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**EXPLORING THE RELATIONSHIP BETWEEN EXCELLENCE IN
JOB PERFORMANCE AND EXCELLENCE IN QUALITY OF LIFE**

by

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Thesis submitted to

the School of Graduate Studies and Research

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**This thesis is dedicated to
my daughter Chelsea
who brings me so much joy and happiness.
You have changed my life for ever
And have made it so complete.
Through your eyes, I have learned what matters most.
It's the walks at the cottage, and the swims in the lake,
Playing together, and reading late.
It's everything in front of me, that so few parents see,
I know what's important, it's just being together, you and me.
I love you so much.**

What Matters.

***One hundred years from now,
It will not matter what kind of car I drove,
What kind of house I lived in,
How much money I had in my bank account,
Nor what my clothes looked like.
But the world may be a little better
Because I was important in the life of a child.***

Author Unknown

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My final thesis words.... " It's all been done"

TABLE OF CONTENTS

DEDICATION.....	1
ACKNOWLEDGEMENTS.....	2
ABSTRACT.....	8
CHAPTER I	
INTRODUCTION.....	9
CHAPTER II	
REVIEW OF THE LITERATURE.....	11
Quality of Life.....	11
Work and the Quality of Life.....	15
Quality of Life and Job Performance.....	19
Statement of the Problem.....	20
Research Questions.....	21
Grand-Tour Questions.....	22
Subquestions.....	22
Definitions.....	23
Justification of the Population.....	24
CHAPTER III	
METHODOLOGY.....	25
Rationale for a Qualitative Research Design.....	25
Research Design.....	26
Flexible, iterative, continuous.....	26
Qualitative Interviewing.....	27

Types of Qualitative Interviews (cultural, topical, life histories).....	27
Types of Qualitative Questions (main questions, probes, follow-up).....	28
Stages of a Qualitative Interview.....	29
Participants.....	31
Purposeful Sampling.....	31
Selection of participants.....	31
Criteria for Inclusion.....	31
Recruitment of Participants.....	32
Description of the Sample.....	34
Research Relationship.....	35
Gaining Entry.....	35
Researcher's Role.....	35
Building and Maintaining Trust.....	36
Data Collection Procedures.....	36
Interviews.....	36
Pilot Interviews.....	37
Data Recording.....	38
Data Analysis Procedures.....	38
Strategies for data analysis.....	39
Categorizing Strategies.....	39
Coding.....	39
Contextualizing Strategies.....	40
Verification Steps.....	41

Member checks.....	41
Feedback.....	41
Transparency.....	42
Consistency.....	42

CHAPTER IV

RESULTS	44
Definition of Quality of Life.....	44
Definition of Balance.....	47
Factors Contributing to Excellence in Quality of Life.....	48
1. Family/ Relationships.....	48
2. Physical Activity and Leisure.....	49
3. Contributing at Work/ Sense of Accomplishment.....	50
4. Nature/Being Outdoors.....	51
5. Role of Pets.....	52
6. Time for Self.....	53
7. Role of Faith/Religion.....	53
Prerequisites to Achieve Excellence in Job Performance.....	54
1. Organization.....	54
2. Interpersonal Skills/ Communication with Others.....	55
a) Managing People.....	55
b) Communication with Managers.....	56
c) Network of Knowledgeable People.....	57
3. Seeks Challenge and Responsibility.....	57

4. Living a Balanced Lifestyle.....	58
5. Being Viewed as Different.....	59
6. The Role of Commitment.....	59
Relationship between Quality of Life and Job Performance.....	60
Prerequisites to Achieve Excellence in Job Performance and in Quality of Life.....	62
1. Commitment to Balance.....	62
2. Supportive Relationships.....	63
3. Physical Activity and Leisure.....	65
4. Effectiveness in the Workplace.....	65
Recommendations to NewHires.....	66
Recommendations to the Organization.....	68
CHAPTER V	
DISCUSSION.....	72
Significance of the Study.....	75
Summary and Conclusion.....	76
REFERENCES.....	78
APPENDICES	
A. General letter.....	82
B. Letter of information.....	84
C. Consent form.....	86
D. Ethics approval.....	88
E. Interview guide.....	91
F. Assumptions and Rationale for a Qualitative Design.....	95

ABSTRACT

The present study explored the relationship between excellence in job performance and excellence in quality of life. Twelve interviews were conducted to explore perceptions of quality of life and the relationship to job performance. Seven men and five women participated in the study. Participants ranged in band levels from level 3 to members of the executive group (vice-presidents). Inductive analysis of transcripts revealed that all participants used the term 'balance' in their definition of quality of life. When asked to define 'balance', the following domains were included in the comments of all participants: (1) family; (2) work; (3) physical fitness. Factors contributing to quality of life were listed as (1) family/ relationships; (2) physical activity and leisure; (c) making valuable contributions at work. Interestingly, all participants listed a variety of factors that were important to their achievement of quality of life. Prerequisites for achieving quality of life and job performance excellence included: (1) having a commitment to a balanced lifestyle; (2) having supportive relationships; (3) participating in physical activity; (4) being highly effective in their work roles. Individual differences were identified in this research. Recommendations were made by participants to improve the quality of life of employees. The major theme dealt with the need for training of managers such that they value the importance of quality of life. It was stated by participants that they felt that increasing the quality of life of employees would increase the productivity and performance levels. Results from this study can have practical application in the workplace by providing recommendations to the lifestyle balance department of the organization. This research can be further explored in subsequent studies focussed on understanding this relationship.

CHAPTER I

INTRODUCTION

The relationship between work and nonwork inspired such early writers as Adam Smith, Karl Marx, and Max Weber (Keller, 1987). In recent years, the connection between work and nonwork experiences has been investigated by numerous researchers. Although much of the research in this field has focused primarily on the impact of work on personal well-being and family dynamics (Burke, Weire, & Duwors, 1979, 1980; Jackson, Zedeck, & Summers, 1985) the effects of nonwork experiences on work role behaviour have also been examined (Greenhaus, Bedeian, & Mossholder, 1987; Kanter, 1977).

Two theoretical models, the spillover model (Wilensky, 1960) and the compensatory model (Wilensky, 1960), have directed the majority of the studies examining work and nonwork relationships (e.g. Kabanoff, 1980; Keller, 1987; Martin & Schermerhorn, 1983; Near, Rice, & Hunt, 1980; Rousseau, 1978; Staines, 1980). Proponents of the spillover model predicate that positive relationships exist between work and nonwork factors due to the fact that the two domains generalize to one another. For example, an employee who experiences difficulties at home may then experience a decline in job performance due to the fact that the initial family disruption has generalized into the work domain. The compensatory model, however, argues that a deficiency in one domain will lead the individual to compensate for the shortcoming by engaging in positive activities in another domain (Wilensky). Hence, a negative relationship between work and nonwork factors is posited by the compensatory model. For instance, an individual who is experiencing excessive pressures at work may compensate for this pressure by seeking out positive experiences with family members or through leisure activities (Wilensky).

Notwithstanding the relative infancy of this area of research, there is increasing indication that work and nonwork roles are mutually interdependent (Greenhaus, Bedeian, & Mossholder, 1987). The majority of research exploring this interdependency indicates that negative experiences within the work environment can impair the quality of life for both the individual and family (Greenhaus et. al., 1987). Moreover, researchers examining the relationships between the work and nonwork domains of life have further concluded that nonwork activities may affect an individual's work life (Champoux, 1981; Near, Rice & Hunt, 1987; Near et al., 1980; Staines, 1980).

Although the aforementioned studies address certain components of work-nonwork relations, including personal well-being and family dynamics, a neglected area of focus is the role of job performance in quality of life (Greenhaus, Bedeian, and Mossholder, 1987). To date, only four studies have examined quality of life and job performance, two are unpublished dissertations (Greenhaus, Bedeian, & Mossholder, 1987; Henderson, 1988) and two empirical publications (Felstenhausan, 1984; Smithers, 1995). The small amount of research concerning the reciprocal effect on this subject is indirect at best, with no convincing findings explaining the relationship between quality of life and job performance.

This research study explores the relationship between excellence in job performance and excellence in quality of life. The following pages critically review literature related to job performance and quality of life. The sections to be reviewed consist of the quality of life, work and the quality of life, and quality of life and job performance. The review concludes with a summary of the research questions suggested by the review and examined in this thesis.

CHAPTER II

REVIEW OF THE LITERATURE

In qualitative research studies, the literature is used in a different manner than in quantitative studies. Rather than use the review of the literature in a deductive fashion, which is consistent with quantitative studies, the literature is used in an inductive manner in qualitative studies. This principle is echoed in a quotation by Creswell (1988), "In qualitative research the literature should be used in a manner consistent with the methodological assumptions; namely, it should be used inductively so that it does not direct the questions asked by the researcher" (p.21).

As a result of the deficiency in the literature addressing the relationship between quality of life and job performance, the review of the literature will be employed merely to frame the problem under examination. The framing of the problem "provides a useful backdrop for the problem- who has written about it who has studied it, who has indicated the importance of studying the issue" (Creswell, 1988, p.22).

Quality of Life

Quality of life is a psychological construct that has generated substantial research in the past two decades (Alfonso, Allison, Gorman, & Rader, 1996; Andrews & Robinson, 1991; Andrews & Whitney, 1976; Diener, 1984, 1994). Numerous influential books (Alfonso, 1995; Andrews & Withey, 1976) have been authored during this period, as have critical analyses of prior studies (Alfonso et al., 1996; Andrews & Robinson, 1991; Diener, 1995; George, 1981; Larsen, Diener, & Emmons, 1985). Various undertakings have been made by researchers to define quality of life, albeit unsuccessfully. Differences in definition appear as a result of the field of study or focus in which quality of life has

been investigated (Alfonso et al., 1996; Andrews & Robinson, 1991; Diener, 1984; George, 1981).

The three most popular fields of research are mental health, life satisfaction and social gerontology (Alfonso et. al., 1996). These three fields have varied in the depth of their examination of quality of life, the specific aspects of quality of life that have been explored, their choice of population and the overall purpose of the studies. For example, many of the populations under study in the field of mental health involve clinical populations with specific mental health disorders. The study of quality of life in these settings may be limited to specific treatment outcomes or the type of clinical settings. Other studies focus on patients' satisfaction with social interactions in mental care facilities. Numerous studies in the field of gerontology address specific aspects of quality of life related to satisfaction with long-term settings. Others involve quality of life decisions related to end of life requests including 'do not resuscitate orders' in the elderly population. The variation between these three fields results in different definitions of quality of life, different factors believed to be contributors to overall quality of life and a lack of a holistic approach to overall quality of life.

Given that no single term can capture the intricacy and depth of quality of life, it is broadly defined as a subjective summation of the quality of an individual's life (Alfonso et al., 1996; Andrews & Robinson, 1991; Diener, 1984; George, 1981). Myers and Diner (1995) expand this statement by declaring that no one but the individual can evaluate his or her life for "the final judge is whoever lives inside a person's skin" (p. 11).

Notwithstanding that a comprehensive definition for the construct has evaded definition, Campbell (1981) states that one's satisfaction with life as a whole, or quality of

life, is a global concept which sums up one's satisfaction across domains. Jeffres and Dobos (1995) further state that people's satisfaction with one domain of life is therefore related to their satisfaction with the other domains, thus supporting the spillover model.

In his study on subjective well-being, Diener (1984) reported that "the domains that are closest and most immediate to people's personal lives are those that most influence subjective well-being" (p.345). Reported among Diener's significant life domains were self, income, job, and relationships.

As it is purported that a person's level of quality of life is likely composed of the contributions of various domains in an individual's life, numerous researchers have focused on creating scales and questionnaires designed to measure these specific domains (Alfonso, 1995; Alfonso et al., 1996; Myers & Diener, 1995; Pavot et al., 1991; Schwartz & Strack, 1991). For instance, scales are available to measure one's leisure or leisure satisfaction ((Beard & Ragheb, 1980; Sarason et al., 1983), relationship/marital satisfaction (Schumm et al., 1983; Spanier, 1976), self-satisfaction (Franzoi & Shields, 1984), and job satisfaction (Alfonso et al., 1996; Hoppock, 1935; Smith, Kendall, & Hulin, 1969).

Although these scales have been devised for clinical and/or research purposes, each has various limitations (Alfonso et al., 1996). First, some scales are more comprehensive than is often necessary. Scales that consist of several hundred items may not be practical as screening instruments due to the amount of time and commitment required to complete the scales (Diener et al., 1985; Larsen et al., 1985). Therefore, the feasibility of screening individuals in order to assess level of quality of life is jeopardized.

Second, several of the shorter scales, including single item scales have questionable reliability and validity, thus resulting in debatable psychometric properties (Alfonso et al., 1996). Andrews and Robinson (1991) review numerous scales whose reliability and validity appear debatable and thus questions their usefulness in studies. Moreover, these single item scales may not yield much clinical information about the individual (Alfonso et al., 1996). Numerous researchers have purported that more insightful information can be accessed by interviewing the individual, rather than through the administration of these types of scales.

A third criticism is that various scales are only applicable to a specific population (Alfonso et al., 1996). For example, many of the scales may be useful for clinical populations, but not for non clinical populations. This is particularly relevant to the proposed study as the participants will be drawn from a non-clinical population and thus the information from clinical scales would not be applicable.

Finally, a majority of the scales only measure one specific domain of life (Alfonso, 1995; Andrews & Robinson, 1991; Frisch, 1993; Pavot et al., 1991), which may provide information about an individual's life in one area (e.g., relationship satisfaction), but provide no information about other areas of an individual's life (e.g., work, social, leisure). More specifically, there is a need for a scale that can measure reliably and validly an individual's quality of life in several life domains in an efficient manner (Alfonso et al., 1996).

In summary, as a result of the limitations inherent to each objective instrument, this study does not involve the use of objective scales and questionnaires for either screening of participants' level of quality of life or for measurement of the construct. Due to the fact

that a comprehensive definition of quality of life has yet to be established, one objective of the study was to explore an in-depth understanding of quality of life based on participants' subjective perceptions of this concept. This will serve to define the construct within the individual's frame of reference and to better understand the world of the interviewee.

