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BAHÇEŞEHİR ÜNİVERSİTESİ

PROPOSAL OF A NEW EMPLOYEE WELL-BEING MODEL: EMPLOYEE WHOLENESS

PhD Thesis

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PROPOSAL OF A NEW EMPLOYEE WELL-BEING MODEL: EMPLOYEE WHOLENESS

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Thesis Supervisor: Assoc. Prof. Dr. ELA ÜNLER

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REPUBLIC OF TURKEY
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We hereby recommend that the dissertation prepared under our supervision by **Şirli Ender-Büyükbay** entitled **"Proposal of a New Employee Well-Being Model: Employee Wholeness"** be accepted in partial fulfillment of the requirements for the Doctor of Philosophy Business Administration.

Thesis Supervisor

Recommendation concurred in:

Committe Members

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Approved:

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Program Coordinator

We all find muse in various sources…

> *"The energy of the shamans and how it's converted into a force is very alluring for me. Today, human nature is defeated against technology. We forgot ourselves and lost touch with our bodies. We are no longer beings of Nature, contrary to our own nature even. We make do with just a small portion of the energy human nature can actually produce. We get a measly sense of our feet while running on treadmills; we wait to go on picnics to get a feel of Nature. Water, earth, trees and animals are no longer sacred. They have no spirit.*
>
> *Natural values no longer have any worth… or meaning. I believe our most pressing challenge today is to rediscover the lost values, return to our roots, reactivate and manifest our inner energy."*
>
> Mehmet Aksoy

This piece of work has been an outcome of highly inspirational 17 years. It is completed with the hope that every individual (employee) returns to own roots; finds, rediscovers, and reactivates the inner energy; and manifests within a 'whole' self; through meaning, balance, engagement, success, authenticity, intelligence, and satisfaction.

With feelings of gratitude towards all, may this be an inspiration, to everyone who seeks a happy, fulfilling, and well-lived life.

Shirli Ender-Büyükbay

June, 2017, Istanbul

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The doctoral education and research process has perhaps been the most transformation evoking and fulfilling years of my life. These years have given me the opportunity to deepen my knowledge and understanding in various aspects of life –meaning, purpose, fulfillment, relationships, happiness, well-being, etc., that are detrimental to individual's optimal functioning. Characteristically being a happy person, taking life through positive lenses, adopting accepting and committed attitude to life events, having a scientific focus on the well-being of people, especially within their professional role, has been extremely rewarding. I am grateful to have worked on such a fulfilling topic, contributing to my own personal and professional growth, as well as to have the opportunity to attempt in bringing novelty to the field of science of happiness.

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truthfully, from the deepest part of my heart, grateful for her presence in my life; for she is far beyond an advisor, but a valuable lifetime friend.

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In summary, this path I have walked is full of richness and valuable agents, for whose existence I am deeply grateful. This 6-year-journey of PhD reminds me the famous words of Osho –the philosopher, "There is no way to happiness; happiness is the way." So, there is no way to a doctoral degree without following this impeccable journey of learning, explorations, and strong relationships. While I come to an end, it only opens up into new beginnings.

ABSTRACT

PROPOSAL OF A NEW EMPLOYEE WELL-BEING MODEL:

EMPLOYEE WHOLENESS

Şirli Ender-Büyükbay

PhD in Business Administration

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There is a growing interest for positive psychology at organizational management. Well-being of employees has increasingly been a matter of focus, primarily for its impact on employees' work performance. Various models of well-being and measures for identifying employees' level of engagement are in practice. However, the available models are limited in explaining employee well-being, whereby predicting work performance. There is a need for a broader, multi-dimensional construct, as individuals are complex beings, with multifaceted needs. As a result of an extensive literature review and in-depth field research, present study has attempted to address this need, through proposing a new model of employee well-being with holistic perspective –i.e. employee wholeness that would predict employee work performance.

At its attempt, with the guidance of previous well-being models, the study has assumed that a holistic composite construct of well-being, would relatively more strongly effect work performance, than the effect of its individual dimensions. In order to confirm or reject proposed research questions and hypotheses, the study has taken several research steps –literature review, focus group interviews (qualitative research), questionnaire

administration (quantitative research), and statistical analysis (with SEM). At the first phase –literature review, it has gathered 38 positive psychology and work-related elements to predict performance. Within a series of focus group interview sessions, 20 out of 38 elements have been determined, as positively predicting work performance.

Next, measurement scales for each element have been retrieved and selected from literature. In cases where reliable and valid scales were unavailable, the author has developed question items. Upon face-validity, and preliminary research (n=56), as part of quantitative research, questionnaire administration has taken place. Sample scope has been limited with Turkish white-collar professionals (n=576), working at the service sector. The statistical analysis of proposed research model, hence on, involved scale reliability check and exploratory factor analysis using SPSS, and confirmatory factor analysis with structural equation modeling (SEM) using AMOS.

According to analysis results, employees' well-being is explained with a composite construct of seven dimensions: career success, emotional intelligence, psychological capital, engagement, general satisfaction, work-life balance, and authentic functioning. Among the dominant factors explaining employees' well-being, and predicting their work performance, are meaning and purpose one gets from work, motivation and self-management skills, self-efficacy and hope, enjoyment from work activities, satisfaction with work life, balance, and freedom of choice. While each dimension individually has significantly predicted work performance, the proposed composite construct has relatively had stronger effect on work performance, than the effect of its individual dimensions.

First major contribution of this study is the proposal of a new well-being construct to predict employees' performance. Second, it offers the possibility to determine the significance of positive organizational management practices on employees' well-being and performance. Results, their theoretical and managerial implications, as well as limitations and future directions are discussed.

Key words: Employee well-being, Multi-dimensional construct, Performance, Construct development.

ÖZET

YENİ BİR ÇALIŞAN MUTLULUĞU/ESENLİĞİ MODELİ:

ÇALIŞAN BÜTÜNLÜĞÜ

Şirli Ender-Büyükbay

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Pozitif psikoloji örgütsel yönetim alanında gün geçtikçe daha çok yer almaya başlayan bir yaklaşımdır. Çalışanın mutluluğu, özellikle performansına etkisi açısından, giderek odak noktası haline gelmektedir. Günümüzde çalışanların bağlılık seviyesini ölçümleme ve mutluluk/esenlik modelleri kullanılmaktadır. Ancak, varolan modeller çalışanın mutluluk/esenliğini açıklamakta ve performansına etkisini ortaya koymakta sınırlı kalmaktadır. Zira, bireylerin karmaşık ve farklı ihtiyaçlara sahip varlıklardır, dolayısıyla daha geniş, çok-boyutlu bir yapıya ihtiyaç duyulmaktadır. Bu çalışma, geniş kapsamlı literature taraması ve saha araştırması sonucunda, yukarıda belirtilen ihtiyacı karşılama amacıyla, bütünsel bakış açıyla performansı açıklayan yeni bir çalışan mutluluğu/esenlik modeli önermektedir –çalışan bütünlüğü.

