

Supervisor Appraisal as the Link between Family-Work Balance and Contextual Performance
Author(s): Dawn S. Carlson, L. A. Witt, Suzanne Zivnuska, K. Michele Kacmar and Joseph G. Grzywacz

Source: *Journal of Business and Psychology*, Vol. 23, No. 1/2 (Sep., 2008), pp. 37-49

Published by: [Springer](#)

Stable URL: <http://www.jstor.org/stable/27753887>

Accessed: 03-11-2015 15:41 UTC

REFERENCES

Linked references are available on JSTOR for this article:

http://www.jstor.org/stable/27753887?seq=1&cid=pdf-reference#references_tab_contents

You may need to log in to JSTOR to access the linked references.

Your use of the JSTOR archive indicates your acceptance of the Terms & Conditions of Use, available at <http://www.jstor.org/page/info/about/policies/terms.jsp>

JSTOR is a not-for-profit service that helps scholars, researchers, and students discover, use, and build upon a wide range of content in a trusted digital archive. We use information technology and tools to increase productivity and facilitate new forms of scholarship. For more information about JSTOR, please contact support@jstor.org.



Springer is collaborating with JSTOR to digitize, preserve and extend access to *Journal of Business and Psychology*.

<http://www.jstor.org>

Supervisor Appraisal as the Link Between Family–Work Balance and Contextual Performance

Dawn S. Carlson · L. A. Witt · Suzanne Zivnuska ·
K. Michele Kacmar · Joseph G. Grzywacz

Published online: 8 April 2008
© Springer Science+Business Media, LLC 2008

Abstract We examined the relationship between subordinates' family to work balance (conflict and enrichment) and two dimensions of contextual performance (interpersonal facilitation and job dedication) reported by supervisors. Beyond the direct effects, we hypothesized that supervisor's appraisals of employee conflict and enrichment would influence the supervisor's contextual performance ratings. Data collected from a matched sample of 156 private sector employees and their supervisors indicated that the supervisor's performance ratings were impacted by the supervisor's appraisal of enrichment. However, the supervisor's appraisal of conflict only mattered for interpersonal facilitation. There was a direct effect of subordinate's conflict on both dimensions of contextual performance.

With the rise of dual-income families and the ever-quickening pace of daily life, the attempt to balance the work and family domains in our lives is an increasingly difficult task.

D. S. Carlson (✉)
Baylor University, Waco, TX, USA
e-mail: dawn_carlson@baylor.edu

L. A. Witt
University of Houston, Houston, TX, USA

S. Zivnuska
California State University, Chico, CA, USA

K. M. Kacmar
The University of Alabama, Tuscaloosa, AL, USA

J. G. Grzywacz
Wake Forest University School of Medicine, Winston-Salem,
NC, USA

We see that work often spills over into family, and that family has an increasing presence in the workplace, with colleagues and supervisors often aware of how our home lives may affect our ability to work and be productive. Results from many empirical studies indicate that conflict between work and family may lead to more absenteeism, more tardiness, and poor performance at work (Frone et al. 1997; MacEwen and Barling 1994). However, more recent research argues that work and family also can benefit each other and that this "positive spillover" between work and family may lead to enhanced individual well-being as well as family and job satisfaction (Grzywacz 2000; Grzywacz and Bass 2003; Wayne et al. 2004). A growing number of researchers now argue that successfully balancing work and family requires minimizing conflict and maximizing the benefits between work and family, and that each of these experiences contributes to important work- and family-related outcomes (Barnett 1998; Friedman and Greenhaus 2000; Frone 2003; Grzywacz and Marks 2000).

Work–family studies have generally neglected to link measures of the work–family interface like work–family conflict with actual supervisor ratings of performance (Allen et al. 2000). Without this step, the full impact these domains have on one another is not known. Thus, the goal of our study was to gain greater understanding of the relationship of both conflict and enrichment with performance at work. We examined worker performance by focusing on two dimensions of contextual performance, specifically job dedication and interpersonal facilitation (Borman and Motowidlo 1993; Motowidlo et al. 1997; Van Scotter and Motowidlo 1996). We selected contextual performance because it is thought to be a universal indicator of job performance, regardless of job description, that it is broadly applicable to all jobs throughout organizations (Motowidlo et al. 1997).

While supervisors are often urged to be sensitive to the private lives of their employees and to take personal circumstances into account when managing staff, it is not clear what role the supervisor's appraisal of how well subordinates balance their work and family responsibilities has on performance evaluation. Most likely, behaviors witnessed in the work place can and will be evaluated by supervisors. Thus, understanding this relationship is vitally important given current concerns over work–family backlash or the possibility that attention and policies focused on “work and family” creates systematic inequities between employees with child or elder care responsibilities and those without (Burkett 2000; Young 1999). Thus, we also attempt to extend prior work–family research by incorporating supervisor's appraisals of how well employees balanced work and family. We wanted to know if supervisors recognized employees' family–work conflict and family–work enrichment, and, if they did, what role that recognition had on their evaluation of worker performance.

Therefore, the purpose of this research was to examine the relationship between family to work balance and contextual performance, a critical organizational relationship that has received little empirical attention. Our study advances the field of work–family in several ways. First, we include both conflict and enrichment simultaneously to capture a more complete assessment of balance. Second, we incorporate contextual performance in order to explore additional ways in which balance can impact performance. Finally, we included supervisor appraisal of work–family balance to assess the extent to which they are sensitive to work–family issues and how that sensitivity may impact the performance appraisal process.

Conceptual and Theoretical Foundations

Contextual Performance

General interpersonal and motivational dimensions of job-related performance are often termed contextual performance (Borman and Motowidlo 1993; Campbell 1990). Although most studies of job-related performance focus on indicators of “core task performance” or performance of a job's primary tasks, researchers argue that contextual performance is an essential element of a job incumbent's overall responsibility regardless of the particular job held. Essentially, these researchers argue that contextual performance supports the social fabric of the organization by creating “social relational capital” among workers and results in enhanced organizational effectiveness (Bolino et al. 2002).

Early descriptions of contextual performance included supervisor ratings of broad behaviors that contribute to

organizational life but were not specifically included in a job description. Such behaviors were thought to include employee willingness to follow rules, persist, volunteer, help, and cooperate (Borman and Motowidlo 1993). Today, contextual performance experts agree that two separate dimensions exist: job dedication and interpersonal facilitation. Job dedication is defined as “self-disciplined behaviors such as following rules, working hard, and taking the initiative to solve a problem at work” (Van Scotter and Motowidlo 1996, p. 526). Job dedication includes behaviors such as taking initiative, demonstrating commitment and motivation, and putting forth effort. Interpersonal facilitation, the second component of contextual performance, is composed of “interpersonally oriented behaviors that contribute to organizational goal accomplishment” (Van Scotter and Motowidlo 1996, p. 526). Interpersonal facilitation includes behaviors that assist in the building and mending of relationships, putting people at ease, encouraging cooperation, increasing consideration of others, and expressing compassion and sensitivity (Conway 1999).