Work and the Quality of Life

Given that people dedicate a substantial portion of their lives to employment, the effect of work on employees' lives is deserving of the significant amount of research it has attracted (Loscocco & Roschelle, 1991). The ways that people respond to their jobs can have repercussions for their personal happiness and quality of life, as well as for the effectiveness of their work performance and the success of their organizations (Sheppard, 1975). Conversely, changes or disruptions in an individual's nonwork life may have consequences for their ability to perform and succeed in the work domain (Judge & Watanabe, 1994).

Not surprising, this relationship between work and nonwork, also labeled "job-life", has long been of interest to researchers and has continued to be the subject of numerous studies (e.g. Cramer, 1994; Judge & Watanabe, 1994; Rice, Near, & Hunt, 1980; Tait, Padget, & Balwin, 1989). Four major models attributed to Wilensky (1960) have dominated job-life research, and have been put forward to describe the relationship between these two areas of life.

Supporters of the spillover model suggest a positive association between job satisfaction and life satisfaction. This model states that work experiences generalize or extend to the other domains of life. Satisfaction in one area of a person's life thus "spills over" or generalizes to another domain of life (Wilensky, 1960). An example of a negative

spillover effect would be in the case of an individual who endures a major career disappointment that disrupts the work domain, and ultimately intrudes into the other components of their life, such as family and personal well-being (Cramer, 1984, Near, Rice & Hunt, 1980).

In contrast, the compensation model postulates that the relationship between the two variables is negative, and that people dissatisfied with one area will compensate for this by seeking out and experiencing satisfaction in another area of life (Wilensky, 1960). In this model, non-work activities can then compensate for experiences and rewards denied at work and conversely, work activities can counterbalance negative situations experienced in nonwork domains.

A third model, namely the segmentation model, assumes that the variables are unrelated. In this case, the work and non-work domains are sharply separated from one another without significant mutual influence. The individual is able to mentally separate experiences at work and nonwork such that occurrences in one sphere are contained and do not spillover to other aspects in a person's life. In this model, the individual is able to mentally close-off work experiences and attitudes from non-work life and vice versa.

Finally, the diseggregation model asserts that the importance that an individual places on the role of work in their life moderates the relationship between job and life satisfaction. Consequently, the relationship is more positive for people who establish a high value for their work lives (Cramer, 1994). Thus, an individual who places great value on their work role will be more prone to experience disruption in their life should a negative situation occur within the work domain. In contrast, a person who does not place

great importance on their work life would be less likely to have their nonwork life affected.

Much of the prior research on the relationship between work and nonwork has tended to find significant positive relationships between these two variables, that would therefore suggest support for the spillover model (Dreher, 1982; Keller, 1987; Martin & Schermerhorn, 1983; Near et al., 1980; Staines, 1980). For example, Iris and Barrett (1972) identified a spillover relationship between job satisfaction and life satisfaction in their study of plant foremen. Similarly, Rousseau (1978) determined that work and nonwork experiences were interrelated with job and life satisfaction by way of a spillover effect in her study of employees from an electronics firm and a radio station.

Although numerous studies have determined that job and life satisfaction are positively related, others have reported that they are inversely related, or that no relationship exists between the two (Judge & Watanabe, 1994). For instance, Kabanoff and O'Brien (1980) reported insignificant relationships between work and nonwork variables in their study of a representative sample of urban adult Australians.

However, Dowell (1976) studied employees of two catalog plants and determined that in certain groups of employees, work was the primary contributor to life satisfaction, whereas in others, nonwork was the important contributor to life satisfaction. Dowell interpreted these results as being consistent with the compensatory model of work and nonwork activities. In this case, the groups would compensate for negative occurrences that occur in the domain of primary contribution, work and nonwork respectively, by experiencing satisfaction in the subsidiary areas of their lives.

Recall that the spillover model predicts that if life satisfaction is high, then this satisfaction will spillover into the work domain and thus result in a high level of work satisfaction. Conversely, if life satisfaction is low, then the spillover into the work domain will result in a low level of job satisfaction. Thus, as per the spillover model, the employees who experience a high level of satisfaction during their time off from work will transfer/ spillover that satisfaction into their work life, and thus have a lower level of absenteeism as a result of their higher level of work or life satisfaction. Conversely, employees who do not experience a high level of satisfaction during their time-off from work will also experience a low level of satisfaction in their work domain due to the spillover of low satisfaction from the non-work domain (time-off from work) to the work domain. Thus the spillover model predicts the higher level of absenteeism represented in these employees.

A second explanation proposed by Youngblood (1984) is that the prediction of absenteeism based on the value placed on time-off from work can be viewed as being consistent with the compensation model. Youngblood explained this result based on the compensation of time-off for less-valued time spent on the job. Thus, employees compensate for the low level of satisfaction experienced in the work environment by enjoying a high level of satisfaction during their time away from work, and thus the level of absenteeism is low due to the high satisfaction enjoyed in the non-work domain. Conversely, employees who do not compensate for a low level of work satisfaction by valuing their time-off away from work will experience a higher level of absenteeism.

In summary, much remains unknown about the overall nature of the relationship between job satisfaction and life satisfaction (Judge & Watanabe, 1994; Rain, Lane, &

Steiner, 1991). Controversy still exists in the literature over which theory of the job-life research (spillover, compensation, segmentation, or dissegregation) best explains the association between the two constructs (Judge & Watanabe, 1994). Furthermore, some researchers suggest that rather than focusing research solely on proving which theory best explains the relationship, investigators should examine how the nature of the relationship between job and life satisfaction might differ between individuals (Judge & Watanabe, 1994). Moreover, Judge and Watanabe suggest that it is conceivable that each model is possible for different individuals, and hence individual differences should be explored in future studies. Thus, the exploration of individual differences and the applicability of each model were explored in this thesis.

Quality of Life and Job Performance

Taken as a whole, these studies convincingly demonstrate that experiences arising within the work domain can have far-reaching effects on one's personal and family life and vice versa. However, one neglected area in work-nonwork relations is the role of job performance in overall well-being and quality of life. This is surprising as high levels of job performance are sought and valued by employees and organizations. Given the limited amount of research related to the role of job performance in overall quality of life, results from the following studies cannot be considered conclusive. For example, career success has been identified as a source of both personal, family and social problems by numerous researchers (LaBier, 1986; Steiner, 1972). Researchers have suggested that sharp increases in a husband's salary, which is an indicator of high job performance, may result in a deterioration in marital satisfaction (Dizard, 1968; Greenhaus, Bedeian, & Lang, 1987).

There are several reasons to expect that top performance in the work domain may detract from both personal and family well-being. One potential explanation is that the achievement of high levels of job performance requires such great investments of both time and emotion, that there remains very little time or energy available for nonwork domains of a person's life (Greenhaus, Bedeian, & Lang, 1987), which predicated the compensation model. Hence, the activities that give rise to high job performance may alienate an individual from his or her family and lead to a decrease in well-being.

A second rationale proposed by researchers is that the attainment of high job performance requires behaviours which are necessary in the work domain, but are maladaptive in a person's personal and family life (Greenhaus et. al., 1987). In support of this postulate, LaBier (1986) suggests that the top job performers are led to compromise their values and belief system in order to conform to the behaviours that are demanded from the work domain. For example, an individual identified as a top performer may be required to compromise time for self, physical activity, and family in order to meet the increasing responsibilities and expectations in the work domain. Similarly, an employee who values family may be required to work late on evenings thus creating a conflict between their work and family role.

Statement of the Problem

This research study explores the relationship between excellence in quality of life and excellence in job performance. Only four studies have included quality of life and job performance as constructs in their investigations and none of these studies have explored the interrelationship between the two constructs in a holistic fashion. Moreover, the individual applicability of Wilensky's (1960) four 'work-life' models as well as the

applicability of the various models over an individual's career span have yet to be explored.

Thus, the goal of this study was to gain an understanding of the nature of the relationship between quality of life and job performance over the career span for individual employees and to examine how these individuals manage their lives such that they attain both excellence in job performance and excellence in quality living.

A more detailed itemization of the research questions explored in this study is presented in the following section. These questions are a combination of the information obtained from the literature review as well as data collected during the pilot interviews.

Research Questions

Maxwell (1996) states that research questions in qualitative designs are not equivalent to research hypotheses. He differentiates research questions from research hypotheses by asserting that research questions state what a researcher wants to discover, whereas research hypotheses are a declaration of the researcher's provisional answers to the questions.

Although the use of research hypotheses is frequently viewed as inconsistent with qualitative research, Maxwell (1996) states that there is no fundamental issue with a qualitative researcher who forms qualitative research hypotheses as part of their study as long as the researcher does not inappropriately apply quantitative research standards, including terminology, to the qualitative research hypotheses. The distinguishing feature of hypotheses used in qualitative research is that they are conceived after the researcher has initiated the study, thus they are not a priori (Maxwell). Qualitative research hypotheses are "grounded in the data and are developed and tested in interaction with it, rather than being prior ideas that are simply tested against data" (Maxwell, p.52).

Furthermore, with respect to terminology, Miles and Huberman (1994) state that in qualitative research, the research hypotheses are often labeled as propositions rather than as hypotheses.

Thus, in order to remain consistent with a qualitative research approach, both research questions and research propositions were employed rather than objectives and a priori hypotheses (Creswell, 1994). Research questions were outlined prior to the commencement of the study and evolved throughout the duration of the study, whereas the research propositions were developed after the onset of the study.

Grand Tour Questions

There are two basic forms of research questions: grand-tour questions (Werner & Schoepfle, 1987) and subquestions (Miles & Huberman, 1984). The grand tour question is a statement made in the most general format of the question being explored in the study (Creswell, 1994). Thus, grand-tour questions remain compatible with the emergent nature of qualitative designs due to the fact that they are phrased in a comprehensive manner that does not limit the scope of inquiry (Creswell).

Subquestions

The second form of research questions is the subquestion. Subquestions follow the general grand tour question(s) and serve to narrow the focus of the investigation (Creswell, 1994). Creswell states that although the focus of the study becomes narrowed with the use of subquestions, they do not limit the range of investigation of the researcher. Rather, the subquestions constitute a portion of the initial subject matter investigated in the interviews (Creswell).

In order to remain consistent with the recommended guidelines prescribed by Miles and Huberman (1984), I asked a maximum of two grand tour questions followed by a maximum of seven subquestions.

Grand tour question #1: Is there a relationship between excellence in quality of life and excellence in job performance.?

Grand tour question #2: How do individuals manage their lives such that they attain excellence in job performance and quality of life?

Subquestion #1: Do individual differences exist in the applicability of the four models of quality of life and job performance?

Subquestion #2: Does the relationship between quality of life and job performance differ between individuals?

Subquestion #3: How do participants define quality of life?

Subquestion #4: What is the role of lifestyle balance and other moderators in the achievement of quality of life and job performance excellence.

Definitions

The definition of quality of life used in this study was based on the work by Myers and Diner (1995) that states that quality of life is a subjective summation of the quality of an individual's life and that no one but the individual can evaluate his or her life for "the final judge is whoever lives inside a person's skin" (p. 11).

Job performance was measured using the Nortel Networks job evaluation measure called the MFA (Managing For Achievement). The MFA is the name of the Nortel Networks performance review determined annually. It is based on three possible job performance evaluations: Ex (Exceeds), Ac (Achieves) and NI (Needs Improvement). The

Exceeds rating indicates that an employee has exceeded their annual objectives and has performed at a very high level. The Achieves rating indicates that an employee has achieved their annual objectives. Finally, the NI rating indicates that the employee 'needs improvement' and has not achieved their annual objectives.

It is important to note that it is the individual employee who creates his/her annual objectives. These objectives are then discussed with the employee's supervising manager and feedback is obtained. The resulting document, the MFA, is evaluated by the supervising manager at the termination of the year and a performance rating is determined. The manager will then discuss their employees' evaluations with a panel of their peers in order to provide justification for the performance rating given. The final stage of the process involves a meeting between the employee and the manager, such that the result of the annual MFA is given.

Justification of the Population

In terms of literature addressing high-technology, the lack of empirical data concerning quality of life in this industry is a glaring omission in view of high-technology's assumed economic importance and its professed leadership for advanced types of organizations and work behaviour (Gamst & Otten, 1992; Nijkamp, Bouman, & Verhoef, 1990). None of the published studies examining quality of life have explored the concept within the high technology industry. Thus, the investigation of quality of life within high-technology personnel was the focus of this study as it is an understudied population.

CHAPTER III

METHODOLOGY

Rationale for a Qualitative Design

Maxwell (1996) states that there is no clear guide or cookbook for conducting qualitative research. He further states that the answer to almost all questions about the specific use of qualitative research methods is "it depends". In contrast with quantitative research designs, there does not exist a standard and accepted procedure for data collection, data analysis, and reporting of qualitative research (Creswell, 1994). Therefore, Creswell states that the following should be addressed: the rationale for a qualitative design, the assumptions of qualitative research designs, discussion of the type of qualitative design used, discussion of the researcher's role, discussion of data collection procedures, data recording procedures and data analysis techniques, and finally, the specification of the verification steps to be used.

An important aspect of qualitative research is that the researcher must justify the use of a qualitative research design. Creswell (1994) states that the researcher must discuss why the problem under investigation is suited to a qualitative design.

In the case of the relationship between quality of life and job performance, there exists a minimal amount of empirical research related to the topic. The use of a qualitative design is thus justified by the exploratory nature of the topic due to the lack of a known theory base, or state of knowledge (Creswell, 1994). Therefore, there is a need to explore and describe the phenomena and to develop models and theory (Morse, 1991). The exploratory nature of a qualitative research design was suited to the investigated phenomena.

Research design

Research design is about planning what the researcher is going to ask, to whom he/she is going to ask, and why the specific questions were asked (Marshall & Rossman, 1989). A strong research design links the research to the world of theory and practice in order to ensure that the results are functional (Rubin & Rubin, 1995).

