company). The following quotation illustrates the first two factors: "*Well, the fact that I work for a lawyer's office means that it is a complex work, but also that I get a very satisfactory salary. On the other hand, since it is complex and very technical, it makes me feel good professionally too. At the same time, the people I get to meet for work reasons are very interesting because the clients are executives and my peers are excellent lawyers too*" (wife, C1I3).

Home factors include couple congruence, parenting experience, and share of caring responsibilities. *Couple congruence* refers to the extent spouses fit with one another in terms of life expectations, core values, personality traits, and professional profiles. Congruence implies similarity but also complementariness. For instance, one of the respondents affirms: “*My wife’s understanding is key, because we have complementary qualities, complementary tastes. So, I do not have to justify every single thing I want to do, or every single decision I make regarding the home or the family. We considerably agree in the important things in life*” (husband, C1I3).

Parenting experience consists of parenthood (being a mother or father), co-parenting (raising children with spouse), and the relationship with children. The following quote illustrates how parenting experience contributes to family resources: “*As you see them growing, how they develop, how they become their own person, in each stage of life they contribute to you with different things. When they are still small they bring you novelty, their dependency on you. They give you the pleasure of educating and teaching them. When they grow a little older, there are the games, the comments, the reflections they make and they share with you their worries and concerns. When they grow mature you can think more with them*” (wife, C2I2).

Finally, *share of caring responsibilities* refers to the extent child- and homecare tasks are shared and managed by the couple (and external support, e.g., grandparents, nanny), and contribute to family resources as exemplified in this quote: “*We decided one thing when we both had very similar jobs. We decided to — which is also one of the reasons why I did the MBA and not her because she could have done it too — we decided to create a family and it was clear to us that we could not possibly keep up with the same pace of work, around twelve to thirteen hours per day. When we had our first daughter, we still had this situation and it was very difficult. We needed much help from the grandparents and we also realized that our*

daughter was not reacting well. We were sad with this situation. We decided that one of us would lower the work expectations. This was my wife. Of course, this has definitely helped my career” (husband, C6I3).

Conditions for transfer of resources

Our study shows that the instrumental decision to apply resources from one role to another role is not always intentional or even conscious. This is not surprising as unconscious thoughts, feelings, and behaviors are the drivers in daily life (Bargh, 2007) and represent a large part of daily behavior (Andersen, Moskowitz, Blair, & Nosek, 2007). We primarily identified two conditions under which enrichment happens; motivation and previous enrichment experience.

First, *motivation* is a set of psychological processes that directs, energizes, and sustains action (Mitchell & Daniels, 2003; Ryan & Deci, 2000) and drives the transfer process. The type of motivation depends on the enrichment direction. Prosocial motivation, or the driving force based on a concern for others (Grant, 2007), facilitates work-to-family enrichment. For instance, individuals apply what they learn from work to better educate their children, to manage their home more effectively, and to maintain and raise the quality of life of the family members. *“With new knowledge that I obtain from work, I can contribute to the children with new things. When they come to me with a problem, I can help them. The more I know, the more I can help them, and the more I can teach them”* (wife, C6I1).

Prosocial and intrinsic motivation, or the driving force based on individuals’ interest or enjoyment of the task (Ryan & Deci, 2000) facilitates family-to-work enrichment. For instance, individuals consult their spouses in order to understand a particular topic in their job, receive work-related advice, or gain alternative explanations of a work situation. The following quotation is from a school teacher who accepted managerial responsibilities. *“They*

offered me to take it and I accepted, yet I didn't have any obligation to have an additional responsibility in the institute. For me it was a matter of personal development." The respondent sought advice from her husband regarding her new task: *"Now I am responsible for the budget of the school and I sometimes need the help of my husband since he knows this topic"* (wife, C3I1 and C3I3). In this representative case, family resources are transferred to the work domain to meet intrinsic motives, such as personal development and enjoyment.

Second, *previous enrichment experience* facilitates the enrichment process. Once individuals experience the enrichment in Role B through Role A, they return to Role A seeking more of those benefits. The following quote shows how a respondent frequently consults his spouse for work-related support and advice. *"When I finish work I always need someone with whom to unwind, someone who knows me and tries to understand where I come from. For me this is crucial. It helps me to keep balance. So, we talk a lot, she understands me very well, sometimes she offers me solutions and other times she offers me suggestions. I like having her opinion"* (husband, C6I1). Another respondent illustrates how her daughter's skills help her work in an ongoing manner: *"My daughter is much better than I with IT, so I ask her to help me from time to time to improve my presentations"* (wife, C2I1).

