Work-Life Harmony?

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Learning Objectives

1. Review stress responses and work-life balance considerations.

2. Explore the differences between work-life balance and work-life harmony.


4. Brainstorm ideas that might work for you!
Uh oh...
Collective Stress

Unemployment

Coronavirus COVID-19
NDSU Climate Survey
Work-Life Balance

Stats:

- Staff more likely than faculty to endorse work-life balance (69.6% to 44.4% for women and 69.7% to 59.1% for men)
- Staff and faculty are both more likely to forego personal activities for professional responsibilities

Requests to improve work-life balance:

- Staff requested more growth opportunities and a better climate
- Faculty requested more support (increased professional development, improved administrative relationships, increased graduate assistant/staff hires)

Employee morale (for both faculty and staff) was a noted concern.

(Berg & Gravely-Stack, 2018)
"Work" Considerations

Conceptualization:

• Definition of “work” (only paid labor – what about work at home?) (Pichler, 2009)

• Work-life balance is a perception (Dave & Purohit, 2016)

• Subjective vs. objective qualities of work-life balance (e.g., I may work quite a bit, but it’s my choice and I enjoy it) (Pichler, 2009)
Equity Considerations

Gender, Sexual/Affectional Orientation, Race, Class, Etc.:

- Gender: Women work outside of the home and assume more of the physical and mental load at home (Pichler, 2009) —Hochschild’s “second shift”

- Race, Sexual/Affectional Orientation: Minority stress: “explaining that stigma, prejudice, and discrimination create a hostile and stressful social environment that causes mental health problems” (Meyer, 2003, abstract)

- Class: Illusion/privilege of choice (Blustein, Kenna, Gill, & DeVoy, 2003)
Other factors:

- Predictability and stability (working outside “normal” hours is considered more detrimental) (Pichler, 2009)

- In faculty roles, discipline, gender, and rank matter (Denson, Szelenyi, & Bresonis, 2016)

- The influence of contextual factors (e.g., resources our country provides) (Davis & Tuttle, 2017)

- Institutional support and departmental support aids work-life balance (Denson et al., 2016)
Work-Life Balance vs. Harmony

- **Work-life balance**: “to combine work and life in a way that both are pursuable” (Pichler, 2009, p. 450) or “an individual’s capability and ability to devote equal time and energy to work and non-work domains” (Dave & Purohit, 2016, p. 98)

- **Work-life harmony**: “It actually is a circle; it’s not a balance” (Bezos, as cited in Berger, 2018, para. 8)
But how do we achieve work-life harmony???
• Laughter – this life is absurd.

https://www.youtube.com/watch?v=Mh4f9AYRCZY
Challenge the System

The messages:

➢ Work hard
➢ Perform better
➢ Attain perfection
➢ Increase productivity
➢ Create more
➢ Make it bigger

*Adopt some semblance of “good enough”?*
Make Meaning

• Meaning-making
  (Viktor Frankl’s *Man’s Search for Meaning*)

• What is your why?
  (Simon Sinek’s *Start with Why*)
Accept

- Riding the waves.
Re-evaluate and Change

- Take away, add, accept... and when to totally jump ship.
## Demands & Resources Conceptualization

Voydanoff (2005)

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<th>Work Demands</th>
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<th>Personal Demands</th>
<th>Personal Resources</th>
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| Research     | • Graduate assistants  
               • Funding    | Childcare        | • Daycares         
               • Family/friends |
| Teaching     | • Teaching assistants  
               • Resources   | Housework        | • Equitable partner 
               • Services    |
| Service      | • Helpful colleagues   | Personal hobbies  | • Time!            |

**Crossover**
- Salary and benefits
- Supportive policies
- Research that informs parenting
Your Turn!

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Crossover

• ??

** Now you have your baseline. What can you do/shift?
Your ideas?
Thoughts? Questions?
References