Connections Between Work and Family

The work–family interface is increasingly described in terms of both negative and positive exchanges between work and family. Negative exchanges are typified by work–family conflict or “a form of inter-role conflict in which the role pressures from the work and family domains are mutually incompatible in some respect” (Greenhaus and Beutell 1985, p. 77). Positive exchanges between work and family have been characterized in terms of both positive spillover and, most recently, enrichment (Barnett et al. 1992; Crouter 1984; Grzywacz and Marks 2000; Rothbard 2001). The central idea behind these virtually isomorphic concepts is that participation in one domain, such as family, provides resources, skills, and attitudes that can help an individual better perform in another domain, such as work. There is increasing consensus among work–family researchers that conflict and enrichment are distinct concepts (Friedman and Greenhaus 2000; Grzywacz and Butler 2005; Grzywacz and Marks 2000; Kirchmeyer 1992), and that it is the combination of low conflict and high enrichment that contributes to a better fitting or more balanced work–family arrangement (Barnett 1998; Frone 2003; Friedman and Greenhaus 2000).

Evidence and theory clearly suggests that both work–family conflict and enrichment are bi-directional: work can both conflict with and benefit an individual's family-related performance, and family can both conflict with and benefit an individual's work-related performance (Crouter 1984; Frone et al. 1992; Grzywacz and Marks 2000; Kirchmeyer 1992; Barnett et al. 1992; Marshall and Barnett 1993).

However, evidence consistently indicates that the negative consequences of work–family conflict are greatest in the domain it is experienced; work to family conflict has greater effects on family outcomes, and family to work conflict has greater effects on work-related outcomes (Frone et al. 1997). Although less evidence exists, it seems plausible that parallel relationships will hold for enrichment. Based on this reasoning, when it is considered from the point of view of achieving valued organizational outcomes, an ideal family–work arrangement is characterized in terms of low family to work conflict and high family to work enrichment.

Balance

Role balance theory (Marks and MacDermid 1996) provides a tool for understanding how family to work conflict and enrichment may relate to contextual performance. The fundamental thesis of role balance theory is that individuals actively engage in managing their *complete system* of role responsibilities, and that individuals with more balanced role systems will be more effective in role-specific contexts than individuals with less balanced role systems. Marks and MacDermid recognize that this position is in contrast to propositions outlined by role salience and identity theorists who propose hierarchical ordering of roles for achieving effective role-related performance. However, they argue that people can organize their complete role system in several ways, and that an organizational system that attempts to balance role activities is simply one alternative to prioritizing some roles over others. They further argue that balancing role commitments provides individuals with a stronger, more integrated sense of self (and presumably self worth) because it allows for self expansion whereas hierarchically organized role sets require contraction of selves to prioritized roles (Marks et al. 2001).

If individuals actively seek balanced engagement in each of their role-related endeavors, then, in the face of new experiences, they will likely adjust activities to achieve this goal. Poor work–family balance threatens central domains of adults' lives (Lachman and Boone-James 1997) and encourages individuals to narrow their behavioral and attitudinal focus (Fredrickson 1998; Fredrickson and Losada 2005). As individuals narrow their focus at work, core job tasks likely have greater priority than more discretionary activities such as working extra hours (indicative of job dedication) or department lunches/socials (indicative of interpersonal facilitation). By contrast, when roles are balanced, workers may seize the opportunity to deepen their role-related engagement in work by taking on additional activities that may be viewed as discretionary but yet are important to the worker role.

In summary, as exchanges between work and family arise and contribute to workers' evaluations of balance between work and family, they will either eliminate or add discretionary work-related behaviors in order to achieve balanced and meaningful role-related activities.

Family to Work Conflict

Strands of evidence provide preliminary support suggesting that greater family to work conflict undermine contextual performance in the workplace. Bateman and Organ (1983) found that as role conflict increases, individuals are likely to be less helpful in the workplace, a construct which may reflect one aspect of interpersonal facilitation. Two other studies more directly link role conflict to contextual performance (Indovino et al. 2003; Tompson and Werner 1997). Unfortunately, both of these studies suffer from some methodological constraints. In their study of the relationship between work–family conflict and contextual performance while controlling for job attitudes, Indovino et al. (2003) combined work to family with family to work, and omitted the interpersonal facilitation dimension of contextual performance from the research model. In a second study, Tompson and Werner (1997) reported that inter-role conflict was negatively related to contextual performance. Inter-role conflict, on the other hand, was measured by items including both the conflict created by multiple roles as well as the positive spillover that being involved in multiple roles might create. Furthermore, this measure failed to account for the directionality of the conflict between work and family. Despite the flaws in the aforementioned studies, the results are consistent with the basic premise of role-balance theory arguing that individuals will eliminate relatively discretionary work-related behaviors to minimize family to work conflict and achieve more balanced activities across their set of roles. In summary and as depicted in Fig. 1, based on role balance theory and previous research, we hypothesized that a greater level of family to work conflict will be associated with poorer contextual performance (i.e., lower job dedication and lower interpersonal facilitation) because individuals seek to achieve role balance by minimizing activities in the workplace that are viewed as discretionary. Therefore,

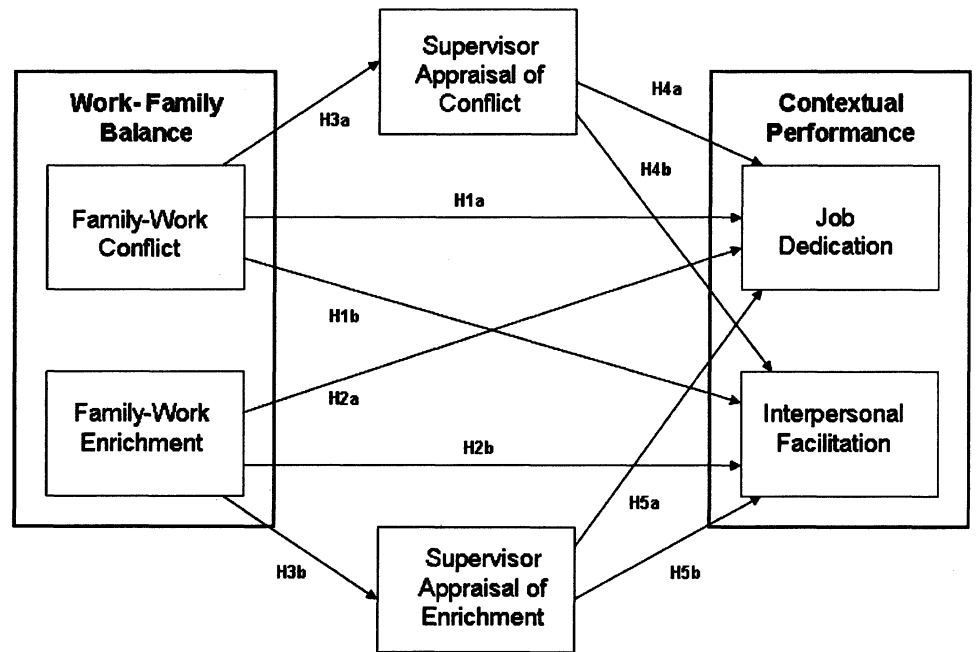
Hypothesis 1a Family to work conflict is negatively related to job dedication.