Flexible, Continuous, Iterative

In qualitative research, the researcher begins with a topic and research design in mind that helps to keep the researcher focused on the initial purpose of what he/she intends to learn. With this in mind, the researcher will not be bound to follow the original design, as the questions change and evolve during the research process (Rubin & Rubin, 1995). Thus, the research design takes place gradually. Themes and ideas that were explored in the first stages may result in being not important, and the themes that appeared to be less vital at the start of the research process may end up being central to the study (Rubin & Rubin, 1995). In order to adapt to and accommodate the changing nature of the information obtained from participants, the research design has to be flexible.

The second quality of qualitative interviewing is the continuous nature of the research. This means that questions are redesigned throughout the study in order to seek out new themes and explore others in greater depth. Each time that the themes are analyzed, the researcher will determine which ones need to be examined in detail.

The process involves the third quality of qualitative interviewing, the iterative design. Each iteration focuses more closely on the core themes. The iterative design ends when the information obtained from participants supports a small number of themes and each additional interview adds no more ideas on which you are questioning (Rubin &

Rubin, 1995). Glaser and Strauss (1967) call this point the theoretical saturation.

Therefore this prevents the qualitative researcher from planning the entire research design in advance because the design evolves as the researcher gains data from the interviewing process (Rubin & Rubin). Thus, the qualitative interviewing design is flexible, iterative, and continuous, rather than fixed in advance and rigid (Creswell, 1994)

Qualitative Interviewing

Qualitative interviews are differentiated by the kind of information that they seek and the emphasis placed on culture. Culture addresses the way in which people interpret the world around them by developing shared understandings (Rubin & Rubin, 1995). Culture provides people with rules about how to function in the world in which they live and work. In interviews, the researcher is seeking to understand the rules of the culture they are studying (Rubin & Rubin).

Types of Qualitative Interviews

In cultural interviews researchers explore collective understandings, norms, taken-for-granted rules of behaviour, values, and mutual expectations of a group (Rubin & Rubin, 1995). Topical interviews are more narrowly focused on a specific event or process, and are concerned with what happened and why (Rubin & Rubin). Finally, life histories focus on major life events and changes experienced by the interviewees, what he or she felt as they passed through those stages (Rubin & Rubin).

Although this research study focussed greatly on the role of culture within the lives of the participants involved in the study, some aspects of the study included both topical interviewing when specific processes needed to be explored, as well as areas related to the

interviewees' life histories (specifically the changes experienced by the individual during their career history).

In keeping with a statement by Rubin and Rubin (1995), the cultural interviews involved active listening rather than aggressive questioning. In the event that a statement made by a participant interviewee sounded unbelievable, it was viewed as a potentially valuable piece of information, rather than something that should be challenged, or 'corrected'. Thus this study contains the ideas, opinions, thoughts and understandings belonging to the interviewees. Therefore, the cultural report is credible because the story is told by the experts, the members of the culture, in their own words (Rubin & Rubin).

Types of Qualitative Questions

Qualitative interviews are built upon of three kinds of questions; main questions, probes and follow-up questions. Main questions create a framework for the interview, maintaining the questioning on topic, and linking what is asked in individual interviews to the overall research design (Rubin & Rubin, 1995). I prepared a portion of the main questions in advance of the interview in order to initiate and guide the conversation. In keeping with the flexible and iterative nature of the qualitative research design, the nature of the main questions evolved throughout the course of the study as I gained more information from participants and explored new topics.

Probes have three main functions. They help to signal the level of depth the interviewer wants, that a longer or more detailed answer is required, or specific examples and experiences are desired. Secondly, probes function to encourage the interviewee to complete the particular answer that they are giving. The final function of probes is to demonstrate to the interviewee that you are paying attention to their responses.

Continuation probes, elaboration probes, body language and pauses are examples of probes that were employed throughout this study.

The purpose of follow-up questions is to get the depth that is the core characteristic of qualitative interviewing by exploring emerging themes with the interviewees (Rubin & Rubin, 1995). Follow-up questions further serve to pursue the implications of answers to the main questions by asking for elaboration about main ideas and concepts. When answering follow-up questions, it is believed that interviewees become research partners and thus are referred to as conversational partners (Rubin & Rubin). The researcher may ask the conversational partner about themes he/she believes are in the responses given during the interviewee, or what he/she thinks about a particular idea/issue raised in a different interview.

Stages of a Qualitative Interview

Rubin and Rubin (1995) discuss a stage model for qualitative interviewing. The authors state that good interviews develop through seven stages. They further say that not all of the stages will develop for each interviewee and that some stages may blend together during the interview process. Rubin and Rubin establish that the stage model is not intended to become a rigid guide, but rather a reminder that individuals cannot remain at intellectual or emotional high levels for a long duration of time. The stage model was adopted during the course of this qualitative interviewing study. The following consists of a brief description of the stage model as outlined by Rubin and Rubin (1995).

1. Create natural environment. The initial stage of the interview involves casual conversation about the subject area. The interviewer expresses interest into the life of the

interviewee and it is during this stage that the researcher can show some commonality with the interviewees.

2. Encouraging conversational competence. The second stage of the interview involves asking non-threatening questions that are core to the research subject and should address matter that the interviewee can easily answer.

3. Showing understanding. Throughout the interview the researcher should encourage the interviewee to be open in their responses. I will ask follow-up questions to demonstrate that I have understood the factual content of what the interviewee tells me, and show emotional understanding by showing that I am an empathetic listener.

4. Getting facts and basic descriptions. The interviewee is encouraged to talk at length on an initial subject in order to 'cast the net wide'. Later in the interview, the interviewer will focus in on more specific ideas or themes.

5. Asking difficult questions. Rubin and Rubin (1995) state that stressful material should be asked only if it is essential to the subject of the research. They further suggest that if an overly stressful issue is raised accidentally, that the interviewer should 'back-off'.

6. Toning down the emotional level. This is the stage of an interview when the discussion is turned around such that the interviewee can ask questions of the researcher.

7. Closing while maintaining contact. During the final stage of the interview, casual discussion is resumed. Rubin and Rubin (1995) note that this can be an indirect way of providing additional information, therefore the researcher should pay close attention to what is being said.

Participants

Purposeful Sampling

When a researcher is faced with a choice about who to talk to, or what information to focus on, she is confronted with a sampling decision (Maxwell, 1996). In qualitative research, most sampling is classified as purposeful sampling. Purposeful sampling is a research strategy in which specific people, settings or events are deliberately chosen in order to provide important information that can't be accessed using other sampling choices (Maxwell). This aspect of a research study is the most important consideration in qualitative sampling decisions (Rubin & Rubin, 1996).

Selection of participants

The individuals were selected for participation in this study to be consistent with the way in which the subject of the research has been defined (Maxwell, 1996). All participants must meet the following requirements as outlined by Rubin and Rubin (1995); (a) knowledgeable about the cultural arena being studied; (b) willing to discuss it; (c) represent different perspectives and points of view.

Criteria for Inclusion. All participants have achieved (1) a minimum of 3 years experience within the Nortel organization; (2) have received a minimum of one "exceeds" rating in at least one of their 3 most recent performance evaluations, and (3) have attained excellence in quality of life. The determination of excellence in quality of life is subjective. It has been defined by Alfonso et al. (1996) as a "subjective summation of the quality of an individual's life by that person (and) no one but the individual himself or herself can evaluate his or her life" (p.276).

The sample is thus purposive. and the participants will be considered as experts in the stated research area, having achieved both excellence in job performance and excellence in quality living.

Recruitment of participants

The first step involves finding knowledgeable people who can orient the researcher to the research arena. Spradley (1979) labeled these individuals as 'encultured informants', individuals who are very familiar with the culture and are willing to explain what it means. In this study, I obtained information from two encultured informants in order to both understand the basic aspects of the culture to be explored, as well as a means to begin the recruitment of participants.

As qualitative interviewers conducting cultural studies often choose interviewees along social networks, the initial interview is often conducted with a personal acquaintance who is a member of the group being studied (Rubin & Rubin, 1995). This was a strategy that I employed in this study. If individuals mention the names of other people that may have been willing to speak with me, then I followed up and determined if they met the criteria for inclusion and if they were interested in participating in the study. If no names were mentioned, I asked interviewees to suggest names of persons who may be interested in talking with me. This process of interviewing people identified by others is the basis of interviewing along a social network and is a strategy known as the 'snowball effect'.

Step 1: As I was informed by the Nortel organization that a mass mailing of forms to all 18,000 employees was not the best means to recruit participants, I accepted their suggestion to employ the process of peer nomination as a first step in recruiting

participants. My contact met with the two individuals who were also involved in the initial decision to grant permission to conduct the proposed study. An initial list was created consisting of 5 names of employees who they believed met the criteria for the study. This process was one of peer assessment in which a small group of individuals had determined if they felt the nominated individuals lived a life with a high quality of life. Performance evaluations were accessed to verify their eligibility.

Step 2: The second step involved the determination of the criteria of ‘excellence in quality of life’. Although the individuals were identified by others as having a high level of quality of life, it was essential that the determination be made by the individual’s themselves. In order to resolve this concern, I left a voice mail for each of the nominated employees and described the nature of the study as well as the criteria involved. This allowed the individuals to determine themselves if they felt that they had achieved excellence in quality of life. A phone number was left such that (a) if they felt that they met the criteria, and (b) they were interested in participating in the study, then they could contact me such that I could forward the general letter (appendix A), the letter of information (Appendix B), and the letter of consent (Appendix C). All five individuals chose to participate in pilot interviews.

Step 3: The remainder of the recruitment of participants followed a similar process, always allowing the final determination of quality of life to be determined by the individual involved. In order to facilitate further recruitment, both the snowball effect (identification of individuals from participants) and peer nomination from Nortel Networks contacts were employed.

Description of the Participants

The sample included employees from the various band levels within the Nortel organization. The band levels at Nortel Networks vary from band level 3 to band level 9, plus the executive group (vice-presidents). The various band levels are typically associated with specific titles to include manager (band level 7), senior manager (band level 8), director (band level 9). Executives are individuals above band level 9.

The sample further varied from a minimum of 1 Exceeds rating to 3 Exceeds ratings in the past 3 years. An attempt was made to recruit participants who vary in age, marital status and gender. This variation was desirable in order to interview individuals who may possess different perspectives and points of view (i.e. married individuals, gender differences...). The specific description of the sample follows.

A total of 13 individuals participated in this study, 7 men and 5 women. A total of seven participants were married. An additional 3 participants were involved in long term committed relationships. The final 2 participants were not involved in relationships at the time of the study. Four participants were parents at the time of the study, and an additional two were expecting children. Age ranged from mid twenties to late thirties.

Band levels ranged from level 3 to the executive level. The break down of band levels is as follows: one participant at band 3, two participants at band 6, two participants at band 7, five participants at band 8, one participant at band 9, and two participants at the executive level. In terms of MFA ratings, the following is the breakdown for the participants. Two participants received 1 exceeds ratings in the past three performance evaluations. Six participants received two exceeds ratings in the past three performance

evaluations. Four participants received three exceeds ratings in the past three performance evaluations.

In terms of site locations, participants interviewed for this study were employed at five different Nortel Networks sites in the Ottawa region.

Research Relationship

Maxwell (1996) conceptualizes the research relationship in terms of two main aspects; gaining entry to the setting and establishing rapport with the participants.

Gaining Entry

Gaining entry to research sites is one of the most challenging aspects of interviews (Creswell, 1994). In order to gain entry to the organization and to obtain permission to recruit participants, I relied on the following. First, I was fortunate to have connections within the organization who arranged initial contacts and meetings to discuss the proposed research. Once permission was granted to conduct the proposed study, I was appointed a sponsor within the organization who would serve as my main contact for the duration of the interviewing process. This individual was available to assist me with questions and concerns. Furthermore, although gaining entry can be a continuous problem in a research study that involves moving from site to site in order to interview participants (Marshall & Rossman, 1989) I had secured access to the sites through the approval of 'gatekeepers', individuals ensured my access to sites

Researcher Role

In qualitative interviewing, the researcher is not neutral, distant, or uninvolved. The researcher forms a relationship with the interviewee, and the researcher's empathy, sensitivity, humor, and sincerity are important tools for the research (Rubin & Rubin,

1995). What research role you take and how that role is viewed by the interviewee impacts the quality of the conversation (Maxwell, 1996). Thus, the research role should be one that is mutually acceptable, varying from 'researcher' to 'parent'. The role should be one that will encourage trust and help to create a safe and comfortable environment for participants.

Building and maintaining trust. One of the basic tenets of trust is to ensure that individuals feel safe. For this reason, interviews were conducted in such a way that affords a high level of input from the participants. The first step involved allowing the interviewees to select the date, time and setting of the interviews. A second aspect involves researcher skills. A high level of respect and understanding for the interviewees as well as a genuine interest in their lives contributed to the development of a relationship of trust. Furthermore, I became familiar with the culture that was studied (through established contacts and relationships) and became familiar with some of the particularities of the cultural arena (language use, terms). I informed participants of their ability to edit their interview transcription such that they feel that they can be open and honest during the interview without fear of 'saying something they will regret'.

Data Collection Procedures

Data collection involves setting the boundaries for the study, collecting information through interviews, and establishing the procedure for recording information (Creswell, 1994).

Interviews

Participants partook in a semi-structural interview (see Appendix E). The interviews were based on Rubin and Rubin's (1995) interview guidelines, in which the

researcher introduces main questions, followed by probe questions, and then proceeds with follow-up questions. The questions were predominantly open-ended in order to enable the participants to express their beliefs and understanding of the area without being constrained by the closed nature of the questions. As there are few studies in the area of quality of life and job performance, there does not exist substantive research with which to develop an interview guide. Thus, interview guidelines (see Appendix E) were developed based on previous extensive interview work by Orlick (1997) and Zitzelberger (1991) as well as through informal discussions with individuals within the high-technology industry.