QUANTITATIVE STUDY

Findings from the qualitative study inform how enrichment happens. In this stage of the research we quantitatively test those findings. First, the qualitative material highlighted the organizational and home factors which contributed to generate work-family resources. Second, it showed how work-family enrichment occurred. Building on these results, our next research question focuses on testing the model we developed. We specifically focus on the new resource (agape love) and its effects on work-family enrichment. As agape love is particular to the family domain, we posit that love for the spouse and love from children will

positively relate to family-to-work enrichment. That is, the more individuals love and feel loved at home, the more they will enrich their work life via their family life.

Prior research has already documented concrete effects of love by and for the focal person. Compassionate love – feelings, cognitions, and behaviors that are focused on caring, concern and tenderness towards others – drives people to engage in supportive behaviors because of enhanced sensitivity to the other person’s distress (Collins et al., 2014). Receiving support is important in that those who experience more supportive relationships have better mental health, higher levels of life satisfaction, and lower rates of morbidity and mortality (Holt-Lunstad & Smith, 2012; Lakey & Orehek, 2011). In a similar vein, a study found that an organizational culture of companionate love – feelings of affection, compassion, caring, and tenderness for others – at the workplace, is positively associated to engagement and negatively to withdrawal behavior (Barsade & O’Neill, 2014).

In addition, we hypothesize that love from the spouse and for children will more positively relate to family-to-work enrichment when prosocial motivation and past work-family enrichment experience is high compared to when it is low. Prosocial motivation is the desire to make a positive difference in people’s lives (Grant, 2007). As Grant’s (2008) literature review shows, prosocial motivation is associated with higher levels of persistence, performance, and productivity across various tasks, jobs, and extra-role behaviors. When individuals experience love and are inclined to help others, their willingness to enrich other parts of their lives as much as possible, might be stronger.

QUANTITATIVE METHOD

Sample and Procedure

In order to test our model, the second and third authors of this project was in charge of collecting data as part of a research project carried out by the research center of a European business school in collaboration with a Chilean business school. The latter contacted the Chilean company offering a final report as an incentive to participate in the study. All information given to the company was at the aggregate level and no respondent could be identified. Questionnaires were administered in Spanish. The scale items from the questionnaire were translated from its original English version to Spanish using back translation (Brislin, 1986). The responses were collected either in paper or electronic format which had an identical layout. In total, 605 employees were contacted that yielded in 302 responses (49.9 percent response rate). The final sample included 96 percent male and the average age was 48 years ($SD = 9.28$). The average tenure was 7.7 years ($SD = 6.3$). The majority has children (71 percent) and in a romantic relationship (77.5 percent).

Measures

Family-to-work enrichment. To measure family-to-work enrichment (FWE), we used Stanko's (2011) four-item measure. Consistent with our conceptualization – and unlike measures of enrichment (e.g., Carlson, Kacmar, Wayne, & Grzywacz, 2006) – this four-item scale measures an experience that may improve performance in the receiving role but does not necessarily do so. An example is, *“Fulfilling my work responsibilities has enriched the interpersonal skills I need to succeed at home”* and are rated in a seven point scale (1=totally disagree to 7=totally agree). The four items were averaged to create a scale score ($\alpha=0.94$).

Love from spouse. To measure love from spouse (LFS), we adapted four items from the love attitudes scale short form from Hendrick, Hendrick, and Dicke (1998). Items include, *“My partner would rather suffer him- / herself than let me suffer”*, *“My partner cannot be happy unless he / she place my happiness before his / her own”*, *“My partner is usually willing to sacrifice his / her own wishes to let me achieve mine”*, and *“My partner would*

endure all things for my sake". Each item consist of a seven point scale (1=totally disagree to 7=totally agree). The four items were averaged to create a scale score ($\alpha=0.90$).

Love for children. To measure love for children (LFC), we adapted three items from the love attitudes scale short form from Hendrick, Hendrick, and Dicke (1998). Items include, "*I would rather suffer myself than let my child / children suffer*", "*I cannot be happy unless I place my child / children happiness before my own*", and "*I would endure all things for the sake of my child / children*". Each item consist of a seven point scale (1=totally disagree to 7=totally agree). The three items were averaged to create a scale score ($\alpha=0.76$).

Past experience of enrichment. To measure past experience of enrichment (PEE), we use two questions developed for this study: "*I can think of instances when experiences at home helped me to be more effective in my job.*" and "*I remember situations when the advice I've received at home has helped me to be more effective in my job*". Each item consist of a seven point scale (1=totally disagree to 7=totally agree). The two items were averaged to create a scale score ($\alpha=0.85$).