Hypothesis 1b Family to work conflict is negatively related to interpersonal facilitation.

Family to Work Enrichment

The enrichment literature is substantially underdeveloped relative to the work–family conflict literature (Frone 2003);

Fig. 1 Hypothesized model of work–family balance and contextual performance



nevertheless, there is evidence suggesting that family to work enrichment will contribute to enhanced contextual performance. Greater family to work enrichment has been associated with better mental well-being and less mental illness (Grzywacz 2000; Grzywacz and Bass 2003), which are factors that enable enhanced general performance within the organization (Keyes and Grzywacz 2005; Luthans 2002). Researchers have linked higher levels of family to work enrichment with greater job satisfaction and organizational commitment and reduced turnover intentions (Friedman and Greenhaus 2000; Wayne et al., in press; Wayne et al. 2004). Rothbard (2001) found that greater levels of positive affect from family contributed to greater work-related engagement. Finally, qualitative evidence indicates that skills and experiences encountered in everyday family life provide managers with psychological benefits, practice at multitasking, opportunities to enrich interpersonal skills, and leadership practice that enhance effectiveness in the management role (Ruderman et al. 2002). These studies do not directly address contextual performance as posed in this research; however, they all suggest that greater levels of family to work enrichment will contribute to greater levels of contextual performance. In summary and as shown in Fig. 1, based on role balance theory and previous research, we hypothesized that a greater level of family to work enrichment will be associated with better contextual performance (i.e., greater job dedication and higher interpersonal facilitation) because individuals will undertake more discretionary work-related tasks in order to obtain meaningful (and balanced) work-related engagement. Therefore,

Hypothesis 2a Family to work enrichment is positively related to job dedication.

Hypothesis 2b Family to work enrichment is positively related to interpersonal facilitation.

The Role of Supervisor Appraisal

The subjective biases inherent in supervisor ratings of employee performance are well-documented (e.g., Balzer and Sulsky 1992; McEvoy and Cascio 1989; Nathan and Tippins 1990; Sackett and Dubois 1991). However, the biases that may result because of a supervisor's appraisal of work–family conflict have yet to be considered. While family-friendly organizations may want supervisors to recognize subordinates' work–family issues, they do not want that recognition to bias the performance appraisal process and contribute to inequalities, perceived or real, benefiting workers with family responsibilities. Thus, this situation creates something of a catch-22, and presents researchers with two questions. Firstly, do supervisors recognize the work–family conflict and enrichment that their employees experience? Secondly, if they do then do they allow that information to impact performance evaluations?

Social information processing theory suggests that when making a performance appraisal, a supervisor must rely on memory. Memory is a process that is inherently biased. Bounded rationality suggests that we will never have perfect knowledge of a phenomenon (Simon 1957). Additionally, the mental processes involved in perceiving stimuli, encoding the stimuli as information and storing it

in memory, and then recalling it (Bandura 1977; Salancik and Pfeffer 1977, 1978) also compromise the objectiveness of our appraisals and our memories. Furthermore, the mental processes involved in appraisal and memory are subject to any number of biases including (but certainly not limited to) stereotypes, recency effects, attributions, and halo effects. Thus, social information processing suggests that the very process by which supervisors perceive their employees is inherently subjective. In conclusion, social information processing theory suggests that performance evaluations are not only determined by an employee's actual performance-related behavior, but that supervisor perceptions of the employee also may play a critical role in the performance evaluation process.

Supervisor's Appraisal of Balance

The role of supervisor appraisal of work–family balance has not been explored in the work–family literature. However, we suggest that as an employee experiences family to work conflict and enrichment, that experience will manifest itself in behaviors at work. For example, if an employee has to leave work early to pick up a sick child from school or is preoccupied at work because of a family related issue, their behaviors may be recognized by his or her supervisor. On the positive side, if an employee was really good at administrative skills and prioritizing because s/he is used to juggling a multi-member family then this behavior may be recognized by the subordinate's supervisor as well. Thus, we would expect the supervisor to recognize the subordinate's actual experience of family to work conflict and enrichment to the extent to which these and other similar behaviors are enacted. Expecting that supervisors are able to recognize behaviors indicative of subordinates experiences conflict or enrichment, as shown in Fig. 1, we predicted a positive relationship between employee represented conflict and enrichment and supervisor's appraisals of employee's experienced conflict and enrichment. Specifically, we proposed:

Hypothesis 3a Supervisors' appraisal of family to work conflict is positively related to subordinate's experience of family to work conflict.

Hypothesis 3b Supervisors' appraisal of family to work enrichment is positively related to subordinate's experience of family to work enrichment.

Supervisor's Appraisal and Contextual Performance

How supervisors use family to work balance information in decision-making is still unknown. However, the justice judgment model (Leventhal 1980) suggests that decision-making such as that involved in performance appraisals is a

complex process in which decision-makers consider multiple sources of information in various decision-making stages when drawing conclusions. Additionally, performance appraisal is generally known to be a highly subjective process whereby a broad spectrum of information, motivation, and personal conclusions on the part of the supervisor bias the appraisal process. This rationale suggests that supervisors are quite likely to incorporate appraisals of family to work balance into the performance evaluation.

Conflict and Performance

If it is the supervisor's belief that the subordinate is experiencing conflict, this belief is likely to negatively impact his or her subsequent rating of the employee's performance. First of all, supervisors are likely to notice behaviors that may signal family to work conflict, such as leaving early to care for a sick child, or inability to concentrate during a meeting due to issues at home. Secondly, once those behaviors have been noted and a judgment formed that the employee is experiencing family to work conflict, the supervisor is even more likely to notice and remember those behaviors that reinforce his or her belief (Bandura 1977; Salancik and Pfeffer 1977, 1978). These behaviors are all apt to be inconsistent with behaviors characterizing superior job dedication and interpersonal facilitation. Using our prior examples, a supervisor who observes an employee leaving early to care for a sick child is likely to think that the employee is distracted by family obligations, resulting in the supervisor being less likely to believe that the employee is highly committed to performing well on the job, and therefore less dedicated to the job. Similarly, the employee who is noticeably distracted during a meeting is likely to appear self-absorbed, and accordingly less likely to be making an effort to put others at ease and express sensitivity to others, hallmarks of interpersonal facilitation. Therefore, as pictorially shown in Fig. 1, we proposed:

Hypothesis 4a Supervisors appraisal of family to work conflict is negatively related to the evaluation of job dedication.