Pilot interviews

Five pilot interviews were conducted in order to determine the quality of the interview guide as well as to further develop my skills as an interviewer. Due to the fact that I had prior conversations with my contact at Nortel as well as with other knowledgeable individuals within the high-technology community, I discovered that the majority of the interview questions outlined in the guide were relevant to the interviewees. They were able to provide answers with a high level of depth, and relevant to the topics to be explored in this study.

Some changes were made in the interview guide in order to avoid repetitiousness in the responses (for example, interviewees response to one question encompassed that of two other questions) as well as to include questions dealing with subject matter mentioned by the interviewees and needing to be further explored. Another direct result of the pilot interviews involved the 'evolving' of subquestions to be explored throughout the study and listed in this proposal. An example lies in the area of 'balance'. Although my initial research questions did not involve a specific question dealing with the role of balance in

the achievement of quality of life, this was an area mentioned in all five interviews. Thus, in order to remain consistent with the inductive nature of qualitative research, I edited my original research questions in order to reflect the information obtained during the pilot interviews.

Data recording procedures

What is to be recorded and how will it be recorded are two major concerns of the qualitative researcher. In qualitative interviewing it is essential to keep a record of the interviews such that your report will be based on accurate renditions of what was said by the interviewees (Rubin & Rubin, 1995). Tape recording interviews ensures that conversation is maintained in an accurate and retrievable form. This aspect allowed me to concentrate more on what was being said and to plan probes and follow-up questions. Tape recording also helped to ensure that the thesis was written in the exact words of the interviewee, thus increasing credibility and decreasing concern of misquoting or misrepresenting participants. For these reasons, interviews were audio-taped. Furthermore, as a means of prevention, two tape recorders were employed in the event that one malfunctioned.

Data Analysis Procedures

Data analysis is the final stage of 'listening to hear the meaning' of what is said by the conversational partners (Glaser & Strauss, 1967). Data analysis starts while the interviewing is under way, concurrently with data collection and interpretation (Rubin & Rubin, 1995). This is the aspect of qualitative research that most clearly distinguishes it from other forms of research (Maxwell, 1996).

The initial step in qualitative analysis involves reading the interview transcripts. Listening to the interview tapes prior to transcription as well the actual process of transcription are also viewed as opportunities for data analysis (Maxwell, 1996). The researcher writes notes and develops provisional ideas about themes and relationships heard in the data throughout the process.

Upon completion of each interview, a more detailed analysis takes place in order to pull out themes and concepts that should be examined in greater detail. This leads to the redesigning of interview questions in order to focus in on central themes and further explore emerging concepts or fine-tune themes.

Strategies for Data Analysis

Memos, categorizing strategies (such as coding and thematic analysis), and contextualizing strategies are methods used by the qualitative researcher. Memos will be written often during the process of data analysis as they capture your thinking about your data, facilitate such thinking, and document the decision-making process (Rubin & Rubin, 1995).

Categorizing Strategies

The main categorizing strategy in qualitative research is coding (Maxwell, 1996). Coding is the process of classifying individual responses into categories that bring together similar ideas, concepts, or themes (Rubin & Rubin, 1995). Coding strategies are therefore developed inductively during the analysis and are grounded in the data being analysed (Glaser & Strauss, 1967).

Coding. Coding proceeds through stages. The first stage involves creating a few core coding categories, suggested by the original reading of the interviews and the

intended purpose of the report (Rubin & Rubin, 1995). When important information does not fit into the original categories then new categories need to be added. Similarly, if one of the categories seems to combine numerous concepts and ideas, then coding categories need to be changed to separate such ideas. Whenever any changes are made to coding categories, the researcher has to re-code all the material previously examined (Maxwell, 1996).

The next stage of the coding process involves placing all the material from each code together in a section. This process allows the researcher to both analyse the material within and across a coding category (Rubin & Rubin, 1995). By exploring the material in specific categories, the researcher is able to gain a better understanding about what the particular concept or theme means. By comparing material across categories, it is possible to see explore links between themes as well as contradictions (Maxwell, 1996).

Contextualizing Strategies

Maxwell (1996) refers to contextualizing strategies in terms of linking themes and making connections between categories. It is possible to link two, three, four or even a greater number of themes together. The key aspect is to work through the implications as new links are made. Maxwell suggests to start with any of your themes and ask your self if and how it may relate to the other concepts determined through coding strategies. The goal being to create a certain number of themes that are linked together and collectively describe or explain the topic under study. This material is then interpreted using both the literature and theories.

Verification Steps

Most indicators of validity and reliability do not apply to qualitative research (Rubin & Rubin, 1995). Qualitative researchers have no single stance on addressing the traditional topics of validity and reliability in qualitative studies (Creswell, 1994). Qualitative writers (Lincoln & Guba, 1985) have even created their own language to distance themselves from quantitative perspectives, creating such words such as authenticity and trustworthiness. The following consist of some of the ways to increase the credibility of a qualitative interviewing study. They consist of methods described by Creswell (1994), Rubin and Rubin (1995), and Maxwell (1996).

Member Checks

Member checking involves requesting feedback about data and conclusions from the participants of the study (Guba & Lincoln, 1989). It is the most important way of ruling out the possibility of misinterpreting the meaning of what the interviewees say (Rubin & Rubin, 1995). Participants were involved in all phases of the research. Participants had opportunity to edit their interview transcript, provide feedback on categories and themes during coding as well as provide feedback on the links made between the categories.

Feedback

Soliciting feedback from others is an important strategy for identifying credibility threats, biases and flaws in logic or methods (Maxwell, 1996). Feedback was sought from both individuals familiar with the research setting, as well of individuals who had no knowledge of the research subject.

Transparency

Transparency means that the qualitative researcher documented the basic processes of data collection (Rubin & Rubin, 1995). Transcripts of each interview were maintained. A record of how the transcripts were made, how they were validated, how they were organized and analyzed were kept in a log book. Original coding categories as documented on the original marked transcripts were kept. Comments that explain what was happening during the interview (pauses, laughing...) were recorded on the transcripts. A record was also maintained detailing the research process, a summary of what was learned, ideas and questions to be explored, as well as major decisions regarding themes or concepts.

Consistency

A credible report demonstrates that the researcher checked out ideas and responses that appeared to be inconsistent (Rubin & Rubin, 1995). The researcher shows that themes in one interview were compared for coherence with themes presented in other interviews. In the event that there is inconsistency within a specific case (a single interview appears to present contradictory evidence), the researcher should explore it, and indicate that it has been checked out. The researcher should provide reasoning as to why one version was accepted over the other, or why in such circumstances people can hold contradictory understandings (Rubin & Rubin, 1995). Although this discussion regarding consistency has been limited to consistency within cases, two other forms of consistency will also be examined in the proposed study; consistency across cases and consistency across settings.

In qualitative research the goal is not to eliminate inconsistencies, but rather to ensure that you understand why the inconsistencies or negative cases occur (Rubin & Rubin, 1995).

CHAPTER IV

RESULTS AND DISCUSSION

The twelve interviews were analyzed using the previously discussed inductive content analysis. Themes are presented and discussed in conjunction with direct quotes from the interviews in order to present the participants' perspectives in their own words. The main areas that will be discussed include: (a) definition of quality of life; (b) definition of balance; (c) factors contributing to quality of life; (d) factors contributing to job performance excellence; (e) relationship between quality of life and job performance; (f) prerequisites to achieve excellence in job performance and quality of life; (g) relationship of quality of life and job performance during career span; (h) recommendations to employees to increase quality of life and job performance; (i) recommendations to the organization to increase quality of life for employees.

Definition of Quality of Life

In the present research, the definition of quality of life was created by each individual participant rather than being imposed by the researcher. This open ended approach was consistent with the exploratory nature of the research. Participants were asked the open-ended question "How would you define quality of life?" An interesting theme evolved from the definitions of nine out of twelve of the participants. The individuals spoke specifically of the role of 'balance' in their definition of quality of life. The following statement was a consistent view, "If I say I have quality of life, a piece of that would be that I have a balanced life "(01)

Although the academic literature does not address the term 'lifestyle balance', the holistic definition of quality of life given by the participants dealing with lifestyle balance is

consistent with some of the perceptions of the athletes interviewed in the study by Amirault & Orlick (1998). The following quotations illustrate a few of the definitions of quality of life that specifically address the role of balance.

I think it means a balance between personal and professional, lead a personal balance where you have enough time to devote to family, friends, activities that you enjoy, but also balanced against the professional side... (02)

Quality of life to me is that you have to have a balance. You need to work to provide the money but for me it's work and family and entertainment and whatever follows in the evening. (03)

This is the stuff that I'd like to think I live and breathe each day of my life. I don't live to work, I work to live. I've been very blessed to have been brought up with a value system which allows me to keep this balance. Family to me is the most important thing in my life, work is great and I'll always give 110%, and I'm a pretty young (job title). I've always done well in my career, but I do it because of the foundation that was built when I was growing up, so I have been thinking about it and I think it's very important and I think people would be more effective in work if they had balance outside of work and I think I'm a living example of that. So that's the perspective that I have, even throughout university, family's always been my priority. That was the values instilled in me as a kid and I've lived with them ever since and I've gone from being a kid in a family to being a husband in a relationship that only strengthens those responsibilities. I continue to make that my first and foremost reason for living. There's a whole bunch of other things that come into the value system like faith, religion, all that stuff. (Religious faith) is very, very important to me. That has to take a lot of the credit in striking a balance between life and work. (04)

To me it means there's a level of enjoyment, a level of recharging your self, balancing things so that the time that you have is of value to you. (05)

As previously stated, 9 out of 12 participants specifically spoke of the role of balance in their personal definition of quality of life. Although the remaining participants did not speak directly of balance in their definition of quality of life, they did define the construct as being a holistic concept comprised of different components of their lives.

This notion of components of quality of life is consistent with the cognitive component of subjective well-being that has been conceptualized as a multidimensional construct consisting of several life domains that are common and important to most people (Alfonso et al., 1996). In their seminal study on social indicators of well-being, Andrews and Whithey (1976) tried to identify those domains of life “that are commonly held, that are relatively broad in scope, and that have significant impacts on people’s sense of well-being” (p.27). Among the domains of life that appeared to be important to most people included job, family, outdoor recreation, and global satisfaction.

In his treatise on subjective well-being, Diener (1984) reported that “the domains that are closest and most immediate to people’s personal lives are those that most influence subjective well being (p.345). Included among Diener’s important life domains were self, income, job, and relationships.

The following quotations display the principal of life domains in the definitions of quality of life. They include the domains of job, family, relationships, self, and recreation.

I think quality of life equates to that, there's not one particular area in your life that dominates to such an extent that it either prevents or blocks you from enjoying other components of your life. So the components of that are family life and work and pastimes.(06)

I think it means that I am comfortable with the time that I am spending with things that are important. Quality of life is not all about your personal side, it's about work at the office as well. It is about making decisions about what really needs to be done. I need to be cognizant of what the down side is in terms of the other aspects of my life. I am then considering my total quality of life and setting boundaries accordingly (07)

Quality of life to me would be looking at a month of my work, a month of my life and looking at how happy I am getting up in the morning going to work, or how happy I am on the weekends, spending time with friends, because they

are all intertwined, there's no way to remove work away from my life and just look at my home life. (08)

And when you say quality of life, I really believe that quality of life, for me it's taking care of some very basic things which are eating properly, exercising and sleeping. These are these natural things that we should all do and yet a lot of people neglect them. I feel that I have proven over the past five years for sure that a good balance of these things makes you a better person, and a healthier person. (09)

Definition of Balance

As balance was a term raised by participants, it was explored in an effort to understand what lifestyle balance meant for these individuals. Participants were asked the question "How would you define balance?". The common themes in the definitions of balance included: family, work, physical fitness, and leisure. It should also be noted that all participants spoke of a variety of domains and themes rather than focussing on one.

To me, what I try to aim for in my personal side is the recharge element, whether it's physical fitness or reading or whatever. It prepares you for the output of energy that typically happens during your workweek. (05)

It's a lifestyle where you're getting enough from a variety of different groups if you looked at it like the food groups to sustain yourself. And over a little period of time work may be particularly onerous or there may be personal reasons why you're not contributing or doing the things you want from a work perspective but I think balance plays a significant role. I'd say they are very closely related. (02)

In short, I would use the word happiness. If you're happy about going to work and if you're happy about coming home, and doing things outside of work, then you've established a kind of balance. I think that's a good way to summarize it. (08)

Balance for me, I really have a strong sense of when I'm in and out of balance. Balance for me would be getting a daily dose of stimulation from various sources, a bit of technical challenge, a bit of managerial challenge, a bit of quiet time with my (spouse), a bit of quiet time on my own, time for building my (hobby) or reading, I have a (computer program) for my

computer, pursuing interests, doing a little bit around the house, doing something outside, maybe chopping wood. It's a hobby of mine.(01)

Factors Contributing to Excellence in Quality of Life

Participants were asked the open-ended question "What contributes to your own quality of life?" By understanding that balance and quality of life were related for the participants, an effort was made to explore the areas of life that helps these individuals achieve a high level of quality of life. The following domains were listed as being contributors to quality of life for all participants: (1) family/ relationships; (2) physical activity and leisure; (3) contributing at work/sense of accomplishment. Other areas listed by participants included the role of nature/the outdoors, For each of these areas, quotations were used.

1. Family/ Relationships

All participants spoke of the importance of family and relationships in the achievement and maintenance of quality of life. Furthermore, family was the first aspect mentioned by all participants except for one, who first mentioned the importance of relationships with friends. It should be noted that this individual was not married. The following consist of some of the quotations related to the importance of family as a domain of quality of life.