Prosocial motivation. To measure prosocial motivation (PSM), we used a four item's scale measure developed by Grant (2008). The person is asked "*Why are you motivated to do your work?*" and sample items include "*Because I care about benefiting others through my work.*" and "*Because it is important to me to do good to others through my work.*" Each item consist of a seven point scale (1=totally disagree to 7=totally agree). The four items were averaged to create a scale score ($\alpha=0.90$).

Control variables. Single items were used to measure collaborators children (no=0, yes=1), and the employees' relationship status (not in a relationship=0, in a relationship=1).

Analysis

Our model was tested in three interlinked steps. First, we tested the direct relationship between love for spouse (LFS) and family-to-work enrichment (FWE), and love for children (LFC) and family-to-work enrichment (FWE). We test these relationships through a regression. Once we established these relationships, we test the moderating effect of past enrichment experience (PEE) and prosocial motivation (PSM) over the relationship between LFS and FWE, and LFC and FWE. We test the two moderating effects through a regression. Finally, we test the two models together. We used STATA 13 (Rabe-Hesketh & Skrondal, 2008) software packages for data analysis.

QUANTITATIVE RESULTS

The descriptive statistics of our main variables are in Table 2. All Cronbach alphas are above the acceptable level for the number of items (Cortina 1993).

 Insert Table 2 about here

We multiply love for spouse (LFS) with relationship in order to include only respondents who report being in a relationship. Also, we multiply love for children (LFC) by children in order to include only people with children. We tested the direct relationship between LFS and family-to-work enrichment (FWE), and between LFC and family-to-work enrichment (FWE). Our exploratory analysis shows that there is a positive relationship between LFS and FWE ($B=1.01$, $SE=0.046$, $p<0.001$), and also between LFC and FWE ($B=0.878$, $SE=0.035$, $p<0.001$).

Then, we test the moderating effect of prosocial motivation (PSM) and past enrichment experience (PEE) on the relationship between LFS and FWE, and between LFC and FWE. To test these relationships we test the direct effect and also we build interaction terms (Aiken & West, 1991). Results of our analysis show a positive effect of PSM ($B=0.55$, $SE=0.97$, $p<0.001$) and a small negative moderating effect of PSM ($B=-0.051$, $SE=0.02$, $p<0.01$) on the relationship between LFS and FEW and also a positive effect of PEE ($B=0.406$, $SE=0.09$, $p<0.001$) and no moderating effect on the relationship between LFS and FWE. Our results also show a positive effect of PSM ($B=0.478$, $SE=0.72$, $p>0.001$) and a small negative moderating effect of PSM ($B=-0.028$, $SE=0.14$, $p>0.05$) on the relationship between LFC and FEW, and a positive direct effect of PEE ($B=0.48$, $SE=0.070$, $p>0.001$) and no moderating effect of PEE on the relationship between LFS and FEW (See Figures 1a, 1b, and 1c).

 Insert Figures 1a, 1b, and 1c about here

Finally, we include all variables of both models. Results in Table 3 show that, there is a significant effect of LFS on FWE ($B=0.342$, $SE=0.138$, $p>0.01$), also that there is a partially significant effect of LFC on FWE ($B=0.069$, $SE=0.043$, $p<0.1$). There is also a positive effect of PSM ($B=0.697$, $SE=0.117$, $p>0.001$) and a positive effect of PEE ($B=0.245$, $SE=0.119$, $p>0.05$). There is a small negative moderating effect of PSM on the relationship between LFS and FWE ($B=-0.064$, $SE=0.024$, $p<0.01$), and a positive significant moderating effect of PEE on the relationship between LFC and FWE ($B=0.036$, $SE=0.017$, $p>0.05$). There is no significant moderating effect of PEE on the relationship between LFS and FWE and also there is no significant moderating effect of PSM on the relationship between LFC and FWE.

 Insert Table 3 about here

GENERAL DISCUSSION

The aim of the present study was to examine the conditions under which enrichment happens. We identified factors that impact the resources that are generated in a role and shed light into a more comprehensive transfer process that specifically explains why enrichment occurs.

First, we found a resource, agape love, that had not previously been considered, and which is exclusive to the family domain. Agape love is distinct from psychological and physical resources (e.g., having self-esteem because spouse values him/ her) and social capital resources (e.g., information benefits acquired by consulting his/her spouse). Moreover, love as presented in this study is beyond affect. Individuals might establish affective bonds resulting in friendship or professional relations with high quality connections (Dutton & Heaphy, 2003). However, the positive affect which managers might feel for their work colleagues pales out in comparison to marital and parental love. Marital love entails exclusivity, and both marital and children's love entails the desire to sacrifice oneself to help the other in his or her personal endeavors. While agape love has an affective dimension, affect is not equivalent it, as it also entails a cognitive dimension, i.e. the rational decision to love. This might also be the reason why participants claimed, "*My job is replaceable but my family is not*" (C1I3). "*Until you have it, you have no idea what it is to have a spouse who loves you, children who love you for who you are and vice versa*" (C4I3). Future research should examine more closely the effects of this critical dimension of family relationships on enrichment which might also help explain why most studies find that family-to-work

enrichment is substantially stronger than work-to-family (Greenhaus & Powell, 2006). To focus on family and raise our knowledge of how family affects work is crucial for a research field that claims to study work and family, yet predominantly focuses on work.