Hypothesis 4b Supervisors appraisal of family to work conflict is negatively related to the evaluation of interpersonal facilitation.

Enrichment and Performance

Similarly, if the supervisor assesses that the subordinate is experiencing family to work facilitation, subsequent performance appraisals are also likely to be impacted. However, in the case of family to work facilitation, the impact is likely to be the opposite of the effect of family to work conflict. As with family to work conflict, behaviors

evidencing family to work facilitation, such as increased commitment to the job after the birth of a child, or more creative approaches to problem solving in the midst of a family crisis, are likely to be noticeable. Additionally, once noticed, other similar behaviors are likely to stand out and reinforce previously formed beliefs about the employee's family to work enrichment (Bandura 1977; Salancik and Pfeffer 1977, 1978). Such behaviors are consistent with high contextual performance. An employee may return to work after the birth of a child more energized, motivated, and committed to his or her job than he or she was before. Such an effect may be due to increased financial pressures or because of the need for a productive outlet after the menial demands of child care. Regardless of the cause, however, that renewed energy and motivation are consistent with increased job dedication. Additionally, the employee who learns effective problem solving techniques due to a family crisis and then applies them productively at work is likely to be considered cooperative, sensitive, and skilled at maintaining relationships, all of which are indications of strong interpersonal facilitation. Accordingly and as illustrated in Fig. 1, we proposed:

Hypothesis 5a Supervisors appraisal of family to work enrichment is positively related to the evaluation of job dedication.

Hypothesis 5b Supervisors appraisal of family to work enrichment is positively related to the evaluation of interpersonal facilitation.

Method

Procedure

Data were collected from full-time employees in a wholesale distribution services organization in the Southeast on company time. On our behalf, human resources officials sent memoranda to supervisors requesting that they ask members of their respective business units to participate in our study. Employees reported to a training room near their work area, they were informed of the study, provided a chance to ask questions, and given an opportunity to discontinue their involvement. Only three employees declined participation in the study. The paper and pencil surveys included all of the variables described in Fig. 1. The appraisal variables and the outcomes variables of job dedication and interpersonal facilitation were rated by the supervisor. At the same time subordinates completed their surveys, we asked their immediate supervisors to complete performance ratings for their direct reports. The supervisor and subordinate's surveys were matched using identifying numbers derived for the study.

Subjects

Subordinates

In all, 156 subordinates participated voluntarily in the data collection. Sixty percent of the sample was female, 61% minorities, and averaged 32.75 years in age. Forty-eight percent were married, and 46% were responsible for at least one child at home.

Supervisors

A total of 17 supervisors participated. The demographic composition of the supervisors included 11 (64%) males, three (18%) minorities, and they had an average age of 38 years. Before distributing the rating forms, we provided a set of written instructions and conducted brief training sessions to explain the rating protocol to reduce the potential impact of rating errors (Cooper 1981). On average, each supervisor completed performance ratings for 7.75 direct reports ($SD = 3.09$).

Measures

All of the scales described below were measured on a 5-point Likert scale. Item responses were aggregated to create an average score for each respondent on each scale. Responses were scored so that higher scores represent more occurrences of the constructs.

Subordinate Measures

Family to Work Conflict

We used the family to work direction of the work–family conflict scale developed and validated by Carlson et al. (2000). This scale consisted of nine items, three items representing each of the three dimensions of time ($\alpha = .80$), strain ($\alpha = .86$), and behavior ($\alpha = .74$). An example time-based item is, “The time I spend on family responsibilities often interferes with my work responsibilities.” An example strain-based item is, “Because I am often stressed from family responsibilities, I have a hard time concentrating on my work.” An example behavior-based item is, “The behaviors that work for me at home do not seem to be effective at work.”

Family to Work Enrichment

We used two of Kirchmeyer's (1992) dimensions of the positive spillover scale that Greenhaus and Powell (2006) felt best represented the theoretically developed construct of enrichment: status enhancement ($\alpha = .75$), and

personality enrichment ($\alpha = .81$). Each of the two dimensions was measured with four items. An example status enhancement item is, “Family helps me to be seen as a valuable employee by my company.” An example personality enrichment item is, “My family life develops skills in me that are useful at work.”

Supervisor Measures

Supervisor Appraisal of Family to Work Conflict

Nine items were developed to mirror the experienced conflict dimensions for the purpose of measuring the supervisor’s appraisal of conflict. The items reflect the three dimensions of the subordinate version for consistency with the Carlson et al. (2000) scale. Thus, we included three items to measure each of the dimensions (time, strain, and behavior) of conflict. An example of a time-based item is, “The subordinate frequently adjusts his/her work schedule to meet family demands.” An example strain-based item is, “The subordinate often seems preoccupied at work with family demands.” An example behavior-based item is, “The subordinate engages in behaviors that while appropriate for family are not appropriate for work.” The reliability estimates for the three dimensions were .80 for time, .82 for strain, and .91 for behavior.

Supervisor Appraisal of Family to Work Enrichment

Six items were developed to mirror the experienced enrichment dimensions for the purpose of measuring the supervisor’s appraisal of enrichment. The items reflect the two dimensions of the subordinate version for consistency with the Kirchmeyer (1992) scale. Thus, we included three items to measure the status enhancement ($\alpha = .76$) and personality enrichment ($\alpha = .89$) dimensions of enrichment. An example of a status enhancement item is, “The image of the employee is improved because of his or her family.” An example of a personality enrichment item is, “The subordinate is better able to handle people at work because of skills gained outside of work.”

Contextual Performance

We assessed supervisor ratings of two aspects of contextual performance: job dedication and interpersonal facilitation. The contextual performance items were developed to align with the concepts of job dedication and interpersonal enrichment as described by Van Scotter and Motowidlo (1996). Job dedication, the degree to which effort, persistence, and self-discipline is exhibited in performance, was measured with five items. An example item is, “He/she is personally committed to meeting high performance

standards.” The alpha coefficient for this scale was .89. The second dimension of interpersonal facilitation or the degree to which an employee is helpful, considerate, and cooperative with others also was measured with five items. An example item is, “He/she maintains positive attitudes in dealing with difficult people.” The items from this scale combined to produce an alpha of .85.

Analyses

We transformed the conceptual model shown in Fig. 1 into the testable model in Fig. 2 by using observed variables for each of the latent constructs when possible. For the balance and appraisal scales, we used each of the theoretical dimensions to develop indicator parcels. For the contextual performance constructs, we used the observed variables. The latent to manifest parameter for each of these two variables was fixed at the square root of the reliability for each measure and the value of one minus the reliability multiplied by the variable’s variance was used to represent residuals. This technique allowed the incorporation of measurement error into the analysis prior to estimating the constructs. Further, the disturbance terms between job dedication and interpersonal facilitation were allowed to covary.