I really enjoy being at home, I really enjoy being with my family (03)

I think my (spouse) and I spend time together doing whatever, walks, bike rides, those kinds of social activities. Some hobbies, a little bit of gardening.(02)

There are a number of things that make up the quality of one's life. Certainly there is my family, my (spouse) and my (child), but also my extended family. It's funny because I've thought about this and I've chosen them to be the most important piece of what quality of life is for me. If these relationships begin to erode I feel it effects my quality.(07)

As much as, I have two little girls, as much as it's difficult to have children and a (spouse) who's self employed who works day and night and me working at Nortel, but as much as it's difficult, I'm so glad I have those anchors, having the kids, having the family anchor. It helps me put the rest of it into perspective, if I had to prioritize, that is my ultimate priority. By having the (children) and the family, it helps to put the zanniness of here (work) into perspective.(06)

Time with my children is definitely part of my balanced lifestyle. During the school year we tend to read books a lot more, in the summer, we're a little lazier but I'll get out and play with them, and sports. I coach my kids (sport) team and (sport) team, so those are all things I like to do. From my perspective, if I'm going to be there, I want to be involved, partly because I like sports and partly because I want to help my kids. Time with my wife, not intentionally last on the list, but with young children, it's not a lower priority, it's something that you just fit into all the other things, and we make reasonable efforts to fit it in. So I think those are the major components to a balanced life.(10)

2. Physical Activity and leisure

Every participant felt that physical activity was a necessary contributing factor to their level of quality of life. The involvement and level of activity varied from high performance athletes who played competitive adult leagues, to people enrolled in dance classes, to those who thrive on walks and bike rides. Not only were participants physically active but for a number of individuals, physical activity was a part of every aspect of their lives; they worked out at work, participated in organized sports with friends, coached their children's team, and spent time with their spouses walking or going on bike rides. The following consist of a few quotes referring to the involvement of physical activity in quality of life, "I play hockey, we both golf, so sports play a reasonable role, we're both sports minded" (02).

Recognizing that physical fitness is something that is important to me. I had an injury a year ago, but normally it was a day to day thing. It was (downhill skiing) and also seasonal things like mountain biking, hiking. (05)

Here's another thing I've just done. I've always identified not getting enough physical activity. So in the winter time here at work they built an ice rink and they have flood lights on it at night, so I started doing that last winter and I'd play hockey with some of my colleagues and at first I thought I was having a heart attack and I identified this about myself, I need to stay in shape. So I bought myself a bicycle and now I bicycle to work 3 times a week depending on whether it's too foggy in the morning because I have to bike on this one stretch of highway. So I figured it's going to take about 1 1/2 hours out of my day, 45 minutes each way but it's important to stay physically in shape, I have a challenging job (01)

I need my sports, up until 5 years ago I was playing very competitive (sport), at the semi pro level in Ottawa. I had some injuries and I'm out of that now, but I do biking, I do running, so mostly individual stuff now. It's very medicinal to just go out on the road and ride and your mind is so focussed on the pain you're putting into your body that you don't have time to think about other things. It's amazing how soothing it is when you get back and you're tired. It feels good, so that's part of my balanced lifestyle.(10)

So I've been, you know, out with the dogs, with the 'girls', and I've had people up and I've started my dancing lessons, got all my books read for my book club instead of pretending. So I do feel that I have a really nice mix right now. It's good. (11)

3. Contributing at work/ Sense of accomplishment

All participants discussed the importance of feeling that they make a difference in the workplace, that they contribute. This varied from the accomplishment of a deliverable, to the development of another individual. A difference that was identified between managers versus those who held non management band levels, was that those who were supervising others in a management role tended to speak more about gaining satisfaction from developing other individuals rather than completing a specific task or deliverable.

The following quotes reflect the participants comments about how their contribution and accomplishment at work plays a role in their quality of life.

Happiness at work would be a solid sense of achievement. I'm very much goal oriented so I set myself a goal and try to go towards it as effectively as possible and when I achieve it, I get a great sense of satisfaction.(08)

At the office, it's about being on top of the projects and it's having projects that are making a contribution. It's about having an impact on this organization, that results in us being a little better as a corporation.(07)

I'm coming to work and I've gotten to do both sides. It's been really great because it's been work that I know is really valuable to our organization and really valuable to our employees at large and received well and we've tried using the WEB , we've had great response back and I've been learning it every day. I know I did good work today, like I just know I've done it, and yet I've been managing my time well (11)

The sense of accomplishment, the sense of doing things right, the sense of as a manager, developing other people plays a significant role in quality of work life. (02)

4. Nature/Being Outdoors

Nine participants mentioned the importance of being outdoors, or being in nature as being an important contributor to their quality of life. Some spoke of simple acts like gardening , running or going for a bike ride, whereas for other participants it was more of a family activity outdoors like camping or spending time at the cottage. Participants spoke of activities outdoors both in terms of solo activities and those that were geared for family. Others spoke of the simple enjoyment of sitting on a front porch watching the trees or going for a walk in the woods.

Quality of life is also about nature. It's funny, I was walking to the cafeteria across the street and I had this real sense of being outside. The sun was beautiful and I was thinking how much I was looking forward to going to camp for 5 days next week. There's joy in simple things, I'm a sailor, there are many joyful moments that I have with my (spouse) and my (child) on the boat. There's nothing like coming home with the sunset at your back.(07)

When I look at my background, I've always been someone who loves being outdoors, being part of nature, getting outside. I'm from(city), my parents were fortunate enough to have a cottage, so every weekend literally we went up and all summer long. I'd spend my summers outside and so it was always something I wanted to do that way.(09)

Recreational things like being with family, we have a cottage and that's wonderful, it's 55 minutes door to door. So that's a wonderful place, no TV,

no phone, there's nothing. Not that it needs to be, but it forces us to behave more like a family, rather than a bunch of individuals doing a bunch of activities, going in different directions. So we go up there between June and September 80% of the weekends and we spend at least 3 weeks holidays up there. So that has turned out to be a wonderful investment from a quality of life perspective. (10)

5. The Role of Pets

Four participants mentioned the importance of the role of their pets in their overall quality of life. Interestingly, none had children at the time of the interviews. Two of the participants were either married or in a committed relationship and had made a conscious decision to not have children. One participant was married and was an expectant parent. The fourth participant was not involved in a relationship at the time of the interview but did plan to have children in the future.

All participants who were pet owners had at least two animals. Furthermore, all the participants who were pet owners spoke of the level of joy they receive from the bond they share with their pet. It was also apparent that the animals were very much a part of their respective families and in three of the cases were referred to as the "children" or the "girls". The role of pets in quality of life has long been documented based on their companionship. However, it seems that these animals play a greater role in the lives of their owners.

The role of pets in the participants' quality of life is displayed in the following quotations:

I try to get home by a reasonable hour by 6 in the evening. My (spouse) and I always have dinner together, I play with the (pets) and brush their teeth. It's a challenge. It's one of these things when we care enough about them, they're really dear to us because they've been kind of like our kids. My (spouse) and I lived together for quite a bit of time before we got married. As soon as she moved in with me I had this family, two (pets), our girls. We take them outside and supervise, we each watch one. So I consider myself leading this

quality life because I have all these components, that I try to make sure I spend enough time on. (01)

I feel like I'm their mother in lots of ways and that's the way I think of it, they're my babies. My mother has three grand(pets). What do I do, I mother them. They're spoiled rotten, they have lots of my time. I'm always touching them and petting them, they're house (pets) but I take them outside and make sure they have that freedom to be natural. (09)

6. Time for Self

Three participants spoke of the importance of having time for self. All of these individuals were in committed relationships but did not have children. One participant spoke specifically of the need for time for self for himself and his spouse as they are introverted by nature. The following quotations echoed the views of two participants:

There has to be some solitude, some time for myself. I'm not someone who likes well structured off time, or well structured personal time. A portion of it needs to be because I need to plan but there's some things that I need to do on my own.(05)

I do need self time and I think that part of my schooling lets me go off and do my own thing. It's a me time, and a me thing, and he gets his time in the morning when I'm not around, he gets to wake up and do his thing which he likes and needs and when he gets home I go to bed at about 10 o'clock or so and he'll stay up until 11 and so he gets his own little bit of time. We purposefully set that up, and I think that it's my schooling primarily that's my me time. I do believe that that's important. I think I bring things back to the relationship when I do things on my own. I think we both understand the individual time (09)

7. Role of Faith/Religion

Three participants spoke about the importance of their religion as a contributor to their quality of life. There was a great variation between the value placed on religion by the twelve participants. It should be noted that six participants felt that religion had no importance in their overall quality of life. The following

quotations represent the views of participants who are committed to the value of religion as a positive contributor to their quality of life:

There's a whole bunch of other things that come into the value system like faith, religion, all that stuff. (Religious faith) is very, very important to me. That has to take a lot of the credit in striking a balance between life and work. My faith and my family are really important, one of the things that adds to my quality of life is that I go to a (name of church), we have this group or this entity called the Knights of the League, Knight of Columbus member. So I'm the grand knight of our church and I was the founding knight, and we're just getting ready to pass the torch onto the next set of people. That's something I get lots of satisfaction out of, working with the church(04)

We go to Church, not every Sunday but pretty regularly. We think that's a balance for ourselves and our children. That's important. A lot of people are surprised to find that I attend church regularly and it's not more of a figurehead thing, it's a way of life. The specific aspects of religion are important, but more, it's a time once a week when I get to reflect on myself, things that I did well, things that I wouldn't have wanted to do but I did, things that I did do that I'm appreciative of. It's a form of meditation and at the same time our children get used to the value set and that's important to me.(10)

Prerequisites to Achieve Excellence in Job Performance

The participants were asked to give their own perceptions on how they have achieved excellence in their job performance. The question was very open-ended yet four prerequisites or contributing factors were listed by all participants. They must: (a) be highly organized; (b) have strong interpersonal skills and communication abilities; (c) seek additional responsibilities in their role; (d) have balance in their lives.

1. Organization

All participants listed the need to be highly organized as a factor in their success. This was viewed as an essential skill across all band levels. Organization was described in terms from simply keeping their work space in order, to planning a days work the night

before, to delegating tasks. Two participants described their need to be organized in the following terms:

Organization is a big one and trying to keep managers organized, making sure they know what they're doing because a lot of times they're so busy that if you don't leave everything laid out for them, they'll forget or whatever the case may be. So I like to keep my area organized so if they need something I can get it right away and I'm an open person, if I don't understand something then I'll ask a question. I'm not afraid to say that something is not working.(03)

Half my mail does not come in electronically, so I go through all that at night so that in the morning I don't. So I do try to spend a lot of time away from work at work so I make that time on my own. Everyday I never leave stuff. Every day I go through what I need to go through, so I always try to keep current of what's going on. I'll either throw it out, send it off or delegate it.(12)

2. Interpersonal skills- Communication with others

Succeeding at a high job performance level required strong interpersonal skills and the ability to communicate well with others. This belief is reflected in the following: "I don't think of myself as any star around here. There's some really bright people around here, I'm not one of them. I'm an average Joe who has pretty good communication skills which helps. I think I have a real strength with people interaction and I think that's a real important quality".(10) For some participants, this was viewed as the single most important skill in the workplace. Three main trends were identified throughout the responses.

(a) Managing People. Firstly, the individuals who were very senior within the organization listed the 'ability to manage people' as a main contributing factor to their success. This was also evident in individuals who held positions not specifically identified as 'managerial' yet involved managing groups of people. The following quotes reflect the participants comments about the role of managing people.

Some people are just lucky enough to be blessed with raw talent, so I'd like to think that I've been blessed with some raw talent, in terms of organizational things, the way that I interact with people, the way I lead and motivate. If you know how to manage people, you write your own ticket because there aren't a lot of raw term managers in any industry that I've seen, and it's a touch skill to teach because there isn't a lot of formal training on how to manage so I think I'm one of the lucky ones to have a natural knack for doing that.(04)

So that's another level of prioritization which is just as important as the life vs. work level of prioritization. I have to sometimes say, listen I'm opening my door and if I get interrupted that's okay,. It's part of what makes me successful, it's that relationship I have with the workers that work in my group, so you need raw skills, you need discipline, you have to be extremely organized, but the bottom line is, in my opinion, to excel in this type of environment, is to know how to manage people.(04)

This last year's exceed was all around grouping people, people who had never worked together before, it was people management to potentially deliver a program and I aced it, it was whatever, my charisma. I had a plan, I got these people and I knew how I was going to address it, one on one so they trusted me and then I was going to bring them to a group. Then I said now we're going to work as a team, I used certain words like the team, I made promises and I delivered on them and so everybody's happy, where in the past, they'd never been happy (09)

(b) Communication with Managers. A second theme that evolved was the role of communication with managers. Participants spoke of the manner in which they communicate with their managers and bosses in such a way that they demonstrate their need to be given feedback and rewards. These participants spoke of this in terms of the importance of the supervising managers to know how they work best. The following is an example:

At work, it's recognition, it's reward, it can be even a simple pat on the back, I work to that and in fact I tell most of my managers when they try to understand who I am, I say you reward me and you'll get more out of me, and I think that's for everybody but in particular it works for me. (09)

I've actually learned to manage upwards a lot better over time too. Once again, if you don't get the expectations and communications right usually upwards, you can get caught. So I've found that over-communicating against my normal style with my boss, usually means that I can manage my time

better. It took me a little learning. Actually I think I've always been good at managing my bosses in such a way that I can be managed the way I want to be managed during the time that I am there (12)

(c) Creating a Network of Knowledgeable People. The final aspect identified in responses was the importance of using interpersonal skills to create a network of knowledgeable people who could be of assistance. By developing strong work relationships with specific individuals, they are able to solve problems and get answers in a very timely manner.

I understand technical things and people respect that and I can get to the bottom of technical things. I guess it's part of the network, it's part of knowing who the people are that you can rely on. If I have some problems as such, if there's some things I need to know, I go to certain people and they go find out, and I have a good interaction with them such that I can get information I want to know reasonably quickly, partly because they think like I do, partly because of our relationship, and I'm not talking about personal relationships, I'm talking about professional, work relationship and I think it's important to be able to do that and that's important (10)

3. Seeks challenge and responsibility

The need to be challenged and the desire to be given responsibility were identified by all 12 participants. Participants spoke of their initiative in finding more tasks or being given more duties. "I'm a pretty ambitious person, I'm not shy to speak up. If I'm getting really bored with my job I'll say what else can I do?" (03).