Second, our study reveals that the organizational and home factors that enhance the resources obtained from work and family roles differs. Organizational factors consist of nature of the job, hygienic factors, and organizational structure. Home factors include couple congruence, parenting experience, and share of caring responsibilities. One of the main differences between the factors in these two domains is that home factors are inherently relational. This does not mean that the person can neglect the relational aspect at work. However, interpersonal relations are but one of the organizational categories of factors contributing to work resources, while at home, the relationships with spouse, and children, and potentially other family members, make up for the total contribution of the family domain. Hence, relations with family members might be of critical importance because there are no “substitutes” as in the case of work.

Third, people might be unconscious and/or lacking the intention to transfer resources yet might still lead to enrichment if there is previous enrichment experience. Individuals learn through experience, knowledge, and perceptions from everyday life and diverse disciplines (Argyris, 1976). Once resources in Role A are transferred to Role B and improve its performance, individuals might repeat the process because they learned from it. Thus, previous enrichment experiences might lead to a virtuous circle of enrichment. However, this might only be for a specific resource and not for other resources until their positive outcomes have been experienced.

Finally, the findings of this study indicate that different levels in enrichment might be triggered by consciousness versus unconsciousness and intentionality versus un-intentionality

aspects of enrichment. By comparing survey scores, narratives, and interviews, we were able to understand more profoundly these differences. Given the unconsciousness of the process, individuals might actually have more enriched lives than they think they do. Indeed, there was a discrepancy between survey and interview data specifically among those who obtained low scores. Furthermore, rather than considering the enrichment process only (transferred resources, enrichment path, and enrichment direction), context might also play a role in explaining the high scores as shown by the narratives and interviews. Among the two participants who obtained the highest scores, one participant had worked for the last fifteen years in a family-owned business with his wife. As parents, they regularly shared the situation of the company with their four children. The other participant had worked twenty years in the same multinational organization and had a strong attachment toward it. Metaphorically speaking, the brand she worked with was another child of hers as it had “the age of my daughter.” In both cases work and family lives were beyond integration as they had merged to become one.

IMPLICATIONS FOR PRACTICE

Our findings have practical implications. First, managers who want to have more skilled and competent employees should realize that resources can be transferred from the home domain. Family support policies might help individuals manage work and family demands better, but they do not automatically translate into enrichment. Consider for instance flexible working hours. The availability of this policy (organizational factor) allows individuals greater flexibility (a work resource). Yet, it is up to individuals’ discretion whether to use it or not. Once individuals decide to use this resource, they have a choice to either spend time with family or elsewhere, e.g., hobbies. While the latter might be a good thing, it might not necessarily make individuals better spouses or parents. Conversely, spending time with children might not necessarily imply better family performance; if what

children need is cognitive engagement (e.g., actively reading with them), yet what they get is physical presence (e.g., being in the same space with them) enrichment might still not happen.

Second, managers should be aware that resources that are given to enrich, might in fact lead to work-family conflict. The salaries individuals earn are material resources used for living and other purposes (e.g., future investments). One of the reasons individuals are driven to have high status, well-paid jobs might be for the well-being of the family (e.g., vacations abroad, good education). However, that same job might require long hours of work that could enhance time-based and strain-based work-family conflict, such that work and family demands can no longer be fulfilled simultaneously specifically because of time and energy constraints.

Finally, organizations interested in promoting work-family balance should include in their family friendly policies training on WFE and the importance of proactivity of individuals in this process. In particular, organizations should offer training to their managers so they understand the extent to which collaborators' home life and resources can enhance their performance at work. One of the key reasons formal policies are not used in companies tends to be managerial reluctance to let employees use them. The more managers understand and value the importance of their collaborators' family life for work, the more they will foster their ability to experience enrichment.

LIMITATIONS OF CURRENT STUDY

As with any research, this study is not without limitations. First, the sample size of the qualitative study was modest. However, the cases included in the sample were carefully selected through a demanding process to ensure the quality of data. Then the interviewees were intensively interviewed, both by themselves and together with their spouses. Finally,

their spouses were interviewed as well. Thus, the authors made an explicit trade-off and opted to do in-depth analyses of fewer cases carefully selected.