Results

Table 1 presents means, standard deviations and the inter-correlation matrix for the observed variables used in this study. As expected, the two dimensions of contextual performance were significantly correlated with one another. The appraisals of conflict and enrichment by the supervisor were related to both aspects of contextual performance.

The participants in this study were from the same organization and many reported to the same supervisor. Thus, there is the potential that our data are not independent and need to be analyzed at two levels (the individual level and the supervisor level). To determine the appropriate level of analysis we followed Kenny et al. (1998) suggested procedure to test the appropriateness of assuming independence. Specifically, we ran two one-way analysis of variance models with supervisor as the independent variable and job dedication or interpersonal facilitation as the dependent variables. In both cases, the results were not significant (job dedication: $F(19,135) = 1.13$, ns. and interpersonal facilitation: $F(19,135) = 1.55$, ns.). Using these results we computed the intraclass coefficient 1s (ICC1), which represents the amount of variance that resides between supervisors for each study variable. The ICC1s for job dedication and interpersonal facilitation were .01 and .07 respectively which both fell below the .30 cutoff for non-independence suggested by Kenny (1995). These results

Fig. 2 Standardized path coefficients of work–family balance and contextual performance model

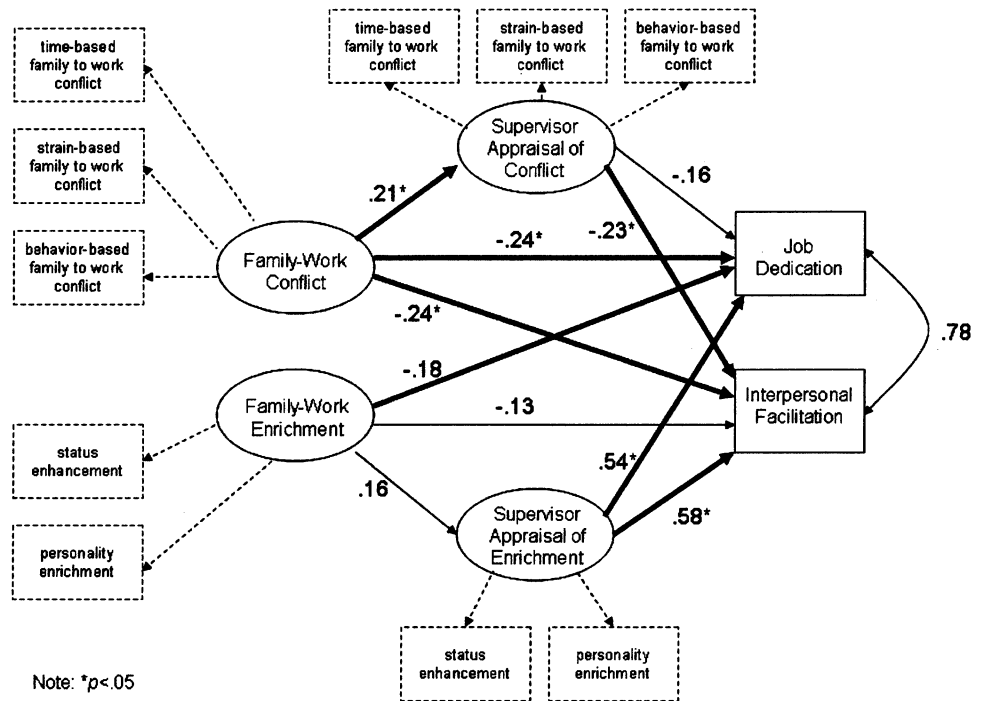


Table 1 Means, standard deviations, and intercorrelation matrix^a

Variables	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10	11
1. Time-based family to work conflict	2.00	.88	1.0										
2. Strain-based family to work conflict	1.94	.90	.55**	1.0									
3. Behavior-based family to work conflict	2.59	.89	.21**	.38**	1.0								
4. Supervisor appraisal tbfwc	2.29	.93	.23**	.12	-.02	1.0							
5. Supervisor appraisal of sbfwc	2.20	1.04	.15	.18*	-.02	.77	1.0						
6. Supervisor appraisal of bbfwc	2.02	.97	.05	.15	-.00	.57	.66**	1.0					
7. Status enhancement	3.00	.78	.22**	.09	.00	-.05	-.03	.06	1.0				
8. Personality enrichment	3.22	.77	.14	-.01	-.12	-.07	-.07	.05	.57**	1.0			
9. Supervisor appraisal of status enhancement	3.11	.97	.07	-.07	.04	.08	.06	.10	.05	.14	1.0		
10. Supervisor appraisal of personality enrichment	2.92	.94	.06	-.03	-.06	.03	.04	.08	.06	.25**	.61**	1.0	
11. Job dedication	3.57	.96	-.23**	-.24**	-.04	-.14	-.14	-.14	-.18*	-.00	.40**	.35**	1.0
12. Interpersonal facilitation	3.38	.92	-.22**	-.23**	-.10	-.17*	-.20*	-.19*	-.11	.03	.44**	.32**	.67**

Note: tbfwc = time-based family to work conflict; sbfwc = strain-based family to work conflict; bbfwc = behavior-based family to work conflict

^a $n = 156$

* $p < .05$; ** $p < .01$

coupled together provide sufficient evidence that it is appropriate to analyze the data at the individual level. Thus, we used individual level data to test our model in Fig. 2.

Model Testing

We used LISREL 8.8 to estimate the model shown in Fig. 2. All analyses used a covariance matrix as input and a

maximum likelihood estimation. Results indicated that the hypothesized model fit the data ($\chi^2(45) = 63.10, p < .05$; NFI = .91; CFI = .97; and RMSEA = .042). As shown in Fig. 2, of the ten estimated structural paths, seven were significant. Furthermore, there were no non-zero modification indices. In examining the hypothesized relationship demonstrated in Fig. 2, H1a and H1b were supported in that conflict was negatively related to both types of

contextual performance. H2a and H2b were not supported as there was no significant relationship between enrichment and interpersonal facilitation and the significant relationship between enrichment and job dedication was negative, the opposite direction than was predicted. Supervisors were able to recognize the conflict side of balance (H3a) as indicated by the significant path from subordinate to supervisor appraisal of FWC, but not the enrichment side (H3b). Finally, the impact of supervisor evaluation of balance on the outcomes demonstrated support for enrichment with both job dedication (H5a) and interpersonal facilitation (H5b) and conflict and interpersonal facilitation (H4b) but not conflict and job dedication (H4a).