One of the big things was that I asked to be challenged, I knew that I could do a job that I wasn't necessarily banded at, so I went out and asked for it. I said I could do this, I've been a major contributor of a team that's delivered this before. So I think that taking on initiative, and then delivering, I was able to do it. And the next couple of years it was because I kept on growing kept on delivering, I kept on taking on something else, a bigger thing and expanding my horizon and always being able to deliver.(09)

Participants also spoke of their desire for independence and ownership of tasks. This perception of trust and belief from the employer was viewed as extremely important by the

participants. For some it was deemed as 'empowering', for others it was the challenge of being responsible from the beginning to the end of a specific task or deliverable. These views are echoed in the following quotes:

I like to be empowered, I like it when people trust that I'm going to do a good job and off you go. I check in, and not that I go off on a tangent and nobody knows what's going on, I do all of the right bureaucratic things keeping everyone in the loop but I do like to know that I don't have to report in on every little bit. So that's important.(09)

I think it was that when given a task, I like to take ownership of the entire task, and to do the best I can with it, and try to envision what the goal is and then go beyond that. It helps in achieving the goals in a timely manner and everyone is, they would know about anything that goes wrong.(08)

4. Living a balanced lifestyle

Every participant spoke of the value of balance as being a contributing factor to their sustained high job performance. For some participants balance was viewed in terms of getting a bit of time for themselves and for physical activity, whereas for others it was respecting all the areas in your life which leads to high performance in the work place. The following consist of illustrations of these views:

You could also argue that if you have a balanced life, spend your time in many different areas then that's a good pace for doing well in your job. Intuitively, it makes sense that if you're going to run a big company, you need to be able to manage your time. If you can't decide on how you're going to use your time in your personal life, how are you going to be able to decide on how to use your time in your professional life? Over the long term, you have to argue that especially today, if you can't manage your time in life and work, then you won't last very long. If I look at people who work for me, I have a high amount of respect for people who do try to do a lot of things and come to me and say they're going to take off on Friday afternoon to take their kid to a hockey camp or whatever, and I see a fair amount of people who work for me who do better because they do more. (12)

And work wise, well I think of what does all of this do (diet, exercise, balance), I think the fact that I get to have some time for myself, get home and relax and I don't mean on a couch, because a lot of times I think about work things at home too. I think the fact that I have another life, I get to

bring new things to work. I think that some of the things I do outside do effect my work life. I think the biggest thing is that I'm a happy person so because I have my own me time, I can come into work and enjoy it and do a good job.(09)

5. Being Viewed as being Different

The importance of being viewed as different or unique was mentioned by three participants. It was stated by participants that they felt that the belief that others felt your skills or behaviours are different from other employees had a definite effect on job performance evaluations. This view is represented in the subsequent quotation:

My own personal theory is being seen to be different than others as well. It's one thing to do well and to perform, but if you're like everybody else, then, well I've always been seen as doing well, as being a capable communicator, but always being a bit different than other people in terms of my approach. Part of my approach has been do to my background, back then, they didn't hire too many (professional title), especially (professional title) with (name of graduate degree). And even earlier on, I played for the company (sport) team, I was active and stuff and they knew I was a good athlete. So as a person, I've always been seen as being good at work, different than others, maybe more capable than others, but also broadly capable. I do think that my broad capabilities and my broad interests indirectly has affected how people see me as being different and being set apart from others (12).

6. The Role of Commitment

The role of commitment was identified by six participants. The definition of commitment varied between individuals substantially. For some, it was based on working hard and being disciplined, and for others it was defined as following through and making deadlines. It was described as "doing what you say you're going to do" (10). An example of each belief is illustrated below:

I think the commitment is that you just have to do the best that you can do. The ability to come up to speed and be a quick study, having a technical background in school allows me to understand things that you need to understand in order to excel in this kind of environment. So as long as that drive to succeed is there and you are equipped with some of those raw skills,

then I think all you really need is the ability to be very organized and the ability to be very disciplined. (04)

Commitment is really, I mean it's important to me personally, but I've seen it from organization's perspective, like actually saying you're going to get things done, getting them done, getting them done on time, getting them done in quality, and I mean that's just something I've always done and I'm always surprised when people come back and say you know you always have it done, like reports supposed to be on a certain date and you got it in on a certain date even when we were finishing the management conference, the VP was kind of kidding, he said 'you were the only one to, at meetings would have everything done in time' and I think people remember that, so having things done when they're suppose to, so you don't screw up other people.(11)

Relationship between Quality of Life and Job Performance

Participants were asked if they felt there was a relationship between their level of quality of life and their job performance. All participants answered that they felt the two were related. It was mentioned by individuals that their balance has contributed to their job performance. Other participants spoke of the effect of excessive work for a continuous period of time as having a negative effect on their overall quality of life. Participants' views regarding a relationship between their quality of life and their job performance are illustrated below:

I'd say they are (related). If things are out of kilter for me, then something suffers. So to be able to sustain a 70 hour work week for a month, or 2 months, well then stuff suffers, and you know that.(05)

Of course, absolutely, absolutely (they are related). I think depending on what's going on in your personal life, we don't have kids but I can imagine if we had children, for the first little while it would take quite a bit of getting used to and adjustments to the lifestyle and work style and that would probably impact, I suspect it would impact work performance.(02)

Absolutely. I just had this discussion with my (spouse). If I get out of balance, especially on the, when I think about it, it can work either way, and I think that's part of the struggle. That's the challenge, it's a pendulum, it goes back and forth, like if I get very wrapped up in what I do in business and publicly, if I use my real example now, I'm taking 4 weeks off.(07)

It's interesting because the first exceed came the first year that we had our son. I focussed on less travel but I think what happened there was that I became very passionate about the work that I was doing and secondly, I had a manager who really understood what my strengths were and what I could bring to the table. This is interesting because I think if anything in those two years, I was more focussed on balanced and I think that you learn to be more effective in the time that you have. I don't see that my personal life has been negatively effected over the past 2 years and in fact I think I made my family life more of a priority and it had a positive impact on my job performance.(07)

I know I'm more happier now and I know I'm performing better now than I was back in the 80s., I think now that I've become more happy in my life, and more enthusiastic about the future, and positive and looking forward to being a dad, I see all the linkages in my work life, all falling into place and the interaction. I'm happier at work, I'm more successful at work and I'm happier in my personal life, they're all kind of working together.(01)

I've always done well in my career, but I do it because of the foundation that was built when I was growing up, so I have been thinking about it and I think it's very important and I think people would be much more effective in work if they had balance outside of work and I think I'm a living example of that.(04)

Since participants spoke of balance and quality of life as contributing factors, they were asked if they felt they could achieve high job performance without being 'balanced'. Three participants responded that they did not think they could, that the two were strongly linked at all times.

The other nine participants talked about the ability to perform at a very high level while being completely unbalanced as long as it was for a short period of time. This concept is very similar to that of 'seasonal unbalance' described in the study by Amirault & Orlick, (1998).

I think you need to look at it over a long enough time span to see the balance. In any given time there may be reasons why you spend more time in your professional life or in your personal life but overall I think the balance part of it is key in terms of making sure that in a reasonable interval 6months, a year, two years, that you're satisfied. For me it's absolutely important that work play a significant role in that balance, in that equation.(02)

As long as I know it's short term (you can have high job performance without being balanced). So if I do feel out of balance, and I do right now, at least I'm enthusiastic about what I am doing.(01)

So my own view is that they all come together, and they're not (segregated). You know you have to be sure to look at time frames. You can be maxed out, focused on one part for a short period of time, and usually that's work, but if you're looking at sustained performance over the longer term, months, years, it's all got to come together. It doesn't mean that you can't go for weeks without balance, but I think that if you go for months, you won't get good performance.(12)

Prerequisites to Achieve Excellence in Job Performance and in Quality of Life

The participants were asked if there were any prerequisites that they required in order to achieve both excellence in job performance and excellence in quality of life. All 12 participants identified the following four main prerequisites to achieve their 'balanced excellence'. The participants must (1) make and maintain a commitment to a balanced lifestyle; (2) have supportive relationships at work and at home; (3) participate in physical activity and/or leisure activities; (4) be highly organized and efficient.

1. Commitment to Balance

All participants spoke of their commitment to balance as a goal in their lives. This was discussed in a variety of ways but a consistent statement was that it was necessary to ensure that decisions are made as life decisions rather than just work decisions, " so you've always got a sense of what's important."(02). Participants further explained that it was important to determine and fully understand the potential effects on all aspects of your life when decisions are made in the work place. These views are expressed in the following quotations:

I think it's all about priority, if you have balance as a priority and you're conscious of it, then you think of ways to maintain it. It is just another hurdle

in what you're trying to achieve. We try to schedule our travel for team meetings in order that we don't have to travel on Sunday. You would never arrange things like that if you weren't conscious about putting a value on family and balance.(07)

I have to keep things in perspective, to see things as what is really important. Making sure that you're making the best decisions for you even though they may not be the best decisions for work. Occasionally I lose perspective but I have a lot of people at home who help put things into perspective so that if you lose it, someone's there to bring something to light. Also, to listen to your own intuition and listen to that flag.(05)

I know where the next level is and I know I have the capability to achieve it and the next level beyond that. The question is the time frame and the cost associated with that. It's a question of trying to balance the cost and the value of what you try to do. At the end of the day you sort of weigh it off and say is this an investment I'm ready to take now, versus no, I think I'm willing to forgo this excellent career opportunity because we're going to have a baby and the next couple of years is going to be very important. I don't want to be in a situation where my work life is hairy because I'll be in a situation where my personal life will be hairy. I'm not naïve enough to think that I'll be able to be in control of all the knobs all the time. Right now I feel comfortable that I, we jointly, my wife and I are reasonably in control of things. That's enabled us to have the success that I've had and to have the success that she's had.(02)

2. Supportive relationships

All of the participants discussed the importance of having understanding supportive relationships with family and friends as being a major contributor to both their job performance and their quality of life. The subsequent quotes reflect the value that individuals place on the importance of their families.

I think if I took a look at it, it's a whole bunch of factors. It's my personal situation- my wife who I think has a good understanding of me, sometimes I think better than I do, and she helps to provide some grounding(02)

That I feel like I've had support all my life, maybe because of who I am and my positive outlook and that I'm a happy camper, that people have naturally supported me. I feel that the organization's always supported me and maybe it's my managers, who they are but I've always felt that the organization was there for me and it's never scrutinized. I get up and 4 o'clock and I leave and this place is still buzzing. Nobody turns around and says why are you leaving

at 4 o'clock. From home, I've always had positive, you're doing well, and I have a healthy relationship from my husband, we have a happy home. I think a lot of that has to do with just being able to go outside and enjoy the garden, that you literally can enjoy the garden because you don't have any other worries behind you. (09)

3. Physical activity and leisure

The importance of being physically active was identified by all participants. The involvement in sport, recreation and leisure were believed to be major contributors to the ability to achieve both excellence in job performance and excellence in quality of life. The following quotations echo these views:

I've always been involved with sports, with competitive sports all my life so, volleyball and soccer and touch football, and hockey, baseball, and softball, and then I got married I had to cut down on those sports because there were other things, I go 3 or 4 times a week to workout and I still play competitive volleyball and that's really important, if you like that competition at that level, that brings something to your life, that other things don't necessarily bring to your life, like being on the court with a bunch of guys all striving for the same goal and playing at a pretty high level is something that turns me on and I really enjoy that, that adds to quality of life for sure. But again it's less important to experience that than to experience the bonds I have with family, so if that stuff ever interfered with my family life, and playing on 5 sport teams rather than I did, so I cut 4 of them out (04)

Well, at one point a couple of years ago I went back to aerobics but that's gone again. I go biking with my oldest, and I tend to do exercise at home very regularly for muscle building. I'm not a big athlete or a big sports person but I really need that sense of movement, so my trade off to my crafts and painting has been a half hour of exercise at home at 10 o'clock at night. (06)

4. Effectiveness in the workplace

All participants spoke of the importance of being highly effective in their jobs. They felt that this ability to be organized and efficient contributed to their job performance and their quality of life by effectively using their time at work. Intuitively, this would then allow the employees to leave the work place at a more reasonable hour, thus leaving more

time to enjoy the people and things that are of value to them. These views were echoed in the subsequent quotes:

I used to think it had to do with brain power, it has something to do with brain power but more to do with effectiveness. I think I have a very common sense approach to how I look at life and that helps a lot.(02)

I think I'm more effective if I know that I'm going to leave the office at 5 o'clock, so I work more efficiently if I know I have a deadline to get out of my office. (07)

If you're expecting that you have to put in 80 hours a week to be successful, I can't answer that. I think a 40 or 50 hour a week of mine is probably as productive if not more productive than a lot of 80, 90, 100 hour a week of some of my peers. (04)

Other themes that were identified by certain participants included: being in the moment, religion and faith, knowing yourself, and interpersonal skills. Three participants spoke of the necessity to be focussed on the task at hand. Some participants spoke of the following notion, "I know what's work and I know what's home" (03).

The importance of interpersonal skills was echoed by a number of participants.. Some participants spoke of using their skills to understand and motivate others, increase team building, others related their skills to their successful relationships with family.

Three participants identified the significance of 'knowing themselves' of self awareness as being a contributor to both their success in the workplace and in their quality of life. These views are illustrated if the following quotes: "I think recognizing my limitations and being open to feedback."(05). "I think it's a question of trying to maintain a sense of who you are and what you are all about . So trying to maintain a balance in your head in terms of what's important."(02)

The value of religion was identified by three participants as being a contributor to their success in work and in their quality of life. One participant expressed the importance of religion with the following statement: "It's who you are, it really is, it's the foundation, it goes back to my parents. I was brought up religiously, religion came as a result. I'm happy".(10)

Recommendations to New Hires

One of the main goals of this research was to develop a better understanding of how people can achieve excellence in both their quality of life and in their job performance. The findings may be of value to newly recruited employees in this high technology organization who may be seeking advice and recommendations to achieve excellence in life and work. Participants were asked if they had any recommendations or advice to offer to other employees to help them reach a high job performance level while still maintaining a high quality of life. One of the main themes that was reiterated by all the participants is represented by the following statement: "The most important thing is to be aware of what you want to achieve at work and what you want to achieve for your self, your quality of life" (08). The following reflects some of the advice offered by participants.