Bu çalışma, varolan esenlik modellerinin ışığında, bütünsel ve bileşik bir esenlik yapının performansı, alt boyutlarının her birinin etkisine göre, daha fazla etki edeceğini varsaymaktadır. Önerilern araştırma soruları ve hipotezleri doğrulamak veya redetmek için, çalışma bir kaç adımdan geçmiştir –literatür taraması, odak grubu çalışmaları (nitel araştırma), anket uygulaması (nicel araştırma), ve istatistiksel analiz (yapısal eşitlik modeli ile -YEM). İlk aşamada –literatür taraması, performansı olumlu etkileyecek

pozitif psikoloji ve iş-temelli 38 kavram toplanmıştır. Odak grubu çalışmalarıyla, performansı olumlu etkileyen 20 kavram belirlenmiştir.

Belirlenen kavramları nitel araştırma yoluyla ölçümlemek adına, literatürden geçerliliği ve güvenirliği saptanmış ölçekler taranarak seçilmiştir. Ölçekleri bulunmayan kavramlar için araştırmacı soru maddeleri kurgulamıştır. Görünüş-geçerliliği, ve ardından ön-çalışma yapılarak (n=56), nicel araştırmanın ana bileşeni akent çalışması yürütülmüştür. Örneklem, hizmet sektöründe çalışan, Türk beyaz yakalı profesyonellerle sınırlandırılmıştır. Önerilen araştırma modelinin istatistiksel analiz kısmı SPSS kullanılarak ölçeğin güvenirlik testi ve keşfedici factor analizi, ardından AMOS kullanılarak YEM ile doğrulayıcı factor analizi içermektedir.

Analiz sonuçlarına göre, çalışan mutluluğu/esenliği yedi boyutlu bileşik yapıyla açıklanmaktadır: kariyer başarısı, duygusal zeka, duygusal sermaye, bağlılık, genel yaşam tatmini, iş-yaşam dengesi, ve otantik işleyiş. Çalışanın mutluluğu/esenliğini en baskın açıklayan ve performansını etkileyen faktörler, sırasıyla işten ve işin yarattığı anlam ve amaç, motivasyon ve kendini yönetme becerisi, öz-yeterlik ve umut, işten ve çalışmadan duyulan haz, iş yasamından duyulan tatmin duygusu, denge, ve seçim özgürlüğü. Her bir boyut kendi başına performansı anlamlı etkilese de; boyutların bireysel etkisine kıyasla, önerilen bileşik yapı performansı göreceli olarak daha fazla etkilediği bulgulanmıştır.

Mutluluk teorileri üzerine geniş kapsamlı araştırmayı içeren bu çalışmanın en büyük katkısı, çalışan mutluluğunun performansa olan etkisindeki farklılığı açıklayarak, geniş kapsamlı, ve yeni bir mutluluk ölçeği ortaya atmak olacaktır. Diğer bir katkısı ise, pozitif örgütsel yönetim uygulamalarının çalışan mutluluğu ve performansa etkisini vurgulamada işverenlere ve uzmanlara kolaylık/imkan sağlamasıdır. Sonuçlar, teorik ve yönetimsel çıkarımlar, ve araştırma önerileri sunularak tartışılmıştır.

Anahtar kelimeler: Çalışan mutluluğu, Çok boyutlu yapı, Performans, Kavram geliştirme

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

1. INTRODUCTION

There is a growing interest for positivity and positive working atmosphere in working context. Furthermore, there is a general view that well-being is antecedent of performance (Taris & Schaufeli, 2015, p. 29). Employers have realized the added value of the human resources, and begun to give greater value to their well-being. There are various happiness-fostering practices available at corporate context, to engage and retain the valuable 'talent', and to obtain high work performance through them.

The significance of employee well-being at workplace have emerged with the social and human relations movement. The so-called Human Relations Movement had been profoundly affected by the Hawthorne studies (Wren & Bedeian, 2009, p.283; Wright et al., 2007), which spanned into an eight-year period beginning at 1924, at the Western Electric Company in Illinois. The research had the assumption that hard working conditions would negatively affect work performance. Despite the inconvenient working conditions, experiment results revealed the unexpected. Workers tended to work harder and produced better because they had received caring, supportive and considerate supervision, as well as leadership. Hence on, psychology, organizational psychology, and organizational behavior have become new research areas within the field of management.

With the human relations movement, human factor in workforce gained higher importance. Employers gradually began considering employee motivation and rewarding. As part of human resources practices, they delivered tangible or intangible support (Brummelhuis & Van Der Lippe, 2010). These supportive practices today appear as flexible working possibilities for maintaining balance among work and non-work domains, facilities available on-site for personal needs, counseling and assistance for personal matters, health check measures and insurance, etc. Furthermore, many companies today aim at creating positive working atmosphere, by selecting "happy talent" as preference, or through employing positive interventions to employees to foster emotional intelligence and behavior (Tan, 2014; Gittel, 2005).

Among the companies implementing such practices may be listed as Google, Apple, and Microsoft. These companies believe in the "happy-productive worker hypothesis" (Lucas & Diener, 2003) and may be considered as the leading ones that support employee well-being and performance. Besides these prominent leading companies, there are other local, national and international companies that implement and promote positivity and happiness at work, together with great initiatives in disseminating such management approach via conferences and congresses. Many of these companies celebrate the International Day of Happiness (UN resolution, 2012) on March 20th.

Despite the supportive positive interventions, a systematic approach to measure these practices is missing. Organizations have limited or standard means of measurement. Most commonly used tools for measuring well-being may be listed within human resources and performance relationship in particular, as job satisfaction, life satisfaction (Diener et al, 1985), subjective well-being (Diener, 2000), social, emotional, and physical well-being, or emotional burnout (Van de Voorde et al, 2012; Sirca, 2012). Nonetheless, as to research, a conclusive positive relation with well-being is difficult to state (Applebaum, 2002). Meanwhile, positive psychology (Froman, 2010) or well-being (Diener, 2000) related studies indicate the positive relation with performance, and that human resources practices foster positivity in employees and increase their performance (Van de Voorde et al, 2012).

Many research studies use job satisfaction, life satisfaction, subjective well-being (Diener, 2000), physical, emotional and social well-being (Van de Voorde et al, 2012), emotional exhaustion, and burnout for measuring well-being. These dimensions are analyzed in relation to performance. Furthermore, various studies indicate many other elements that may be considered as antecedents, and have been related to well-being. These may be listed as work-life balance perception (Gröpel & Kuhl, 2009), work-family conflict (Michael et al, 2004), work-family enrichment (Tang, Siu & Cheung, 2014; Jaga, Bagraim & Williams, 2013), flexible working (Soo, 2009), the flow experience (Jinmoo et al, 2010), mindfulness (Lichtenberg, 2010; Andrews, Kacmar & Kacmar, 2014; Michel, Bosch & Rexroth, 2014; Keng, Smoski & Robins, 2011; Brown & Ryan, 2003; Allen & Kiburz, 2012) positive psychology interventions (Seear, Vella-Broderick, 2013), emotional intelligence (Wang & Kong, 2014), and perceived job

autonomy (Skaalvik & Skaalvik, 2014; Thompson & Prottas, 2005).