Another source of limitation for the results of this study comes from our qualitative sample profile, which consisted of highly educated people with relatively well-paid jobs. As we were interested in dual-income couples, we selected participants that represented extremely demanding work and family situations. Thus, the findings of our study might not reflect enrichment processes in households with different conditions such as being a single parent or other samples, e.g., lower education level, blue-collar jobs. This calls for more research with other samples before moving to a quantitative stage.

Moreover, the nature of our quantitative sample might also be considered a source of limitations as all data is self-reported, and comes only from employees in one company. If possible, future research should include different companies and responses from employees, their spouses, and/or significant others (e.g. children, other household members).

Finally, another limitation emerges from the authors as researchers with an implicit worldview and personal convictions. The three researchers are personally invested in their work and family roles and are inclined toward a positive view of work and family as complementary life spheres. This could bias us toward an over-positive analysis of the results. To prevent this effect we involved three research assistants in different stages of data collection and data analysis. These precautions do not guarantee the limitations coming from the researchers' own bias, yet they did possibly alleviate them.

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TABLE 1 Demographic data of sample of qualitative study

	Couple 1		Couple 2		Couple 3	
Initials (sex)	Husband (focal respondent)	Wife	Wife (focal respondent)	Husband	Husband (focal respondent)	Wife
Age	43	42	47	47	39	40
Education	University / PhD	University	University	Not finished	University	University
Yrs work exp	20	14	24	25	15	14
Yrs in current org	7	3	20	2	8	14
Hrs of work	Full (50 hrs)	Full (40 hrs)	Full (50 hrs)	Full (40 hrs)	Full (50 hrs)	Full (37.5 hrs)
Profession	Lawyer	Lawyer	Director	Sales	General Director	Teacher
Managerial level	Top	-	Top	Freelancer	Top, Owner	-
Industry	Utilities	Legal	Pharmaceutical	Services	Consulting	Education
Yrs together	9		32		17	
No of children (age)	2 (4 and 5 yrs)		2 (11 and 18 yrs)		2 (6 and 9 yrs)	
Child/home care	Equal		Unequal (♂ more than ♀)		Unequal (♀ more than ♂)	
Home support	Yes		Yes		Yes	
Mean:3.67	2.82 (low)	2.23 (low)	4.14 (high)	3.68 (mid)	3.68 (mid)	3.68 (mid)

	Couple 4		Couple 5		Couple 6	
Initials (sex)	Husband (focal respondent)	Wife	Husband (focal respondent)	Wife	Husband (focal respondent)	Wife
Age	36	35	39	39	34	34
Education	University	University	University	Finishing	University	University
Yrs work exp	12	13	19	16	11	11
Yrs in current org	3	N/A	15	15	3	4
Hrs of work	Full (40 hrs)	Full (40 hrs)	Full (50 hrs)	Part (20-25 hrs)	Full (40 hrs)	Full (40 hrs)
Profession	Publicity	Director	Director	Sales	Finance	Accounting
Managerial level	Owner	-	Top, Owner	Manager, Owner	Manager	Owner
Industry	Publicity	Cinematography	Commerce	Commerce	Automobile	Consulting
Yrs together	9		21		11	
No of children (age)	1 (less than 2 yrs)		4 (6, 9, 10 and 12 yrs)		3 (2 months, 4 and 6 yrs)	
Child/home care	Unequal (♀ more than ♂)		Unequal (♀ more than ♂)		Unequal (♀ more than ♂)	
Home support	Yes		Yes		Yes	
Mean:3.67	3.77 (mid)	3.77 (mid)	4.68 (high)	3.68 (mid)	3.14 (low)	3.68 (mid)