Make your own decisions, manage your time and what is important, and work hard, and you know you're going to have to spend a lot time so manage your time as being the most important thing that you have. (12)

Be choosy about what it is that you want. Recognize that minutes are finite, so work carefully, scope out where it is you want to go, be clear about the types of responsibilities you take on as to where you want to go. Set goals, set reasonable goals. I think taking care of yourself, so invest in yourself as well as in your career and recognize that yes, there's trade-offs. So be open, listen to your body. (05)

You need to find out what you want to do with your life. So I think making sure that they are aware and able to make decisions and move in a particular direction. I think I would tell them to spend a lot of time figuring out what's important to them from a life perspective, from a whole life perspective, and know that there's steps they need to take. What you want to be, what do you want to do, what's important to you, figure those things out and I think those will help because I think a lot of people struggle with those very fundamental things, who don't have a good sense of what it is they want, not necessarily just from a work perspective but from a life perspective.(02)

I would say to really have a clear mind to what your priorities are. I find a lot of people who are starting at Nortel are either right out of university and don't have a house or a spouse or children, so they're very easygoing and fit in and do what they have to do, even if it requires working 14 hours a day, because they have no responsibilities to go home to. I see a lot of frustrated people and a lot of unhappy people but it's almost just about setting your priorities. For me, work isn't everything, you need to have a balance.(03)

I would tell them to be conscious of their values. They become more and more important as we move on in our career and they can easily be compromised. Balance is just one of them and it is more important to some of us than others. At Nortel the structures are all in place to make balance happen and it's all up to the individual. So for these NewGrads, it's all about standing up for what you believe in if you truly value it. (07)

I tell them that they've got to understand what their priorities are, I tell these guys that for me family is always the number one priority, you can never compromise what is happening in your family and in your personal life because of work, so don't make those kinds of sacrifices because you'll always regret them. When you're at work, give 110%, be the absolute best you can be, don't necessarily wait for the rewards or the pat on the back, if that's something that you want and you need, then you can make it easier for your boss to give you those pats. But if you don't want it and you don't need it then don't look for it and just really do the best that you can because at the end of the day, justice always prevails, is what I tell people. So justice will always prevail, sometimes it takes a little bit longer in certain circumstances than in others, but if its taking longer, it's probably taking longer for a reason and it's probably because we have to learn some stuff as well. If we're only waiting there for some just thing to happen to you, then you're going to be waiting there for a long time. If you assume that justice is going to occur, and you just keep doing the right thing, then that's the mode I think you need to be in. That's what I tell people to do, when you're here do the best you can do and when you're here, be the best that you can be, don't let work interfere with your family life, if family's really important to you then keep it at the top of your priority list and don't compromise that for anything. (04)

It would be to take time to find some channel, to find out what is important to you, to discover and be thinking about what's important to you because I don't think its something that you can say 'well that is it, now I know what it is', because it's an evolving process and so to make your decisions about Nortel in perspective of that whole, not just the work part of your life. I actually gave that advice to a friend not too long ago. He was deciding about different jobs and he said it's only 70% of what I want and then this other opportunity was a bit different. I remember typing back to him, saying okay, step outside the job for your whole life what you want for your whole life, is it 70% or is it 50% or does that change for the jobs, so broaden your perspective and how does that change your decision?(11)

All of the participants felt that in order to reach the level and maintain their level of job performance without compromising their level of quality of life, there were a number of key factors that needed to be taken into consideration. These included (a) determining priorities; (b) making your own decisions at work; (c) understanding your values; (d) ensuring that decisions are made from a life perspective rather than just from a job perspective; (g) setting work goals and determining what specific job path they want to follow.

Recommendations to the Organization

In terms of recommendations to the organization, participants were asked the open-ended question: "Could the organization do anything to assist in this goal"? All participants responded that the organization could make changes to increase the level of quality of life for their employees. Ten out of twelve of the participants specifically make reference to the importance of change at the managerial level. Change was recommended in the selection, development, training and monitoring of managers. The following quotations outline some of the ways in which the organization could improve or contribute to the quality of life of their employees.

I think it very much starts with the managers and the senior managers, they really have to set an example and encourage that kind of wise view, so I

would call it counseling at this point because you would have an MFA at that point. MFA's right now is completely goal oriented for your work objectives, but could be a good plan to make you aware of what else you can do for your quality of life as well.(08)

I think to be smarter in the selection and development of managers. Developing managers is as much art as it is science, perhaps a little bit more art, and we don't know how to develop it. We need strong managers and we need to make sure that we're developing the right managers, stop putting excellent technical people into managers jobs, we try to do it so often. (02)

Managers learn from their managers and they learn from their managers. This is part of the problem. Most executives in this company don't have balance. Unfortunately you learn from how you're being managed. High tech is a high work environment. We have a reputation of 'take them in and burn them out'. (12)

I think it's something that's got to be driven by management. People need to really look at the resources, people, and look at the core values. So you're almost talking about a cultural paradigm and they set the bar pretty high to begin with so I have no simple words on how to change it except for management to do what they say they're going to do.(05)

I know some managers who are very much work oriented, try to get every minute of work out of a person as possible, and I'm very much against that. If that's what a person wants to do for a very short period of time and its urgent for their personal development, then otherwise, obviously it's not going to promote any loyalty from the employee to that manager or to that company, so I think a level of care would help a lot, that's the only recommendation to the company (08)

The organization can make that a fundamental management principle, make it a behaviour that they try to breed into the management structure. Some do that anyway, the one's who have family as the priority. But for the one's where they're afraid that that's going to jeopardize their standing in the corporation, that's what I think corporately we should be doing, making sure that people don't feel that making family their priority is going to jeopardize their standing in the corporation. People want to take vacation and I tell them always not to cancel their vacation, vacation is family stuff so take your vacation. There's a lot of executives that react to people that say that I want to take 3 weeks or 4 weeks in the summer because I want to go to Europe with my family, that's stuff that if I was running the company, I'd fire the manager or the executive that told their employee that this is what you should be doing because we can only afford for you to be away one week at a time. So I think there's all sorts of stuff, we don't really monitor, there's stuff in our literature that says we're people oriented and that people are our best resource, but we

don't live it, and we don't reward people based on living those things. It starts at management. Managers have to behave we want them to behave, the only way we're going to get them to behave that way in my opinion is to reward them for those types of behaviours. (04)

The participants also expressed that although there are many programs available to employees including lunch and learn sessions, courses for personal development, recreation options including access to three gyms of which two are on site), they felt that the managers do not necessarily value an employee who chooses to develop their 'soft skills' or who chooses to go and play beach volleyball during the day outside of the work building. It was stated by 4 participants that a change should be made that removes the necessity to see a direct link to productivity and to understand that productivity may in fact increase for employees in terms of their commitment, motivation, energy, and satisfaction with the organization by supporting such ventures as the use of flex time, vacation, courses and physical activity.

It is complex because there is a fine line, for a deliverable oriented corporation, Nortel requirements and individual needs. We are in business to make a profit and there's a fine line always between what we have to deliver and how productive our people are in delivering it. A manager needs to have the attitude that understands that this will contribute to individual productivity.(07)

Portions of Nortel depending on your management will support courses like NTL where you develop at the interpersonal and intrapersonal level. The soft skills are a hard sell in the technical world. In the technical areas, everyone grew up as a tech-y, graduated from university as a tech-y, the managers like to be tech-ys, and a lot of them, the soft skills side is not something they are comfortable with so that's why I say there's pockets. You can get more training in the soft skills. They don't see it, the direct link to productivity. (01)

So I think if Nortel could look at what are other things that we could do, that may not up front be directly related to a business objective but there's that kind of intangible, we know we're doing the right thing for our employees. Everything now has to be linked to keep our costs low, be very efficient. If it's not linked to putting the business forward, then there's no reason for us to be doing it. We want a balanced life, why, so that we can advertise that, so that

we can get people and retain them, that's the goal. It would be that piece of it, of recognizing that some of that is just an investment you have to do, to believe it's the right thing to do.(11)

CHAPTER V

DISCUSSION

One of the goals of this research was to explore individual differences in the applicability of Wilensky's (1960) four models. One aspect was to examine the possibility that different models may apply to different individuals. A second goal of the research was to explore how the different models may apply to one individual over time.

Recall that Wilensky's (1960) spillover model suggests a positive association between work and life. Satisfaction in one area of a person's life spills over to another domain of life. Evidence of positive spillover effects between quality of life and job performance were identified when career span was examined. It should be noted that the positive spillover effects were predominantly described as unidirectional, from quality of life to job performance. Participants would speak of their ability to perform at a higher level in their job when they have a high level of quality in their lives.

However, some cases of the reverse were identified but at a much lower frequency. As an example, one individual spoke of their high job performance creating self confidence and the ability to make friends and participate in group activities outside of the work environment. Furthermore, negative spillover effects were also identified. However, the negative spillover was unidirectional only, from work to overall quality of life. An example of negative spillover effects are illustrated in the following quotes:

The days that I'm the most productive are the days where everything is great at home. If there's something not good at home, it doesn't matter how much time I spend at work, I won't be productive. So that's really the bottom line.
(04)

I'd say they are. If things are out of kilter for me, then something suffers. So to be able to sustain a 70 hour work week for a month, or 2 months, well then stuff suffers, and you know that.(07)

The evidence for the compensatory model was less evident. Recall that the compensatory model postulates that the relationship between the two variable is negative, and that people dissatisfied in one area of life will seek out satisfaction in another area of life (Wilensky, 1960). One participant spoke specifically of the negative relationship between her work satisfaction and her life satisfaction during a specific period during their career.

Yes that's what it was, it was more of a substitute or an outlet. So what I was not getting at work, I was trying to compensate for in my nonwork. That was a big thing. I'm very sure of this because I've spent a lot of time reflecting. I could go with painting and be almost addicted, pain until 12 or 1 on a work morning because I needed it. I was exhausted going to work, but I'd be into it and couldn't let it go, I was very driven into it and I'd squeeze it in anywhere at the risk of fatigue (06)

The segmentation model predicates that work and nonwork domains are separated from one another (Wilensky, 1960). The individual is able to mentally separate experiences at work and nonwork such that occurrences in one sphere are contained. This phenomena was mentioned by a number of participants. Although there was a clear goal of 'being in the moment' (i.e. focussed only on work while at work, and focussed only on home and family when they leave the office) for a majority of participants, it was acknowledged that this was only possible in certain circumstances.

Finally the dissegregation model (Wilensky, 1960) asserts that the importance that an individual places on the role of work in their life moderates the relationship between the two. All participants spoke of the contribution of work to

their overall quality of life. It was clear that work did play a large role in their lifestyles. However, it was the opposite phenomena that appeared to be more representative of the group. It was the importance that individuals placed on their quality of life that seemed to be of greater importance.

This brings me to the clear limitations of these models. All four models had some degree of applicability to certain individuals over their entire career plan, but they did very little to understand the nature of the relationship between job performance and quality of life. They merely served to describe one component that resulted rather than explain the behaviour or what factors moderate it.

Just as the participants described quality of life and balance in terms of multi dimensional constructs affected by many components, the relationship between job performance and quality of life is comprised of many contributing factors and circumstances.

What became consistent for all participants was that their lives were comprised of numerous domains. All spoke of the importance of family, the relationship with their partners and the devotion and involvement with their children. For the participants who did not have children, (or children on the way), all but one were pet owners. These pet owners had very important bonds with the animals and it was clear that the pets were very much part of their family.

The participants seemed to gain by having many areas in their lives that contribute to their happiness. None of the participants spoke of any aspect of their lives as being "too much" to handle. The factors that contributed to their quality of

life were not viewed as demands or stressors, but rather aspects that they like to experience with a level of quality.

Furthermore, time was not viewed in a negative sense. Rather than having the attitude that 'there is simply not enough time' to exercise or to go on a bike ride with their wife or coach their child's soccer team, these individuals understood and lived the principle of quality of time rather than quantity of time. They understood that time was finite and that they had to prioritize their lives such that they get to experience what is of value to them.

This is what makes them achieve excellence. They prioritize, they understand what is of value to them, and they follow through. They don't merely 'talk the talk', they 'walk the walk', that is, the walk to quality of life.

Significance of the Study

This research study offers benefits to both the theoretical world as well as to practical world. The proposed study will contribute to the state of knowledge of the relationship between work and quality of life. Although the two gaps listed in the review of the literature (1) exploring the application of the four models throughout an individuals' career span, and (2) exploring the individual differences in the applicability of the four models were not filled, information from this study contributes to the research base in both of these areas. Although not an initial goal of this study, the role of balance in the relationship between quality of life and job performance was identified. This aspect proved to be an original contribution to the research base in this area.

At a practical level, gaining an understanding of what leads to a high level of job performance and high level of quality of life can result in benefits for both employees and

employers. The understanding of how employees achieve excellence in both of these areas may lead to meaningful recommendations to the organization in terms of the promotion of quality of life of their employees. The organization may view the investment into employee quality of life as both a means to (a) increase overall work satisfaction and (b) to maintain or increase job performance excellence. Secondly, the organization may view the investment into employee quality of life separate from job performance expectations, i.e. as an investment into the promotion of balanced living, one of the stated focuses of the Lifestyle Balance Department at Nortel Networks.

Summary and Conclusion

Although the findings that emerged from the study provides some support for the models of Wilensky (1960), it is evident that further investigations are required to understand the complex relationship between job performance and quality of life. The results of this research suggest an interrelationship between quality of life and job performance, one that is greatly influenced by lifestyle balance.