One of the drives to this research is the interconnection of concepts, as attribution to well-being. "Well-being is a complex and multi-faceted phenomenon that encompasses a range of different aspects" (Taris & Schaufeli, 2015, p. 29), and the limited single-faceted measurement construct are insufficient to determine employee well-being; so well-being "should be studied from different points of view" (Taris & Schaufeli, 2015, p. 30). Employees are holistic beings; they have various needs and drives for fulfillment (Taris & Schaufeli, 2015). Therefore, practitioners and academics need to consider a multi-dimensional perspective in measuring such complex phenomenon, other than using job satisfaction and work engagement scales.

As to author's knowledge, among the most recent positive psychology-based (Seligman, 2002) theories over happiness is Martin P. Seligman's The New Theory of Well-Being - PERMA (2011). And the most recent multi-dimensional measurement scales over well-being are Huppert & So (2013)'s the 10-featured Flourishing construct and Zheng et al.'s (2015) Employee Well-Being scale. Nonetheless, as to Taris and Schaufeli's suggestion (2015), it is "important to examine the cross-cultural generalizability" of well-being (p.30), where "a more methodologically sound research in this area is badly needed" (p. 30).

In light of literature and field research, the available multi-faceted constructs may still be limited in measuring employee well-being. This study, involving Positive Psychology aspects into management research, proposes a new employee well-being construct with a "whole person" perspective –employee wholeness. As guidance, it takes two models of composite construct: Integrated Functioning (Warr, 1994) and Psychological Capital (Luthans et al., 2007a). Warr (1994), in his construct, considers employees as a 'whole person', by proposing a higher integrated construct encompassing its four dimensions -affective well-being, aspiration, competence, and autonomy. Luthans and friends (2007a) propose a composite higher order construct that better predict performance and satisfaction, than each of its individual facets –self-efficacy, hope, optimism, and resilience.

By "wholeness" the study refers to a state of being: feeling physically, emotionally, and

mentally healthy and sound; having an integral self-perception; having positive sense of balance, satisfaction, and affect; while feeling engaged, serving to a purpose or meaning, and experiencing achievements, together with general positive psychological states.

The terms happiness and well-being have been used interchangeably. Despite slight semantic variations among happiness and well-being, literature draws a distinction with hedonic and eudaimonic happiness view (Ryan & Deci, 2001). While the former has a hedonic connotation –i.e. enjoying the pleasures of life, the latter refers to a eudaimonic sense –achieving one's goals, valued results and potential (Ryan & Deci, 2001; Carr, 2011). To clear ambiguity, this study has majorly used the term "well-being" in reference to the eudaimonic happiness and well-being.

The purpose of the present study is to analyze the employee well-being and work performance relationship, with the assumption that happy employees perform and produce better (Wright et al., 2007; Taris & Schreurs, 2009) –the 'happy-productive worker hypothesis' view (Lucas & Diener, 2003). One of the aims is to develop a new multi-dimensional construct for measuring employee well-being with a "whole person" perspective. Hence, in light of inclusion criteria in construct development, the study has taken similar theoretical and research path of Luthans and friends' (2007a) in developing the Psychological Capital construct. Adopting their inclusion criteria the proposed model is grounded on theory and research; has valid measurement, is relatively unique to the field of organizational behavior; its apsects are state-like and are open to development and change; and has positive impact on psychological and work-related outcomes (Luthans et al., 2007a, p. 542).

Upon extensive literature and field research, it has gathered 38 positive psychology and work-related aspects that contribute to happiness and well-being. Through a series of qualitative research –Focus Group sessions (Stewart & Shamdasani, 1990; Krueger, 1988), it has identified 20 out of 38 elements, where later condensed into 20 elements, that may predict employee performance. The relevant measurement scales of the remaining 20 elements have been gathered from literature for the quantitative research phase. The research model and questions have been statistically tested to predict the employee well-being and performance relation.

The following section –section 2, introduces the theoretical framework upon which the study grounds its research model, involving employee performance, employee well-being –the science behind happiness and well-being, the various models explaining well-being in general and occupational well-being, the new construct proposed to measure employee well-being with a whole person perspective, and finally the well-being and performance relation. Section 3, extensively explains the methodology process for construct development, involving the qualitative –Focus Group research and quantitative research phases –questionnaire administration, reliability and factor analysis, structural equation modeling, following a preliminary study of reliability check. Section 4 delivers the outcomes of statistical analysis and results. Section 5, discusses the obtained results. The study is completed with conclusion remarks in section 6, delivering the theoretical and managerial implications, study imitations, and suggestions for future research.

2. THEORETICAL FRAMEWORK

The first section introduces an overlook on employee performance and its importance to organizational performance. The second section provides in detail the theoretical background of well-being, the constructs available on well-being, and proposes a new construct of employee well-being. The third section introduces employee well-being in relation to performance. The final section introduces the research model and questions and hypotheses.

2.1 EMPLOYEE PERFORMANCE

Performance –organizational or individual, may be regarded as productivity, success, goal achievement, and to a certain extent leadership among competitors. Performance is conceptualized in two levels: organizational and individual level. Organizational performance is the ultimate outcome of organizational activities that any establishment sets its attentions. For organizations performance is indicated by operational outcomes (e.g. productivity, innovation, quality, production process aligned with environmental policies, etc.) and financial outcomes (e.g. returns on invested capital, shareholder return, cost reduction, profit, etc.) (Van de Voorde et al., 2012). Employee performance, on the other hand, as the individual-level-phenomenon, is considered to be the contributor to the organizational-level and overall performance.

From early years of the 20th century, scholars and organizations have come to realize the value of employees on organization performance; and success has been tied on individual performance (Wren & Bedeian, 2009). Organizations have sought for ways to optimize worker performance, where had been a specific matter of research in scientific management –i.e. Frederick W. Taylor's the principles of scientific management (Taylor, 1991; Wren & Bedeian, 2009). Various principles of management have been proposed for effective management; these are (1) development of a true science; (2) the scientific selection of the workman; (3) scientific education and development; and (4) intimate friendly cooperation between the management and the men (Taylor, 1991/2006, p.128). Furthermore, research sought for ways to promote

worker productivity –i.e. system for improved worker selection, training, incentive, and reducing absenteeism. Furthermore, with the Human Relations Movement of the 1930s, the relation between well-being and productivity has been a matter of attention, where human motivation, "emotional well-being", and job satisfaction were examined as factors relevant to individual performance (Taris & Schafeli, 2015).

When individual performance is examined, it clearly refers to a person performing well at work. However, performing well may stand for various notions: it may be signified by the actions taken for achieving targeted goals, or by what is done and how it is done (Reijseger et al., 2013). So, performance cannot be described with a single dimension, but involves a multi-dimensional feature. Outcome performance refers to the specific actions taken to deliver products or services aligned with organization's strategic goals. Process performance refers to the attitude, behavior and actions employees are involved in while at work. Recent literature conceptualizes individual/work performance (Koopmans et al, 2011) by three dimensions:

- in-role performance (task performance),
- extra-role performance (contextual performance or organizational citizenship behavior),
- counterproductive work behavior (i.e. destructive behaviors).

In-role performance is the work done, that is central to assigned work tasks. It refers to the quality and quantity of the goods and services produced, which are as part of employee's job description. It is the particular performance criteria that organizations implement as part of performance appraisal process (Bouskila-Yam & Kluger, 2011; Gruman & Saks, 2011; Cardy, 2004), and appraised by the extent of goals achieved.