TABLE 2 Descriptive statistics of quantitative study

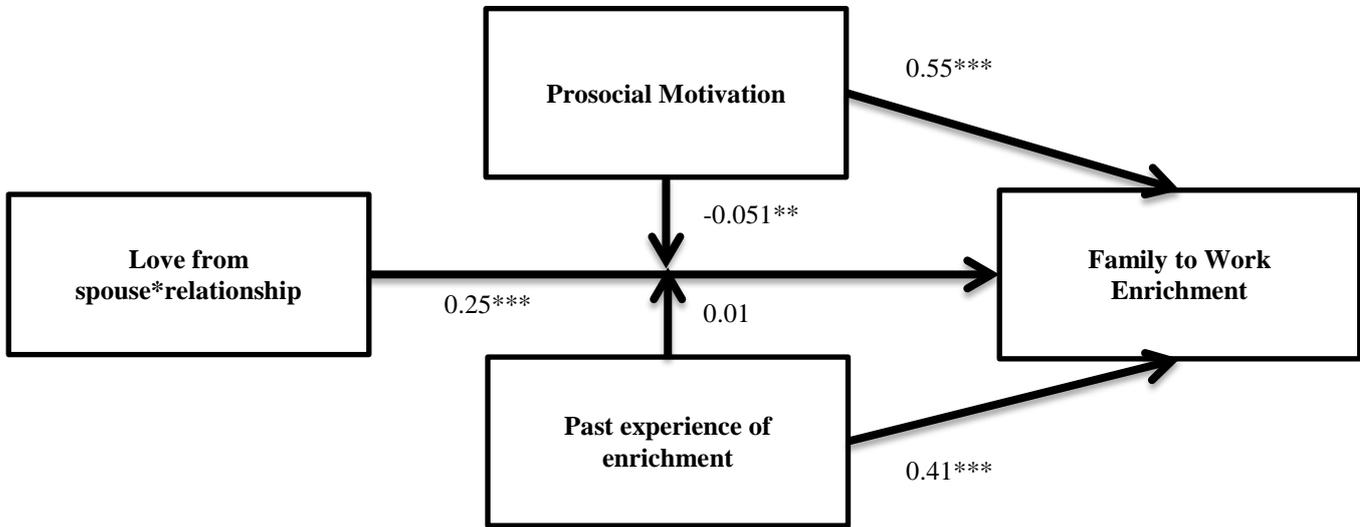
Variable	Mean	Alpha	1	2	3	4	5	6	7
1 Family-to-work enrichment	5.67	0.94	1						
2 Love from spouse	4.59	0.9	0.13*	1					
3 Love for children	6.22	0.76	0.19**	0.31**	1				
4 Past experience of enrichment	5.83	0.85	0.57**	0.12*	0.178**	1			
5 Prosocial motivation	5.83	0.9	0.48**	0.18**	0.23**	0.37**	1		
6 Relationship	1.93		0	-0.04	-0.6	0.03	0.71	1	
7 Children	0.71		0.07	0.02	0.08	0.05	0.11	0.02	1