The role of lifestyle balance needs to be further examined, to understand what balance means for different people, how they achieve it, and how they maintain it. Lifestyle balance may in fact prove to be a mediating factor to the achievement of excellence in quality of life and excellence in job performance. Thus, this study has created further questions and research areas to be explored in future studies.

Another aspect identified in the achievement of excellence in life and work is the issue of 'life domains'. All participants described their achievement of balanced excellence (excellence in both quality of life and job performance) as being comprised of multiple domains or factors that are essential for them. These include family/relationships, physical

activity/ leisure, accomplishment and contributions in the work place. Numerous other themes were raised during this research including the role of nature, the role of religion, and the role of pets in the achievement of excellence in job performance and excellence in quality of life. These individual differences need to be further examined in future studies to help develop a greater understanding of the different models or means of achieving excellence in life and work.

In conclusion, it is hoped that as a result of this preliminary step in exploring the relationship of quality of life and job performance, future investigations will follow further exploring the themes developed in this thesis, both those that proved to be consistent, as well as those that were relevant to only a few participants. On a more practical note, the recommendations to the organization suggested by the participants may provide a first step in understanding the importance of quality of life in sustained high job performance.

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APPENDIX A
GENERAL LETTER



Université d'Ottawa • University of Ottawa

Faculté des sciences de la santé
École des sciences de l'activité physique

Faculty of Health Sciences
School of Human Kinetics

General Letter of Information to Nortel Employees

My name is Nadia Towaij, and I am a graduate student at the University of Ottawa. I am conducting a Masters thesis entitled "Exploring the Relationship between Excellence in Job Performance and Excellence in Quality Living".

The purpose of my study is to gain an in-depth understanding of the relationship between excellence in job performance and excellence in quality living. Thus, I am very interested in meeting with individuals who have achieved excellence in these two areas of their lives. I am in the process of recruiting expert participants, and I am seeking individuals who meet the following criteria:

- 1) He/she has received an 'exceeds' rating on a minimum of one of his/her three most recent job performance reviews
- 2) He/she has achieved excellence in quality living

In terms of criteria 2), the determination of excellence in quality living is subjective. It has been defined by Alfonso et al. (1996) as "a subjective summation of the quality of an individual's life by that person ...(and) no one but the individual himself or herself can evaluate his or her life" (p.276). Thus, it is the individual employee who determines whether they have achieved excellence in quality living.

With respect to demands involved in this study, participants would partake in one interview session with a duration of 60 to 90 minutes. Participants would then have an opportunity to edit any sections of their transcribed interview.

It is anticipated that both risk and or discomfort involved in this study will be minimal. Furthermore, the anonymity and confidentiality of participants will be ensured. In terms of anticipated benefits resulting from this study, it is believed that the results will lead to meaningful recommendations within the area of employee wellness.

In order to ensure the anonymity and confidentiality of the data, participants will be assigned a subject number for the duration of the study. Participant names will be omitted from all collected forms. The results will be presented in pooled format. The raw data will be kept in a locked file and the principal investigator will have exclusive access.

I would like to inform you that you are free to participate and you may decline the invitation or withdraw from the study at anytime without consequential effect.

If you are interested in obtaining further information about the nature of the study, please contact me at home at (613) 225-3937, by fax at (613) 723-0299, or by email at ntowaij@aix1.uottawa.ca. Thank you in advance for your cooperation.

Sincerely,

Nadia Towaij
Nadia Towaij

APPENDIX B

LETTER OF INFORMATION



Université d'Ottawa • University of Ottawa

Faculté des sciences de la santé
École des sciences de l'activité physique

Faculty of Health Sciences
School of Human Kinetics



Letter of Information to Participants

My name is Nadia Towajj, and I am a Masters student at the University of Ottawa, enrolled in the School of Human Kinetics. I am conducting a Masters thesis entitled "Exploring the Relationship between Excellence in Job Performance and Excellence in Quality Living". This thesis is part of the necessary requirements for obtaining my Master of Arts degree.

The purpose of this study is to explore the relationship between quality of life and job performance. In conducting the research, individual interviews will be used. The duration of the interviews will vary from 60 to 90 minutes. With the participant's permission, the interview session will be audiotaped.

With respect to ensuring the anonymity and confidentiality of the data obtained from participants, the following measures will be taken. Participants will be assigned a subject number and will be referred to by that number for the duration of the study. Participant names will be omitted from all collected data forms. Results obtained from this study will be presented in a pooled format and no individual responses will be reported. The raw data will be kept in a locked file and the consent forms will be kept in a separate locked file. The principal investigator will have exclusive access to the locked files.

Pertaining to the potential discomfort to the participants, it is anticipated that this will be minimal. The participants are free to withdraw from the study at anytime and have the right to refuse to participate without fear of reprisal. The questions posed during the interview(s) will be related to these four areas: (1) quality living, (2) effect of work life on quality living, (3) effect of quality living on job performance, (4) job performance and quality of life. Interviewees will receive a copy of their transcribed interview, and will have the option to make edits to the document. They will also receive a copy of the result section upon completion of data analysis, and will have the option to make changes.

In regards to the potential benefits from this study, gains to both the participants and employers, as well as to the theoretical world are anticipated. The study will allow for insight into a relatively new area in quality of life research, that of exploring the relationship between excellence at job performance and excellence in quality living. Furthermore, the results of this study would contribute to advancing the state of the knowledge by filling various gaps in the literature. In terms of practical significance, the findings will lead to meaningful recommendations within the area of employee wellness. I thank you in advance for your cooperation.

Sincerely,

Nadia Towajj
Nadia Towajj

125, rue Université C.P. 450, Succ. A
Ottawa (Ontario) K1N 6N5 Canada

125 University St., P.O. Box 450, Stn. A
Ottawa, Ontario K1N 6N5 Canada

(613) 562-5852 • Téléc./Fax (613) 562-5149

APPENDIX C
CONSENT FORM



Université d'Ottawa • University of Ottawa

Faculté des sciences de la santé
École des sciences de l'activité physique

Faculty of Health Sciences
School of Human Kinetics

Consent Form for Participants



Principal Investigator(s):

Nadia Towaij
Graduate Student
School of Human Kinetics
University of Ottawa
Phone number: 225-3937

Dr. Terry Orlick
Graduate Thesis Advisor
School of Human Kinetics
University of Ottawa
Phone number: 562-5800 ext.4228

You may also want to contact Dr. Roger Proulx, Chair of the Faculty of Health Sciences Human Research Ethics Committee at the University of Ottawa for information concerning ethical approval of this project which is entitled "Exploring the Relationship between Excellence in Job Performance and Excellence in Quality Living". Phone number: 562-5800 ext. 4251.

Purpose: The purpose of this study is to explore the relationship between excellence in job performance and excellence in quality living.

Demands: This research project will involve my participation in an interview. I am aware that the interview will be audiotaped. I will be given a copy of the transcribed interview which I am free to edit. I am aware that if I no longer wish to continue with this research project, I can inform the researcher, and I am welcome to withdraw. There will be no reprisals due to my withdrawal. Any data collected will be destroyed, and will not be used in the research.

Discomfort/Benefits: It is anticipated that the discomfort involved in this study will be minimal. The possible benefits include a greater understanding of the relationship between quality of life and job performance.

Anonymity/Confidentiality: If data is published, it will be presented in a pooled format. In addition, my name will not be placed on any of the data collection forms, ensuring anonymity and confidentiality of my results. My data will be stored for a minimum of three years (as per research publication requirements) in a file to which only the principal investigator has access. After this time, my data will be shredded, the audiotapes will be erased, and the paper will be recycled.

I am free to participate and may decline the invitation without consequential effect. I am free to withdraw at anytime without consequential effect.

I will be given a copy of this information and consent form.

I _____ (please print) have read the above information and voluntarily agree to participate in this research project and consent to the audiotaping of my interview.

Participant's signature _____ Date: _____
Researcher's signature _____ Date: _____

APPENDIX D
ETHICS APPROVAL



Université d'Ottawa • University of Ottawa

Faculté des sciences de la santé
Cabinet de la doyenne

Faculty of Health Sciences
Office of the Dean



May 6, 1998

Professor Terry Orlick
Student Nadia Towaij
School of Human Kinetics
Faculty of Health Sciences
125 University, Montpetit Hall
INTRA

Dear Professor, Dear Student:

Subject: Your project entitled --
“Exploring the relationship between excellence in job performance and excellence in quality living”

It is my pleasure to inform you that the Faculty of Health Sciences, Human Research Ethics Committee, after study of the documentation provided, concluded that your project met the appropriate standards of ethical acceptability and falls within **CATEGORY 1A**.

I hereby attach a copy of the certificate of clearance granted by the University Human Research Ethics Committee.

This certificate is valid for a period of one year from the time of issuance. I would also like to remind you that, in accordance with the policies of the UHREC, it is your responsibility to notify the Committee of any major changes in this project.

On behalf of the Committee, I wish you success in your project.

Sincerely,

J. Roger Proulx, Ph.D.
Chair, Human Research Ethics Committee

Encl.

451, ch. Smyth
Ottawa (Ontario) K1H 8M5 Canada

451 Smyth Rd.
Ottawa, Ontario K1H 8M5 Canada

(613) 562-5432 • Téléc./Fax (613) 562-5437



Université d'Ottawa - University of Ottawa

Faculté des sciences de la santé
Cabinet de la doyenne

Faculty of Health Sciences
Office of the Dean

CERTIFICATION OF INSTITUTIONAL HUMAN RESEARCH ETHICS COMMITTEE FACULTY OF HEALTH SCIENCES

This is to certify that the Institutional Human Research Ethics Review Committee of the Faculty of Health Sciences has examined the research proposal from **Professor Terry Orlick** from the **School of Human Kinetics** for the project *"Exploring the relationship between excellence in job performance and excellence in quality living"* and concludes that, in all respects, the proposed research protocol meets the appropriate standards of ethical acceptability, at a **Category 1A** level.

MEMBERS OF THE COMMITTEE

<u>Name (Optional)</u>	<u>Position held</u>	<u>Department of discipline</u>
Victor Boucher	Professor	Audiology and Speech-Pathology Program
François Tremblay	Professor	Physiotherapy Program
Claire-Jehanne Dubouloz	Professor	Occupational Therapy Program
Jocelyne Tourigny	Professor	School of Nursing
Julian Roberts	Professor	Department of Criminology
Roch Paquin	Member-at-Large	
Mark Grenier	Student	School of Human Kinetics
J. Roger Proulx	Chair	Human Research Ethics Committee School of Human Kinetics

SIGNATURE

07/05/98

Date

Committee Chairperson - J. Roger Proulx, Ph.D.

APPENDIX E
INTERVIEW GUIDE

INTERVIEW GUIDE

Occupation

1. How long have you been a full-time employee with Nortel?
2. What is your present band level and title?
3. What kind of commitment does it take to excel at your job?
4. Has the workload and demands remained constant over the years?

Are there lighter times and heavier times, or is it constant?

Quality of Life

5. When you hear the term quality of living, what does that mean for you?
6. How would you define high quality living?
7. What contributes to your own quality of living?
(explore different components that contribute...role of attitude or perspective...)
8. Do you feel more or less of it at different times? If yes, what do you think influences the increase or decrease?

Excellence in Job Performance

8. You have achieved an 'exceeds' rating in at least one of your two most recent performance evaluations, what do you think enabled you to achieve at this high level?
9. How do you approach the working parts of you life in a way that allows you to excel?
Explore.
10. Do you feel that your level of quality of life affects your job performance? How?
11. Over the duration of your career with Nortel, do you feel that you level of quality of life has changed for better or worse? Has this affected your job performance? If yes,

how? How has the relationship between your quality of life and your job performance varied as you have achieved the different band levels? Explore...

Effect of the Occupation on NonWork Life

12. Do you think that your commitment to your work has affected your nonwork life over the years? If yes, why? If no, why do you think it has not effected your outside life?
13. How do you feel about the amount of time or energy you spend at work as compared with home or doing other things that you enjoy? How does your partner/family feel?
14. What have you tried to do to keep some balance in your life? (Probe for specific examples) Has it worked?
15. At this point in your life, you have achieved excellence in job performance and excellence in your quality of living, what do you think allows you to achieve this? (explore these separately)
16. What specific plans/choices/decisions, do you make that have helped you to excel both within your work domain and in your life outside of your work domain? How do you act on these plans each day, week, month or year?

Recommendations to the Organization

17. Knowing what you know now, if you were just starting with the organization, would you do things the same or differently with regard to your personal life?
18. If you were to give advice to a young employee starting with Nortel who wanted to achieve excellence in both job performance and excellence in quality living, what advice would you offer?
19. Could the organization do anything to assist in this goal?

20. Do you have any final comments or anything else you would like to add related to what we have discussed today?

21. Do you think that I've influenced your responses in any way?

22. Could you rate the following parts of your life on a scale of 1 to 10, where one is low quality and 10 is excellent?

- Overall quality of life _____
- Overall quality of work life _____
- Quality of job performance _____
- Quality of time alone away from work _____
- Quality of time with friends away from work _____
- Quality of life with partner or spouse _____
- Quality of life with children _____
- Quality of time with nature _____
- Quality of time with sport/physical activity _____
- Quality of life in other areas (specify) _____

APPENDIX F

ASSUMPTIONS AND RATIONALE FOR A QUALITATIVE DESIGN

ASSUMPTIONS

The assumptions of the qualitative research design to be employed are based on those of Creswell (1994, p.145) and include the following:

1. Qualitative researchers are mainly concerned with process, rather than outcomes.
2. Qualitative researchers are interested in meaning- how people make sense of their lives, experiences, and their worlds.
3. The qualitative researcher is the primary instrument for data collection and analysis.
4. Qualitative research is descriptive. The researcher is interested in process, meaning, and understanding gained through words or pictures.

The process of qualitative research is inductive in that the researcher builds concepts, hypotheses, and theories from details.