Extra-role performance is the actual behaviors and actions employees adopt in doing their work. This may take in the form of extra-effort to help in bringing out organization's goals, in addition to performing work tasks designated at the formal job description. Organ et al., (2006) define and conceptualize this type of performance with organizational citizenship behavior, which explains extra-role behavior by a five-factor model constituted of altruism, courtesy, conscientiousness, civic virtue, and

sportsmanship. These are behaviors that are not part of contractual tasks, but voluntary commitment towards the organization and individuals.

Counterproductive work behavior is the undesired type of behavior in the organization. It involves deliberately taken actions and behavior that are harmful to the organization and its goal achievement. Such behaviors may be listed as being late, not coming to work (i.e. absenteeism), coming to work ill, just for not being absent from work (i.e. presenteeism), stealing from the organization, deliberately violating organization's rules and regulations, taking unethical actions or behavior for goal achievement, or slowing down work to avoid production (i.e. underworking) (Taris & Schaufeli, 2015; Luthans, 2011; McShane & Glinow, 2010).

Although theoretically these performance types seem to be independent from another, in practice people adopt trade-offs among the types. For example, they may exert behavior to help others in achieving their goals (i.e. extra-role performance), while neglecting their own job requirements (in-role performance). Furthermore, employees may engage in unethical way of doing their work –neglecting safety regulations (counterproductive work performance), just for the sake of achieving their assigned work goals (in-role performance) (Taris & Schaufeli, 2015).

In addition to Koopmans et al.'s (2011) performance framework, highly competitive and leading organizations in the market, measure employee performance through organizational strategy-specific aspects: innovative work behavior (Chen and Huang, 2009; Prieto & Perez-Santana, 2014); flexibility in skills and behavior (Beltrán-Martín et al, 2013); and non-task related work behaviors –such as enthusiasm for work, assisting others, following rules and procedure, and defending organization's objectives (Borman & Motowidlo, 1993). Such firms perceive human resources as the vital source for innovation, production, and success. So, looking from human resources management perspective, such leading companies implement particular HR practices –such as high-performance (Kehoe & Wright, 2011; Kurt, 2008), high-involvement (Prieto & Perez-Santana, 2014), and comprehensive practices (Abstein et al., 2014), and focus on particular type of behavior to reinforce their workforce to meet their strategic goals.

Recently, being enlisted at 'best workplace' or 'Fortune 500' has grown to be indicator

for employee and organizational performance. Objectively determining performance is challenging, as most organizations are not willing to share their data. So, most studies measure performance through subjective perception (Zhou, Hong & Liu, 2013; Mitchell, Obeidat & Bray, 2013; Katou, 2013; Gong et al., 2009; Kurt, 2008). This study proposes an individual level research model, focusing on employee performance, through objective rating of employee's performance level, based on their previous organizational performance evaluation results.

2.2 EMPLOYEE WELL-BEING

Happiness or well-being has been an aspect of pursuit since the first ages of humanity. It has been a concern of human. It has kept its value for years. Philosophers in early ages and scientists today have been in search of meaning, essence, and definition to it. Through time, it has gained great depth and meaning in its conceptualization, but its importance for human kind has not changed at all. What has indeed changed in the recent years is the context of analysis and value of happiness. It has become a matter of attention at workplace, and employees' happiness has gained emphasis in management.

Conceptualization of well-being has been in various viewpoints: (1) focusing exclusively on the affective state –that is the extent of pleasure and quality experienced in life; (2) a multi-dimensional approach –non-affective and considering individual as broader phenomenon; (3) context-free –that is not specified to any life domain, but well-being in general; and (4) domain-specific –that focuses on a particular domain, such as work life, family life, intimate life (Taris & Schaufeli, 2015). Research and conceptualizations have examined well-being within these approaches considering the individual as a broader phenomena (Diener, 1999; Ryff, 1989; Warr, 1994; Van Horn et al., 2004; Seligman, 2011; Huppert & So, 2013; Zheng et al, 2015), and particularly as a whole person (Warr, 1994).

The following first section introduces the scientific basis of happiness, detailing the emergence and essence of positive psychology, the distinction of hedonic and

eudaimonic view of happiness. The second section introduces the present and most recent constructs of well-being available in literature. The third section introduces the proposed new construct for measuring employee well-being, with a "wholeness" perspective. It exemplifies the nature of "whole person" and "wholeness" and provides the proposed elements that contribute to employees' well-being. The fourth section attempts to justify the employee well-being and performance relationship, through theories that explain principles of happiness or well-being.

2.2.1 Well-Being as Science of Happiness

Well-being -or happiness- has been a matter of thought and science throughout the history of humanity. It has been an aspect of philosophical concern, where its existence, nature and attainment discussed by numerous philosophers (Philosophy of Happiness, Wikipedia). Plato describes happiness by being moral and just, where one may find happiness by caring about others' happiness. For Aristotle happiness is "the meaning and purpose of life, the whole aim and end of human existence." Happiness has become an aspect of scientific study with the Humanistic Psychology movement, under positive psychology field (Baumgardner & Crothers, 2010 p.4). It has been interchangeably used with well-being: perhaps at early phases of research, it has been majorly used as happiness (Seligman, 2002, Ryan & Deci, 2001; Diener, 2000; Waterman, 1993); Ryff, 1989b); where later, with the eudaimonic essence, it has gained more attribution with the term 'well-being' (Seligman, 2011; Ryan & Deci, 2001; Ryff & Keyes, 1995; Diener et al, 1997; Diener, 1994; Andrew & Withey, 1976). This may be so, due to a clearer distinction between the hedonic and the eudaimonic happiness (Ryan & Deci, 2001). Hence on, well-being has grown to appear in scientific literature, as a broader and within a eudaimonic sense of happiness.

Numerous researchers have been studying happiness or well-being, under the field of positive psychology (Ryan & Deci, 2001; Csikszentmihalyi, 1982, 1989; Seligman, 2002, 2011; Diener, 2000; Ryff, 1989b). This study focuses on happiness within a scientific perspective and uses the term well-being to encompass happiness as a eudaimonia, as achieving one's potential (Carr, 2011 p.40), and as the expression and

fulfillment of oneself, through living in accordance with one's true self –i.e. their daimon (Baumgardner & Crothers, 2010 p.18).

i. Positive Psychology

Positive psychology roots its development to the Humanistic Psychology movement (Baumgardner & Crothers, 2010 p.4) originated in the 1950s, which emphasizes Abraham Maslow's drive for 'self-actualization', and Carl Roger's concept of 'fully functioning person' (Boniwell, 2012). For the humanistic psychology movement major emphasis was on growth and finding own potential, ability to authentically express oneself, with creativity, free will and the positive human virtues. It proposes to view individuals as a "whole person", and the wholeness as being greater than the sum of its parts (Wiki, 2015). Maslow was the "very first psychologist who used the term 'positive psychology" (Boniwell, 2012:6).