In order to ensure that the hypothesized model was the best depiction of the relationships examined, we compared it to plausible alternative models. In our first alternative model we estimated an antecedent model that consisted of the four balance variables (i.e., conflict and enrichment from both the subordinate's and supervisor's perspectives) going directly to the contextual performance variables. This "main effects only" model argues that none of the effect of workers' experiences of FWC and FWE on performance is explained by supervisors' recognition of these experiences. The "main effects only" model provided similar fit to the hypothesized model ($\chi^2(42) = 60.95$, $p < .01$; NFI = .91; CFI = .97; and RMSEA = .046), but with a higher chi-square value. Next, we tested a model in which there are no direct paths between the balance dimensions of conflict and enrichment with the contextual performance dimensions of job dedication and interpersonal interference. This "indirect effects only" model tests the idea that subordinates' work–family experiences only affect evaluations of worker performance through supervisors' appraisals of how well the subordinate is balancing their work and family responsibilities. The data from the "indirect effects only" fit the model well: $\chi^2(49) = 75.62$, $p < .01$; NFI = .88; CFI = .95; and RMSEA = .06. However, the results of a chi-square difference test demonstrated that the hypothesized model had significantly better fit than the alternate model ($\chi^2_{diff}(4) = 12.52$, $p < .01$). Comparing the fit of the three models, using NFI, CFI and RMSEA suggests that the hypothesized model provided the best fit to the data.

Discussion

As work–family issues draw increasing academic and practitioner attention, better understanding of how workers' experiences of work–family conflict and enrichment impact on key organizational outcomes is critical. The purpose of this paper was to further this goal. To that end, we built on role balance theory and prior empirical results in the area by specifying an interest in the positive and

negative forms of family to work balance, examining two managerial ratings of contextual performance, and also exploring the role that supervisors' appraisals play in the relationship between employees' experience of balance and subsequent performance appraisals. These findings are important because they empirically demonstrate with a matched sample that the primary components of family–work balance are not equally salient with regard to managerial ratings of contextual performance. High levels of family to work conflict undermine contextual performance, while family to work enrichment decreases job dedication but is unrelated to interpersonal facilitation. In addition, our findings suggest that supervisors are able to recognize employees' experiences of conflict but not enrichment, and that supervisors' appraisals of subordinates' conflict and enrichment may impact how they evaluate employee performance evaluations.

Family to Work Conflict

Results of our study indicate that family to work conflict has a direct and negative impact on both job dedication and interpersonal facilitation. Thus, the greater the family to work conflict experienced by employees, the less they were able to put in effort or expend energy on developing relationships. The supervisor appears to have some awareness of the impact that family has on the work of the subordinate. However, this appraisal of conflict suggests the supervisor believes the subordinate to have less interpersonal facilitation or be less likely to build relationships but this does not impact their job dedication or how motivated they are to perform well at the job.

Thus, we conclude that an employee's experience of conflict plays an important role in the degree of effort employees can exert and their persistence in performing well. However, the supervisor's appraisal of this conflict seems to be irrelevant in their evaluation of the contextual variables of job dedication. On the other hand, the supervisor's judgment of his/her employee's relational performance (interpersonal facilitation) is impacted by his/her appraisals of how much conflict the subordinate is experiencing. This differential result may be due to the nature of job dedication versus interpersonal facilitation activities. For example, it may be possible to demonstrate job dedication in more ways than interpersonal facilitation. An employee who is tired or distracted by a sick family member one week may compensate for his or her distraction by being particularly focused on catching up with work the following week. The flexibility with which job dedication behaviors can be demonstrated is an inherent assumption in many of today's workplace initiatives, such as flexible work schedules, employee empowerment, and work–family balance programs. Thus, it may be that

managers are willing to look for evidence of job dedication within a fairly broad repertoire of behaviors.

On the other hand, the performance of interpersonal facilitation may be less flexible, as a precondition of such behaviors in interaction with others. If an employee misses work to attend to family needs, or elects to eat lunch at his or her desk rather than with colleagues, he or she is not present to build collegial relationships or demonstrate sensitivity to peers. An employee who is tired or distracted by family pressures may be grumpy or isolate themselves from co-worker interactions. Thus, it may be that supervisors perceive physical and emotional presence at work as a pre-requisite for successful interpersonal facilitation performance.

Family to Work Enrichment

Results of our study indicate that family to work enrichment has no direct positive impact on interpersonal facilitation, or the supervisor's ratings of enrichment. However, the supervisor's appraisal of enrichment did play a significant role in their contextual performance ratings. The degree to which the supervisor believed that the subordinate was enriched by family activities significantly and positively impacted the evaluation of performance. Therefore, we conclude that supervisor's appraisal of enrichment plays a critical role in the evaluation of contextual performance.

One surprising finding in our study was that family-work enrichment was negatively related to job dedication. This finding along with the non-significant relationship with interpersonal facilitation could suggest that the relationship may be moderated by contextual circumstances. Although role balance theory would suggest that individuals who experience higher family to work enrichment will attempt to deepen their role-related engagement in work, this assumes that there is the opportunity to do so. Perhaps family to work enrichment only contributes to job dedication or interpersonal facilitation when there are high levels of work involvement or work-role identity (Wayne et al., in press). Future research exploring this specific issue is needed, as is more general research examining the work-related consequences of work-to-family and family-to-work enrichment. Another explanation is that the measure of enrichment did not adequately reflect the fullness of the enrichment construct. More recently measures that adequately tap this construct and are validated have been developed that may help to provide more insight into how enrichment operates in the work environment (Carlson et al. 2006).

Despite the inconsistent direct effects of enrichment on contextual performance, the supervisor's appraisal of enrichment does appear to play a role in the evaluation of

job performance. Our results suggest that supervisors give higher contextual performance ratings to subordinates for whom they believe the employees' family life offers benefit for their work life. For example, if the supervisor believes that the employee is motivated at work due to his or her situation at home, then the supervisor is likely to notice other behaviors consistent with his or her beliefs, such as increased initiative and commitment, resulting in subsequently high job dedication ratings. Similarly, supervisors who perceive that their employees are learning relational skills at home and using them productively at work are more likely to notice more examples of the employee using their skills and therefore rate those employees as having high interpersonal facilitation.

Limitations and Strengths

Proper interpretation of the results we report must take into account the limitations associated with our research. Our sample only includes employees from one organization, so our results will need to be replicated to establish generalizability. Additionally, despite the high rate of participation, the organization was not large, which limited our sample size. Replicating our investigation with a larger sample might confirm some of our results and offer more insights into the effects of work-family balance, and its constituent elements of conflict and enrichment, on organizational outcomes. Assuming that some supervisors' appraisals of family-to-work conflict and enrichment will be based on conjecture rather than manifestations of these phenomena, it is possible that a non-recursive model may be more appropriate. Unfortunately, this study was not designed to reliably evaluate a non-recursive model, so future research should compare the adequacy of a non-recursive model relative the proposed model. Finally, contextual performance is only one type of performance indicator. Studies which link family-work issues to combinations of different performance types, such as core task performance and organizational citizenship behavior, are still needed.