* p>0.05

** p>0.01

FIGURE 1 Models

FIGURES 1a



FIGURES 1b

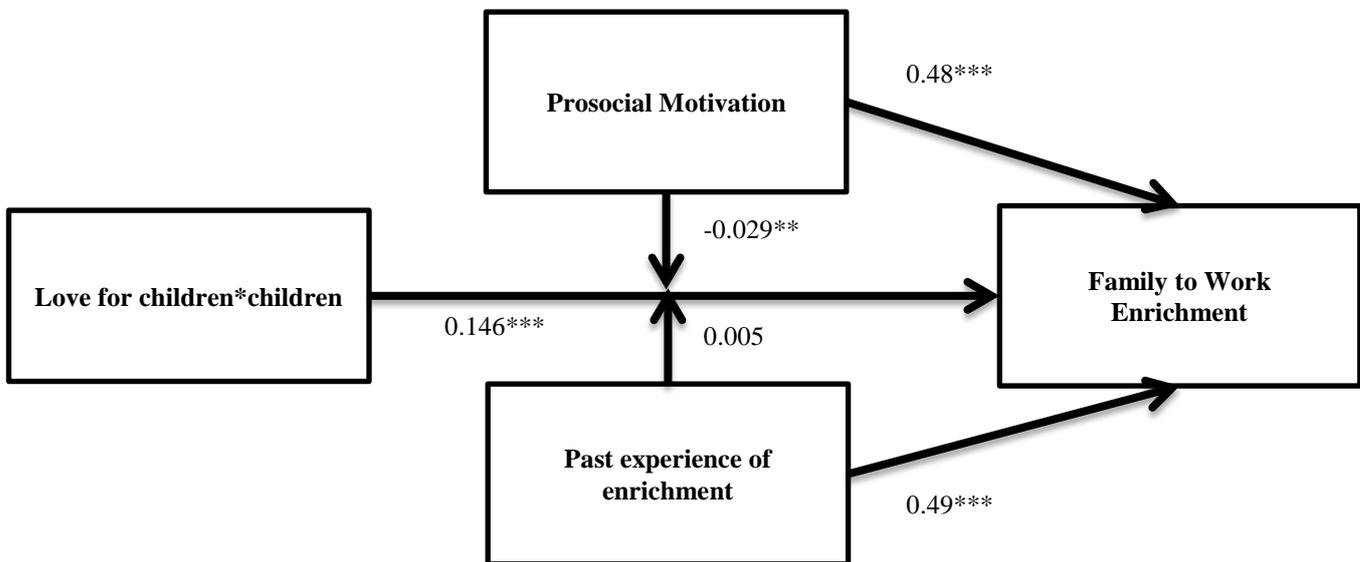


FIGURE 1c

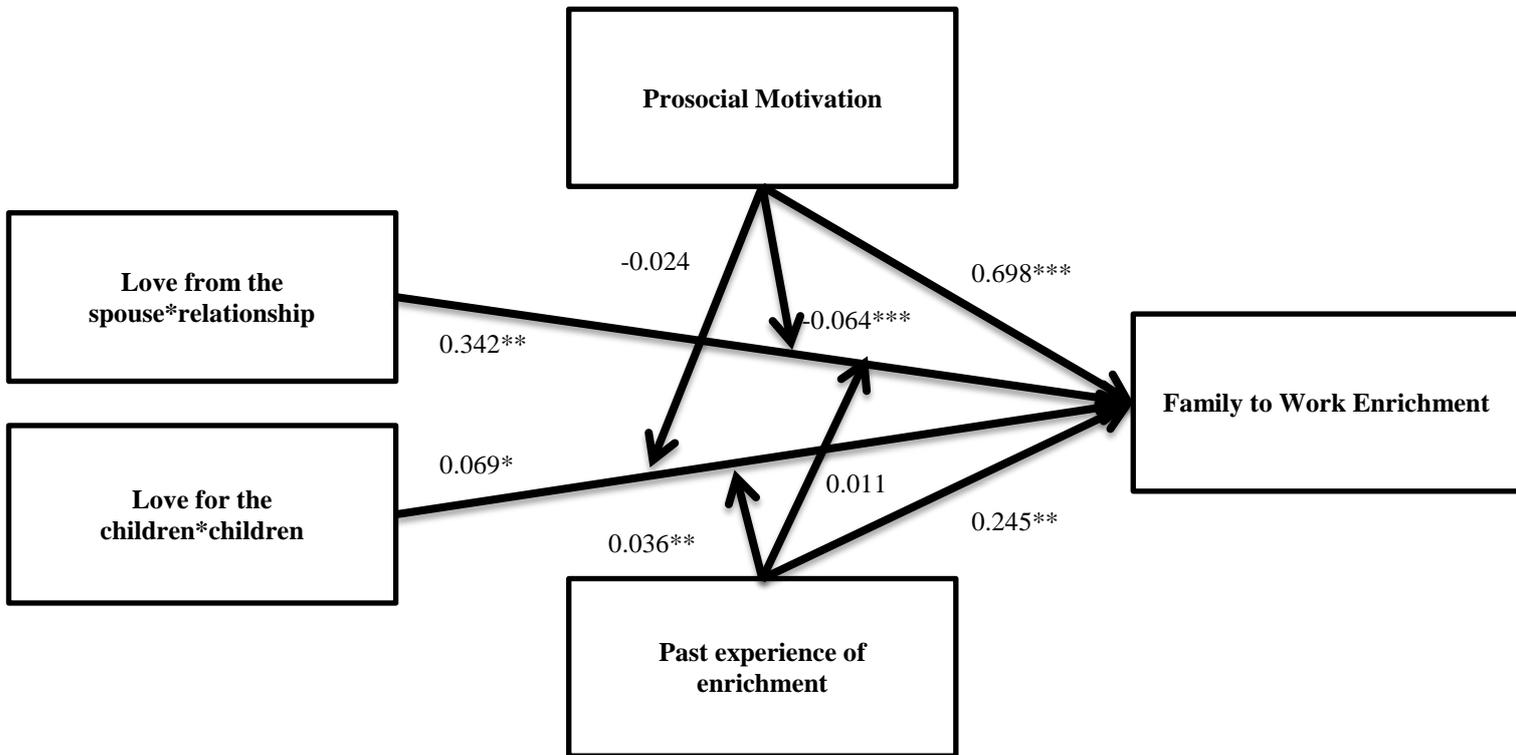


TABLE 3 Regressions and moderating effect

Family to Work Enrichment	B	t	SE
Love from Spouse	1.101**	25.56	0.043
Love from Spouse	0.25***	3.00	0.086
Prosocial Motivation	0.55***	5.68	0.097
Past Experience of Enrichment	0.41***	4.18	0.097
LFS*Prosocial Motivation	-0.051**	-2.31	0.022
LFS*Past Experience of Enrichment	0.01	0.47	0.022
Family to Work Enrichment	B	t	SE
Love for Children	0.878**	25.39	0.035
Love for Children	.146**	2.2	0.067
Prosocial Motivation	0.478***	6.64	0.072
Past Experience of Enrichment	0.487***	6.93	0.070
LFC*Prosocial Motivation	-0.029**	-1.96	0.014
LFC*Past Experience of Enrichment	0.005	0.37	0.014
Family to Work Enrichment	B	t	SE
Love from Spouse	0.342**	2.47	0.138
Love for Children	0.069*	1.61	0.043
Prosocial Motivation	0.698***	5.99	0.117
Past Experience of Enrichment	0.245**	2.06	0.119
LFS*Prosocial Motivation	-	-2.66	0.024
LFS*Past Experience of Enrichment	0.011	0.46	0.025
LFC*Pro social Motivation	-0.024	-1.55	0.016
LFC*Past Experience of Enrichment	0.036**	2.05	0.018

* p>0.1

**p>0.05

*** p>0.01

APPENDIX A Interview questions

First Interview Questions (Individual)

1. What does work mean for you? Anything else?
2. How important is your work to you? Why?
3. What do you like most about your work? Why?
4. What do you think fosters these positive experiences?
5. What do you dislike most about your work? Why? How do you cope with it?
6. What does family mean for you? Anything else?
7. How important is your family to you? Why?
8. What do you like most about having a family?
9. What do you think foster these positive experiences?
10. What do you dislike most about having a family? Why? How do you cope with it?
11. Do you bring work home? How often do you do this? Are you comfortable bringing work home? Why?
12. Do you run personal errands at work? How often do you do this? Are you comfortable running personal errands at work? Why?
13. Do you talk about your work with your family? What do you talk about? How often do you do this?
14. Do you talk about your family with your colleagues? Who do you talk to? What do you talk about? How often do you do this?
15. Do you invite family or friends to visit your organization? On which occasions do you invite them? How often do you do this?
16. Do you invite work colleagues to your home? On which occasions do you invite them? How often do you do this?
17. Think about your work and family life. How do you perceive them, as separate or interwoven? Why? How comfortable are you with this perception? Why or why not?

Second Interview Questions (Couple)

1. Based on the profile sheet that you completed with your spouse, you have xx children ages xx. What are the three adjectives that would best describe each child of yours?
2. How would you describe the relationship between you as parents and your children?
3. What do you enjoy most about being parents? Why?
4. Who manages children's activities? Why? What do you manage?