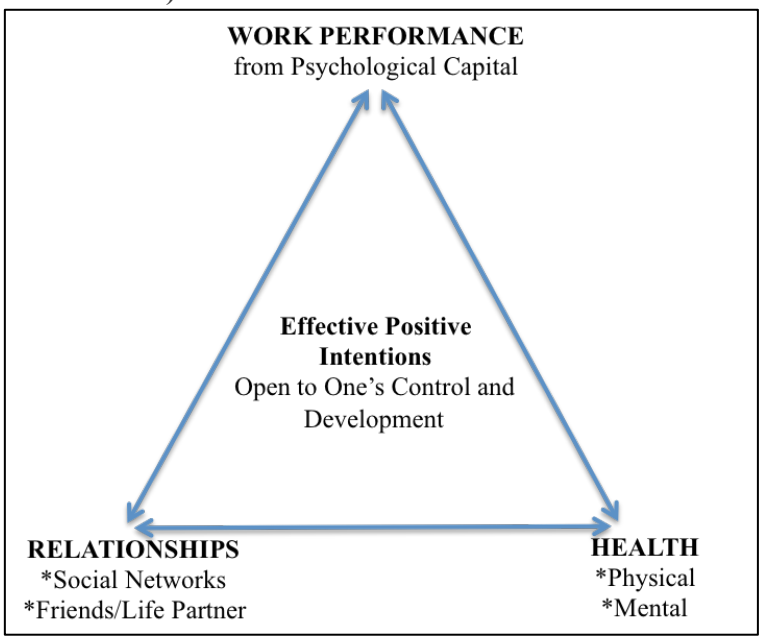
According to Positive Psychology Center of University of Pennsylvania, similar to Sheldon and King's (2001) definition, it is "the scientific study of the strengths that enable individuals and communities to thrive." It has a realistic and balanced perception over human behavior, focusing on both the negative and positive aspects, such as the strengths and virtues, as well as the weakness and evil. Martin E. P. Seligman, prominent researcher in Positive Psychology, has been one of the first psychologists to discuss about the imbalance of focus among the positive and negative human features, arguing that psychology needs to attribute as much attention on promoting health as to reducing misery. In the 1990s, instead of analyzing people based on their deficiencies, a greater focus was diverted on their flourishing, and the aspects that make them live a happy and fulfilling life, asking 'what works?' rather than 'what doesn't?' (Boniwell, 2012). Hence, the perception and definition of positive psychology has evolved towards "study of conditions and processes contributing to flourishing and optimal functioning of people" (Gable & Haidt, 2005).

Positive psychology focuses its studies on three levels: subjective, individual and

community level (Boniwell, 2012: 3). The first is the identification of subjective experiences, such as satisfaction, happiness, well-being, optimism and flow. The second is the understanding of human elements that enable individuals to be a 'good person' and lead a 'good life'. Among them are interpersonal skills, future mindedness, courage and competence, love and compassion of individuals. The third one is the actions or behavior people exert to contribute for the development of communities, at a level beyond their own selves.

Positive psychology, in considering individuals as 'whole person', emphasizes the affect of positive aiming behaviors on personal well-being, family life, social relations, and organizational life. It underlines the positive relation between one's health (mental and physical well-being), relations (social and intimate) and work (performance and satisfaction). Luthans (2011, p.201) illustrates the interactive reciprocal relationship among health, relationship and work with a H-R-W Model (Figure 2.1). In other words, Luthans (2011) points out how health affects relationships, relationships affect work, and work affects health; and the other way around.

Figure 2.1: The Interaction of Health, Relationship, and Work (H-R-W Model)



Source: *Organizational Behavior: An Evidence-based Approach* (Luthans, 2011, p.201)

Positive psychology runs much of its studies in cooperation with different areas of science and psychology, such as health psychology, neuropsychology, clinical psychology, developmental psychology and social psychology. Although its study topics may be listed as happiness, love, hope, forgiveness, positive growth after trauma, and health promoting benefits of a positive, optimistic attitude (Baumgardner & Crothers, 2010 p.3), positive psychology is the platform where happiness is scientifically studied. Textbooks and research involve various constructs as antecedents or contributors to happiness. Most distinctive ones may be listed as positive/negative emotions, satisfaction with life, psychological capital (i.e hope, optimism, resilience, self-efficacy.), engagement, flow, mindfulness, emotional intelligence (i.e. motivation, self-awareness, self-regulation, social awareness, empathy), self-esteem, personal goal attainment, compassion, gratitude, etc. (Baumgardner & Crothers, 2010; Carr, 2011). These constructs are researched in various studies in relation to well-being or optimal functioning at both psychological and organizational context (Bakker, 2008; Britt et al, 2007; Brunstein, 1993; Cotton & Hart, 2003; Dogan & Eryilmaz, 2012; Dursun, 2012).

Positive psychologists use several theories to explain well-being. Among them is the Self-Determination Theory (SDT; Ryan & Deci, 2000), which emphasizes the significance of intrinsic motivation for maintaining a fulfilling life. It is the theory that grounds its basis of thought on the eudaimonic sense of happiness, in comparison to the hedonic one (Ryan & Deci, 2001). Among other theories researching on well-being may be listed as the Broaden-and-Build Theory (Frederickson & Branigan, 2005); the Conservation of Resources Theory (Hobfoll, 1989; 2001); Boundary Theory (Ashforth et al., 2000); Effort Recover Theory (Meijman & Mulder, 1998); and Happy-Productive Worker Hypothesis (Lucas & Diener, 2003).

Furthermore, numerous constructs of well-being are available to determine individual's happiness and well-being. Among them are Psychological Well-being (Ryff, 1989b), Subjective Well-being (Diener, 2000), New Theory of Well-being (Seligman, 2011), Flourishing (Huppert & So, 2013), and Employee Well-Being (Zheng et. al., 2015).

ii. Hedonic vs. Eudaimonic Happiness

Although it sounds utterly far from a scientific concept, happiness has been a subject matter for long years in history. It dates back from 3000-year-old Judaic wisdom on happiness to ancient Greeks' questioning on things worth of living. The perception over a good life was either through finding means to maximize the ultimate amount of pleasure –simultaneously minimize the pain-, or through creating potential for authentically expressing oneself. The first is the so-called Hedonic view of happiness; whereas the second is the Eudaimonic view of happiness.

Human beings pursue having a good life and happiness. For most, a good life is associated with personal happiness, such as having enjoyable life, experiencing good events and pleasures. Such approach over happiness is the hedonic view over well-being (Ryan & Deci, 2001; Baumgardner & Crothers, 2010), which primarily involves pleasure seeking and pain avoidance (Carr, 2011, p.40), where the goal of life is achieving maximum level of pleasure, satisfying appetite and self-interest. Happiness is viewed as subjective evaluation and concerns over one's experiences from good and bad elements of life. Thus, according to Diener et al. (1998), though conceptualized as the pleasure preferences of the mind and body, happiness may be the outcome of achievements of goals or valued results (Ryan & Deci, 2001, p.144). Most research measuring happiness within hedonic approach has focused on assessing the subjective well-being (SWB), i.e. the level of life satisfaction, positive mood and negative mood. Such judgment of happiness or pleasure may be overthrown by any single source of pain, thus has short-term effect.