Despite these limitations, however, this study does have several strengths worthy of mention. The use of a matched sample enabled us to obtain a more objective performance measure than that available with self-report performance data. Further, incorporating supervisor ratings of performance into the work-family literature, which has not been done before, is a contribution to this line of research. Additionally, our inclusion of multiple perspectives of work-family balance and two dimensions of contextual performance garnered interesting results for the different ways in which conflict and enrichment operate. Further, the consideration of conflict and enrichment simultaneously has not often been done and provides for a much more accurate reflection of balance. Finally, our incorporation of

the supervisor's appraisal of balance represents an important contribution to both theory and empirical research in the work–family area by expanding the scope of this variable.

Practical Implications

Employees who commonly juggle work and family demands may find that effectively managing those demands is an important part of their daily life. However, it is possible that they do not realize that their supervisor's appraisals of the extent to which they experience both conflict and enrichment may have a critical impact on their contextual performance evaluations to the extent such evaluations are based on supervisor ratings.

Thus, we must offer employees some words of caution about how visible they make their experience of conflict. It may be that by minimizing the outward effects of family to work conflict, they will be able to avoid negative evaluations in the workplace. To do so, we recommend that these employees exert extra effort in demonstrating their commitment to the job and building and maintaining positive relationships. This effort may come in the form of taking a few moments each day for visible “water cooler conversation,” keeping regular communication channels open with one's work team, and making the effort to keep up with the personal lives of co-workers. In essence, we urge employees who experience conflict to invest some degree of time and energy into their workplace relationships, even if that time seems to detract from the time they have available to dedicate towards core task performance and commitment behaviors.

On the other hand, when considering the positive aspect of balance the prevailing factor seemed to be that the supervisor's appraisal played a strong role in their performance evaluation in terms of both job dedication and interpersonal facilitation. Thus, it would be wise for employees to demonstrate as much of the positive spillover of family to work as possible in a way that the supervisor can be aware of this positive transfer. For example, any demonstration of how family makes an individual more committed to work or more motivated to succeed would ultimately be advantageous to the employee if the boss saw this source of enrichment.

The current trend towards the increasing interface between work and family roles indicates that these issues will not be diminishing in their importance within the foreseeable future. In fact, they are likely to simply become ever more pressing. Adding to this pressure is our finding that despite many employees' beliefs that managers are too constrained by time and resources to take individual notice of them, that in fact they do perceive many facets of employees' lives. This trend, combined with our findings

that the visibility of the family to work relationship is an important predictor of performance ratings, suggests that as family to work issues increase, so may the direct impact these issues have on the careers of scores of employees. Learning to effectively manage these pressures will be an essential career management tool in the future, and one of which all employees should be aware.

Future Research

Like much research, this study answers some questions while raising others. One future avenue of investigation is to examine whether conflict and enrichment demonstrate the same relationships with task performance as they do with contextual performance. Second, the conflict and enrichment dimensions clearly do not operate the same way. Future research could benefit from better measures of enrichment (Carlson et al. 2006) as well as examining mechanisms through which enrichment may operate to impact performance. Furthermore, investigation into the ratio of the enrichment to conflict based on frequency response rates might shed light on this experience and its consequences (Fredrickson and Losada 2005; Baumeister et al. 2001; Taylor 1991). Finally, we acknowledge that many factors may influence supervisor's appraisals of their employees' experiences. Deeper study into the dynamics of this newly-developed variable may be fruitful. In particular, we speculate that an employee's use of impression management tactics may exert a profound influence on the appraisals that a supervisor may have of his or her employee's experience of balance. Further, individuals who are better able to hide their emotions may fare better than those who are not. We invite researchers to consider exploring these relationships.

References

- Allen, T. D., Herst, D. E., Bruck, C. S., & Sutton, M. (2000). Consequences associated with work-to-family conflict: A review and agenda for future research. *Journal of Occupational Health Psychology, 5*, 278–308.
- Balzer, W. K., & Sulsky, L. M. (1992). Halo and performance appraisal research: A critical examination. *Journal of Applied Psychology, 77*, 975–985.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.
- Barnett, R. C. (1998). Toward a review and reconceptualization of the work/family literature. *Genetic, Social & General Psychology Monographs, 124*(2), 125–182.
- Barnett, R. C., Marshall, N. L., & Sayer, A. (1992). Positive-spillover effects from job to home: A closer look. *Women & Health, 19* (2–3), 13–41.
- Bateman, T. S., & Organ, D. W. (1983). Job satisfaction and the good soldier: The relationship between affect and employee “citizenship”. *Academy of Management Journal, 26*, 587–595.