5. Do you pursue social activities for the family only? Which ones? How often do you undertake these activities? Are you happy with these activities? Why or why not?
6. What do you enjoy least about being parents? Why?
7. What are the most salient topics of disagreements between you as parents and your children? How do you manage these disagreements?
8. Do you contradict each other in front of the children? If yes, what is the outcome of this contradiction?
9. Do you think you learn from your children? If yes, what?
10. Based on the profile sheet that you completed with your spouse, the division of household tasks is different / similar. How did you arrive at this distribution?
11. Are you happy with this distribution? Why or why not?

12. What are the most difficult aspects of managing a household? Why? How do you solve them?
13. Do you think you learn from managing a household? If yes, what?
14. Based on the profile sheet that you completed with your spouse, you've been together for xx years. Why do you stay married / together?
15. How similar or different are you as a couple?
16. What are the most salient topics of disagreement between the two of you? How do you manage these disagreements?
17. How often do you talk to one another? What are the topics of discussion? Who initiates the conversation?
18. Do you have leisure time for only the two of you? Which ones? How often do you undertake these activities? Are you happy with these activities? Why or why not?
19. What about activities with relatives and / or friends? How active is your social life as a couple? Are you happy with these activities? Why or why not?
20. Do you think you learn from your life together? If yes, what?

Third Interview Questions (Individual)

1. Think about your work for a moment. What are the benefits you gain through your work?
2. How important are these benefits for you? Why?
3. In your opinion, what has allowed you to gain these work benefits?
4. Do you try to obtain more of these benefits? If yes, what do you do?
5. Do you think these benefits have improved your family life? Why? In which ways have they improved? Please provide concrete examples.
6. Have you experienced cases in which the benefits you gained at work did not improve your family life or made it worse? Why? Please provide concrete examples.
7. Now think about your family. What are the benefits you gain through your family?
8. How important are these benefits for you? Why?
9. In your opinion, what has allowed you to gain these family benefits?
10. Do you try to obtain more of these benefits? If yes, what do you do?
11. Do you think these benefits have improved your work life? Why? In which ways have they improved? Please provide concrete examples.
12. Have you experienced cases in which the benefits you gained in your family did not improve your work life or made it worse? Why? Please provide concrete examples.
13. In your experience, which direction has been more impactful, the work benefits that improved your family life or the family benefits that improved your work life? Why?
14. Finally, could you please draw how you perceive your life?