A long lasting effect of happiness is explained with the eudaimonic conception of well-being. It defines happiness and good life as achieving one's potential (Carr, 2011 p.40), the expression and fulfillment of oneself, through living in accordance with one's true self –i.e. their daimon (Baumgardner & Crothers, 2010 p.18). Opposed to hedonic happiness, eudaimonia is argued to be distinct, as not all achieved outcomes may lead to well-being (Ryan & Deci, 2001). Thus a clear distinction between happiness and well-being is drawn. Hence well-being, being totally beyond attaining of pleasure, is described as "the striving for perfection that represents the realization of one's true potential" (Ryff 1995, p.100, from Ryan and Deci, 2001).

Individuals engaged in activities that are congruent with their values, believed to feel intensely alive, authentic, and existing as they truly are. Waterman (1993) labels this as personal expressiveness, which contributes to living in accordance with one's true self, or being in eudaimonia (Ryan & Deci, 2001, p.146). Ryan & Deci's (2000) self-determination theory (SDT) is a complementary concept that embraces self-realization. It proposes the three basic psychological needs that enable individuals in their path of self-actualization: need for autonomy, competence, and relatedness. Fulfillment of these needs facilitates intrinsic motivation, social development, and well-being (Ryan & Deci, 2000), while generates vitality and self-congruence (Ryan & Deci, 2001).

2.2.2 Constructs of Well-Being

Various constructs are available for measuring well-being, differing within context-free –i.e. that measures or explains well-being life of in general (not focusing a particular domain of life), and domain-specific –i.e. that focuses on a specific life domain (family, work, or leisure life domain. The following sections present the various well-being constructs. These are Ryff's (1989) Psychological Well-Being, Diener's (1994) Subjective Well-Being, Seligman's PERMA model (2011), Huppert and So's (2013) Flourishing, as context-free models, Zheng et al.'s (2015) Employee Well-Being, Warr's (1994) Integrated Functioning, and van Horn et al.'s (2004) 5-dimension work-related well-being construct, as domain-specific model focusing on work life.

2.2.2.1 Subjective Well-Being

Subjective well-being (SWB) is a data-driven model that involves affective measures with a context-free perspective. It is composed of three components –i.e. *affective* component that measures pleasant or unpleasant emotional states, and *cognitive* component that measures satisfaction with life (Diener, 2000). Subjective well-being, also labeled as happiness within the hedonic sense, refers to a good life, where not only social indicators define quality of life; but the circumstances, expectations, values,

previous experiences also dominate. Diener (2009) defines subjective well-being by presenting some prior conceptualizations. He indicates Veenhoven's (1984) definition as "the degree to which individual judges the overall quality of own life as a whole"; and simply states it as "how well the person likes the life s/he leads". During the appraising and judgment, individuals use their affects and thoughts. Further includes Andrew & Withery's (1976) statement that SWB is "a cognitive evaluation and some degree of positive and negative feeling". For Diener (2009), SWB is appraising life events, the circumstances, their own selves, and having pleasant or unpleasant emotional reactions.

When defining SWB, there are the three keys; (1) it is subjective which depends on individual's experience, (2) it relies both on positive and negative measures, and (3) it has a global assessment of life domain. As illustrated below (Figure 2.2), Diener (1999, 2000, 2009) sets forth four separable components for measuring the degree of well-being or happiness: (1) existence of positive/pleasant affect (experiencing many pleasant emotions), (2) absence of unpleasant affect (experiencing a few unpleasant emotions), (3) life satisfaction (global judgment of one's life), and (4) domain satisfaction (satisfaction in important life domains –work, family, leisure, etc.). So, individuals appraise their life satisfaction –whether work life, family life, leisure, finance, or health, based on level of pleasant or unpleasant affect, and based on their degree of satisfaction and the desire to change it. Assessing SWB randomly, at various moments in their everyday lives, usually over a period of one to four weeks, provides information on long-term feelings.

Figure 2.2: The four components of subjective well-being

Pleasant Affect	Unpleasant Affect	Life Satisfaction	Domain Satisfaction
Joy	Guilt and shame	Desire to change life	Work
Elation	Sadness	Satisfaction with current life	Family
Contentment	Anxiety and worrry	Satisfaction with past	Leisure
Pride	Anger	Satisfaction with future	Health
Affection	Stress	Significant others' views of one's life	Finances
Happiness	Depression		Self
Ecstasy	Envy		One's group

Source: *Subjective well-being: Three decades of progress* (Diener, et al.,1999, p.277)

So, life satisfaction is a global judgment, with the presence of both pleasant affect and infrequent unpleasant affect. Campbell, Converse, and Rogers (1976) introduce the concepts of satisfaction and happiness in relation to well-being and they state that "satisfaction implies judgmental or cognitive experience, happiness is experience of feeling or affect" (Diener, 2000). People with high SWB make positive appraisals on their level of satisfaction and affect within a specific life domain, whereas unhappy people appraise most factors harmful or as blocking their goals.

2.2.2.2 Psychological Well-Being

Psychological well-being is a theory-based multi-dimensional construct, involving six dimensions to explain well-being, that takes a general life domain perspective –i.e. it is a context-free measure.

Ryff (1989) argued that the three-component model of SWB (i.e. positive emotions, negative emotions and life satisfaction) is limited in describing well-being, positing that it defines person's emotional well-being. Ryff (1989) conceptualizes well-being with a view beyond happiness –i.e. in the hedonic sense, where positive functioning, personal strength, mental health and growth are influential dimensions in defining well-being

(Baumgardner & Crothers, 2010, p.29). Upon detailed study on positive psychological and social functioning, Ryff and her colleagues (1989) developed a model involving two broad dimensions on well-being: (1) emotional well-being, referring to the three components of SWB; and (2) positive functioning, referring to psychological and social dimensions of well-being. As to Ryff (1989), well-being is described with a global combination of emotional, psychological and social well-being; where emotional well-being refers to the feelings about one's life, psychological well-being refers to achievement of full psychological potential, and social well-being refers to positive states and functioning within social community (Carr, 2011).

Ryff's (1989) broader view over describing well-being may be a milestone in considering individuals' well-being with a more holistic and multidimensional perspective. In proposing the characteristics in the model, Ryff (1989) has been aware that similar features of positive psychological functioning have been previously mentioned (1989, p.1070), hence posited that it constituted the core dimensions of alternative formulation of psychological well-being. Ryff (1989), in conceptualizing and defining psychological well-being with the six dimensions, has incorporated various theories (e.g. theories on mental health, clinical and life span development), and described well-being with a eudaimonic sense, and the person as a "self-actualizer" (Ryff, 1989, 1070-1071).

Ryff's (1989) six dimensions of psychological well-being, as summarized in the illustration below (Figure 2.3), are explained in detail.

Figure 2.3: Conceptualization of the six dimensions of psychological well-being

Self-acceptance	Positive attitude towards oneself, positive feelings about past life, and acceptance of various aspects of life.
Positive relations with others	Love and empathy for all human beings, deep friendship, warm relationships and close connections.
Autonomy	Comfortable with self-direction, internal locus of evaluation, ability to resist negative social and cultural pressures, free from collective fears, beliefs and laws of masses.
Environmental mastery	Choosing or creating personally suitable living conditions, ability to manipulate and control complex situations; advance through active participation and making use of environmental opportunities.
Purpose in life	Leading meaningful and purposeful life, goals and activities giving direction to life, clear comprehension of goals, intentions and a sense of direction.
Personal growth	Feeling of continuous development in growing and broadening as a person, being open to new experiences and challenges.