- Baumeister, R., Bratslavsky, E., Finkenauer, C., & Vohs, K. (2001). Bad is stronger than good. *Review of General Psychology*, 5, 323–370.
- Bolino, M. C., Turnley, W. H., & Bloodgood, J. M. (2002). Citizenship behavior and the creation of social capital in organizations. *Academy of Management Review*, 27, 505–522.
- Borman, W. C., & Motowidlo, S. J. (1993). Expanding the criterion domain to include elements of contextual performance. In N. Schmitt & W. C. Borman, & Associates (Eds.), *Personnel selection in organizations* (pp. 71–98). San Francisco, CA: Jossey-Bass.
- Burkett, E. (2000). *The baby boom: How family-friendly America cheats the childless*. New York: Free Press.
- Campbell, J. P. (1990). Modeling the performance prediction problem in industrial and organizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (2nd ed., Vol. 1, pp. 687–732). Palo Alto, CA: Consulting Psychologists Press.
- Carlson, D. S., Kacmar, K. M., Wayne, J. H., & Grzywacz, J. G. (2006). Measuring the positive side of the work–family interface: Development and validation of a work–family enrichment scale. *Journal of Vocational Behavior*, 68, 131–164.
- Carlson, D. S., Kacmar, K. M., & Williams, L. J. (2000). Construction and initial validation of a multidimensional measure of work–family conflict. *Journal of Vocational Behavior*, 5, 249–276.
- Conway, J. M. (1999). Distinguishing contextual performance from task performance for managerial jobs. *Journal of Applied Psychology*, 84, 3–13.
- Cooper, W. H. (1981). Ubiquitous halo. *Psychological Bulletin*, 90, 218–244.
- Crouter, A. C. (1984). Spillover from family to work: The neglected side of the work–family interface. *Human Relations*, 37, 425–442.
- Fredrickson, B. L. (1998). What good are positive emotions? *Review of General Psychology*, 2(3), 300–319.
- Fredrickson, B. L., & Losada, M. F. (2005). Positive affect and the complex dynamics of human flourishing. *American Psychologist*, 60(7), 678–686.
- Friedman, S. D., & Greenhaus, J. H. (2000). *Work and family—allies or enemies? What happens when business professionals confront life choices*. New York: Oxford University Press.
- Frone, M. R. (2003). Work–family balance. In J. C. Quick & L. E. Tetrick (Eds.), *Handbook of occupational health psychology* (pp. 143–162). Washington, DC: American Psychological Association.
- Frone, M. R., Russell, M., & Cooper, M. L. (1992). Antecedents and outcomes of work–family conflict: Testing a model of the work–family interface. *Journal of Applied Psychology*, 77, 65–78.
- Frone, M. R., Yardley, J. K., & Markel, K. S. (1997). Developing and testing an integrative model of work–family interface. *Journal of Vocational Behavior*, 50, 145–167.
- Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of Management Review*, 10, 76–88.
- Greenhaus, J. H., & Powell, G. N. (2006). When work and family are allies: A theory of work–family enrichment. *Academy of Management Review*, 31, 71–92.
- Grzywacz, J. G. (2000). Work–family spillover and health during midlife: Is managing conflict everything? *American Journal of Health Promotion*, 14(4), 236–243.
- Grzywacz, J. G., & Bass, B. L. (2003). Work, family, and mental health: Testing different models of work–family fit. *Journal of Marriage and Family*, 65, 248–261.
- Grzywacz, J. G., & Butler, A. B. (2005). The impact of job characteristics on work-to-family facilitation: Testing a theory and distinguishing a construct. *Journal of Occupational Health Psychology*, 10(2), 97–109.
- Grzywacz, J. G., & Marks, N. F. (2000). Reconceptualizing the work–family interface: An ecological perspective on the correlates of positive and negative spillover between work and family. *Journal of Occupational Health Psychology*, 5, 111–126.
- Indovino, L., Rosner, E., DeNicolis, J., & Srednicki, O. (2003). *Work–family conflict, work–family culture, and organizational contextual performance among teachers*. Paper presented at the Society of Industrial and Organizational Psychology.
- Kenny, D. A. (1995). The effect of nonindependence on significance testing in dyadic research. *Personal Relationships*, 2, 67–75.
- Kenny, D. A., Kashy, D. A., & Bolger, N. (1998). Data analysis in social psychology. In D. Gilbert, S. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (4th ed., Vol. 1, pp. 223–265). Boston: McGraw Hill.
- Keyes, C. L., & Grzywacz, J. G. (2005). Health as a complete state: The added value in work performance and healthcare costs. *Journal of Occupational and Environmental Medicine*, 47(5), 523–532.
- Kirchmeyer, C. (1992). Perceptions of nonwork-to-work spillover: Challenging the common view of conflict-ridden domain relationships. *Basic and Applied Social Psychology*, 13, 231–249.
- Lachman, M. E., & Boone-James, J. (1997). Charting the course of midlife development: An overview. In M. E. Lachman & J. Boone-James (Eds.), *Multiple paths of midlife development* (pp. 1–20). Chicago: The University of Chicago Press.
- Leventhal, G. S. (1980). What should be done with equity theory? New approaches to the study of fairness in social relationship. In K. J. Gergen, M. S. Greenberg, & R. H. Willis (Eds.), *Social exchange: Advances in theory and research* (pp. 27–55). New York: Plenum.
- Luthans, F. (2002). The need for and meaning of positive organization behavior. *Journal of Organizational Behavior*, 23(6), 695–706.
- MacEwen, K. E., & Barling, J. (1994). Daily consequences of work interference with family and family interference with work. *Work and Stress*, 8, 244–254.
- Marks, S. R., Huston, T. L., Johnson, E. M., & MacDermid, S. M. (2001). Role balance among white married couples. *Journal of Marriage and Family*, 63(4), 1083–1098.
- Marks, S. R., & MacDermid, S. M. (1996). Multiple roles and the self: A theory of role balance. *Journal of Marriage and the Family*, 58(2), 417–432.
- Marshall, N. L., & Barnett, R. C. (1993). Work–family strains and gains among two-earner couples. *Journal of Community Psychology*, 21, 64–78.
- McEvoy, G. M., & Cascio, W. F. (1989). Cumulative evidence of the relationship between employee age and job performance. *Journal of Applied Psychology*, 74, 11–17.
- Motowidlo, S. J., Borman, W. C., & Van Scotter, J. R. (1997). A theory of individual differences in task and contextual performance. *Human Performance*, 10, 71–83.
- Nathan, B. R., & Tippins, N. (1990). The consequences of halo ‘error’ in performance ratings: A field study of the moderating effect of halo on test validation results. *Journal of Applied Psychology*, 75, 290–296.
- Rothbard, N. P. (2001). Enriching or depleting? The dynamics of engagement in work and family roles. *Administrative Science Quarterly*, 46(4), 655–684.
- Ruderman, M. N., Ohlott, P. J., Panzer, K., & King, S. (2002). Benefits of multiple roles for managerial women. *Academy of Management Journal*, 45, 369–386.
- Sackett, P. R., & Dubois, C. L. (1991). Rater-ratee race effects on performance evaluation: Challenging meta-analytic conclusions. *Journal of Applied Psychology*, 76, 873–877.

- Salancik, G. R., & Pfeffer, J. (1977). An examination of need-satisfaction models of job attitudes. *Administrative Science Quarterly*, 22(3), 427–456.
- Salancik, G. R., & Pfeffer, J. (1978). A social information processing approach to job attitudes and task design. *Administrative Science Quarterly*, 23(2), 224–253.
- Simon, H. A. (1957). *Administrative behavior* (2nd ed.). New York: Free Press.
- Taylor, S. (1991). Asymmetrical effects of positive and negative events: The mobilization-minimization hypothesis. *Psychological Bulletin*, 110(1), 67–85.
- Tompson, H. B., & Werner, J. M. (1997). The impact of role conflict/facilitation on core and discretionary behaviors: Testing a mediated model. *Journal of Management*, 4, 583–601.
- Van Scotter, J. R., & Motowidlo, S. J. (1996). Interpersonal facilitation and job dedication as separate facets of contextual performance. *Journal of Applied Psychology*, 81, 525–531.
- Wayne, J. H., Musisca, N., & Fleeson, W. (2004). Considering the role of personality in the work–family experience: Relationships of the Big Five to work–family conflict and enrichment. *Journal of Vocational Behavior*, 64, 108–130.
- Wayne, J. H., Randel, A., & Stevens, J. The role of identity and work–family support in work–family enrichment and its work-related consequences. *Journal of Vocational Behavior* (in press).
- Young, M. B. (1999). Work–family backlash: Begging the question, what’s fair? *Annals of the American Academy of Political and Social Science*, 562, 32–46.