Sources: *Happiness is everything, or is it? Exploration on the meaning of psychological well-being.* (Ryff, 1989a).

Self-acceptance: It is "*the central feature of mental health as well as characteristics of self-actualization, optimal functioning and maturity*" (Ryff, 1989, 1071). It is the positive attitude towards oneself, having positive feelings about past life, and accepting various aspects of life.

Positive relations with others: "*The ability to love is viewed as central component of mental health*" (Ryff, 1989, 1071). It is having strong feelings of empathy and affection for all human beings. It is the capability of having great love, warm, satisfying and trusting and deep relationships/friendship with others. Warm relationships with others refer to maturity; achievement of close bonds posits intimacy; and guidance and direction of others seen as generativity in individuals.

Autonomy: It is being comfortable with self-direction, having self standards for self-evaluation (internal locus of evaluation) without expecting others' approval, possessing the ability to resist negative social and cultural pressures, and holding own conventions independent from collective fears, beliefs and laws of masses.

Environmental mastery: It is being able to manage the environment one lives in, by choosing or creating personally suitable living conditions; having the ability to manipulate and control complex situations; and being able to advance, through active participation and making use of environmental opportunities.

Purpose in life: It is the feelings that one leads a meaningful and purposeful life. It is the perception that the goals and activities one takes give direction to life. One's perception of purposeful and meaningful life relies on a clear comprehension of own goals, intentions and a sense of direction.

Personal growth: It is the feeling of continuous development and effectiveness, in growing and broadening as a person. It is a central component in the need for self-actualization and realization of potential. Confronting with new experiences and challenges push individual to constant growing and becoming, rather than being at a fixed state.

Ryff's (1989) psychological well-being is distinguished from Diener's subjective well-being, within few aspects. The former is a theory-based multi-dimensional model focusing on non-affective measures with a global perspective, whereas the latter is a data driven model focusing on affective measure –pleasure or displeasure (Taris & Schaufeli, 2015).

2.2.2.3 New Theory of Well-Being (PERMA Model)

The PERMA model is a theory-based multi-dimensional well-being construct that involves both affective measures (positive emotions) and non-affective measures considering happiness with a eudaimonic sense. It is a context-free measure that takes a general life domain perspective.

It is the elaborated construct of Authentic Happiness Theory, based on positive psychology (Seligman, 2002). Seligman differentiates well-being theory from the happiness of Aristotle's monism, which is merely operationalized by life satisfaction. According to authentic happiness, people with high level of engagement, emotions and

meaning have high life satisfaction and are happy. This theory attempts to explain happiness as a 'real thing'. However, Seligman distinguishes well-being theory from happiness, by referring to it as a *construct* rather than a real thing. Well-being "has several measurable elements, each a real thing, each contributing to well-being, but none defining well-being" (Seligman, 2011, p.15). He exemplifies it by the construct 'weather', which is not a real thing, but is operationalizable through elements like temperature, humidity, wind speed, barometric pressure, etc., that are measurable and serve to explain weather.

With his new model, PERMA, Seligman (2011) proposes a well-being construct that that is comprised of elements of what "free people will choose to do for their own sake". As illustrated below table, it constitutes of five elements: positive emotions, engagement, positive relationships, meaning and purpose, and achievement. In order to be counted as elements, Seligman bases these elements on three properties (Seligman, 2011, p. 16):

> *(1) each element contributes to well-being;*
> *(2) people pursue each for its own sake -i.e. for its intrinsically motivating feature (Deci and Ryan, 1985), and not to get the other elements; and*
> *(3) each has exclusivity, that is defined and measured independently from the others.*

The Five dimensions of the PERMA Model, as Seligman (2011) conceptualizes is summarized at below illustration (Figure 2.4). The dimensions are explained in detail, hence after.

Figure 2.4: Five dimensions of PERMA Model

Positive emotion	The pleasant life, emotionally feeling good.
Engagement	The sense of immersion, absorption, interest and curiosity.
Meaning	Belonging to and serving to something bigger than the self.
Positive Relationships	Being in positive interactions and unions with other people.
Achievement	Having success, accomplishment, winning, achievement, and mastery.

Source: *Flourish: A visionary new understanding of happiness and well-being* (Seligman, 2011, pp. 16-18)

Positive emotion: It is the subjective measure of happiness and life satisfaction, as conceptualized by Diener's (1999) subjective well-being. It refers to the pleasant life one has.

Engagement: Just as the positive emotion, engagement is a subjective measure to explain well-being. The subjective state for pleasures is at the present time, while subjective state for engagement is related to present and past. By engagement Seligman refers to the degree to getting immersed and absorbed into activities, or being at the flow state, free from the sense of time and place. Seligman (2011) explains engagement with the extent of available interest, curiosity, and willingness for new experiences and ideas.

Meaning: Meaning in life is an important factor for psychological well-being (Schueller & Seligman, 2010). Seligman (2011, p.17) defines meaning as "belonging to and serving something that you believe is bigger than the self." The sense of meaning depends on our judgments about life, on our feelings and judgment over our experiences, which may show variations in time, in place, and among individuals. For example, our judgments over a past experience as meaningful during our adolescence compared to our adulthood may be different. So Seligman (2011) states it is a subjective state, within a specific time frame.

Achievement: It is the fourth element that operationalizes well-being. Seligman explains it "in its momentary form as 'achieving life'", and "in its extended form as "a life dedicated to accomplishment" (2011, p. 19). People pursue success, accomplishment, winning, achievement, and mastery for their own sake, even though they do not bring positive emotions or meaning. He explains achievement through attributing to two motivation theories. From a "drive-reduction" theory perspective, need for achievement -as McClelland's one of the three 'learned needs' (achievement, affiliation, and power) (McShane & Glinow, 2010), is the motive of doing better than competitors, successfully attaining a difficult or challenging goal, solving a complex problem, and developing a way to do something (Luthans, 2011). Seligman (2011) argues that fulfillment of this need brings the person a long-lasting positive state –i.e. happiness with a eudaimonic sense.

From the "competence" perspective (Ryan & Deci, 2000), it is the act of exerting mastery over oneself and the environment. It is getting involved into activities that bring the sense of achievement and mastery that contribute to well-being. Hence, in addition to the act of successfully completing a challenging task, the opportunity to gain knowledge, experience, and self-mastery brings positive state. Achievement is viewed with outcome and process perspective –i.e. accomplishment as significance to end result, competence as significance to process, as contributor to well-being

Positive relationships: Theories of needs and motivation have stated humans' need for positive relationships by using various concepts: McClelland termed it as need for 'affiliation', Ryan and Deci termed it as need for 'relatedness', Maslow termed it as 'belongingness', and Lawrance and Nohria termed it as drive to 'bond' (Luthans, 2011; McShane & Glinow, 2010). Humans all strive to be part of a community, around people. The common ground is that having good and positive relations with other people contributes to well-being.

Seligman (2011), in formulating his PERMA model, has taken three inclusive properties introduced above –each contributing to well-being, pursuing each for its own sake, and exclusivity. Within these properties, first four elements -positive emotions, engagement, meaning and accomplishment, meet the three criteria, as (1) they all directly contribute to well-being of the individual; (2) they are pursued for their own

sake –e.g. attaining positive feelings, getting into activities to feel a total immersion in the experience, and researching (with a gut feeling) on a topic that has no value in the eye of others; and (3) they can all be measured independently. The fifth element, as Seligman (2011) posits, positive relationships differ from the other four. It qualifies in operationalizing well-being and is independently measurable. However, people create positive connections not for the sake of having the relationships, but for the positive emotions, the meaning, engagement and sense of accomplishment they deliver. Hence, Seligman (2011) sees positive relationships as a supportive element to the others in contributing to well-being.

2.2.2.4 Flourishing

The goal of positive psychology is to increase the level of well-being. Motivation theories have uttered the ultimate level of fulfillment using the term 'self-actualization'. Theory on well-being posits the term 'flourishing', defining as "the experience of life going well; a combination of feeling good and functioning effectively; synonymous with high level of mental well-being" (Huppert & So, 2013). Upon analyzing the various conceptualizations of positive functioning and mental health (e.g. Jahoda's positive functioning (1958); Ryff's psychological well-being (1989); Diener's subjective well-being (2000); Ryan & Deci's self-determination theory (2000a); Seligman's PERMA (2011), Huppert and So (2013) have found the common view that well-being is a multi-dimensional feature, arguing that well-being may not be measured through a single-faceted measure. Hence, flourishing is multi-dimensional and context-free model that is constructed based on both theory and data. It involves ten dimensions, fallen into two factors.

Through quoting Diener (2000) and Seligman (2011), that "*current measurement of well-being is haphazard, … therefore a more systematic approach is needed*" (Hupert & So, 2013, p.840), Huppert and So (2013) have operationalized the definition of flourishing, by combining ten positive features, of which opposites existed in the diagnostics criteria for depression and anxiety (2013, p.851). The ten features are competence, emotional stability, engagement, meaning, optimism, resilience, positive

emotion, positive relationships, self-esteem, and vitality. The five elements of Seligman, namely PERMA have been represented, while Ryff's 'personal growth' and 'self-acceptance', and Ryan and Deci's 'autonomy' were not included in the construct.

The factor analysis results (Huppert & So, 2013) revealed that the features have fallen into two distinct factors: positive characteristics and positive functioning. The first factor comprises emotional stability, vitality, optimism, resilience, positive emotion, and self-esteem (delivered in order of variance). The second factor comprises of engagement, competence, meaning, and positive relationships (delivered in order of variance). The factors and dimensions are illustrated below (Figure 2.5).

Figure 2.5: The two factor model of Flourishing

Flourishing (Huppert & So, 2013)	
Positive Characteristics	Positive Functioning
Emotional stability	Engagement
Vitality	Competence
Optimism	Meaning
Resilience	Positive relationships
Positive emotion	
Self-esteem	

Source: *Flourishing across Europe:* (Huppert & So, 2013)

2.2.2.5 Integrated Functioning

One of the earliest work-related multi-dimensional constructs of well-being is the '*integrated functioning'*. It is a domain-specific multi-dimensional construct for measuring well-being, at work setting. Integrated functioning (Warr, 1994) encompasses four dimensions: *affective well-being*, *aspiration*, *autonomy*, and *competence*.

This construct is developed for specific context, as to identify the job-related antecedents (Taris & Schaufeli, 2015). All four dimensions are job-related concepts and specify functioning at work. Affective well-being, is specified for the intensity of particular moods at work, involving various emotional experiences –anxiety, comfort, depression, pleasure, etc. Aspiration signifies to person's interest and engagement with the environment, activities and opportunities for self-development. Job-related aspiration signifies the pursue for challenging goals. Autonomy refers to the person's ability to take a stand and act for own opinion, preference, and actions. And finally, competence, relating to self-efficacy of Bandura (1997) and accomplishment of Maslach (1993), refers to psychological ability to cope with and overcome problems with achievement.

According to van Horn and friends (2004, p. 366) and Taris and Schaufeli (2015, p. 19), Warr (1994) with this construct, reflects the person as a whole. They suggest so, based on Warr's (1994) integrated approach in the conceptualization of work-related well-being. Warr (1994) in his proposal, has integrated the four dimensions, to create a fifth dimension, which encompasses all four dimensions into a single construct, naming it as '*integrated functioning*'. So, in a way, the integrated functioning construct is both a four-dimension construct that explains employee's well-being within four individual dimensions, and a single integrated construct that involves affective well-being, aspiration, autonomy, and competence.

2.2.2.6 Occupational Well-Being

'Occupational well-being' is a multi-dimension domain-specific model that takes individuals' well-being within a work-related perspective. Van Horn and colleagues (Van Horn, Taris, Schaufeli, & Schreurs, 2004) have developed their 5-dimension '*occupational well-being*' construct for conceptualizing work-related well-being. They distinguished well-being with affective, professional, social, cognitive, and psychosomatic well-being at work. Affective well-being is referred to the job satisfaction, job commitment, and emotional fatigue. Professional well-being is dignified with autonomy, aspiration and competence at work. Social well-being is

explained by depersonalization (distancing oneself) from colleagues and the general quality of social functioning at work. Cognitive well-being is identified by the capacity to acquire new knowledge, skills, and the ability to focus at work. Psychosomatic well-being is referred with health symptoms such as headache, stomach ache, and possible cardiovascular issues.

2.2.2.7 Employee Well-Being

'*Employee well-being*' is a recently developed construct that is multi-dimensional and domain-specific, which focuses directly on work-related satisfaction. Zheng and friends (2015) developed this model taking job satisfaction, in combination with various job domains (Spector, 1997) as central focus. Zheng and friends (2015) have adopted a multiple measure approach, evaluating the positive and negative affect and cognitive judgment over one's job satisfaction (Cotton & Hart, 2003). Meanwhile, through encompassing the measurement of work and non-work-related experiences (Page & Vella-Brodrick, 2009), taking life with a broad coverage, a whole-life perspective has emerged. As to Zheng et al. (2015), prior research on employee well-being is based on competitive rather than complementary approach, proposing the need for a multi-measure encompassing employees' quality of life, psychological status at work (Siegrist et al., 2006); overall well-being, work satisfaction and emotional exhaustion, and family relations (Vanhala & Tuomi, 2006); individual and situational factors (Illies et al., 2007); positive emotions as well as negative emotions in the workplace (Diener & Ryan, 2011).

Zheng et al. (2015), explain employee well-being with multi-measure construct of three well-being measures, involving job satisfaction and work-related affect (workplace well-being –WWB); general quality of life and affect status (subjective well-being – SWB); and Ryff's (1989) six dimensions of psychological well-being (PWB).

2.2.3 Summary of Constructs of Well-Being

It is important to distinguish the variations among the available models of well-being, so as to understand the uniqueness and added value of the new model of employee well-being the present study is proposing. As illustrated below (Figure 2.6), these constructs differ from their affective to multi-dimensional feature, context-free to domain-specific, and being data-driven and theory-based.

Figure 2.6: Summary of the various available models of well-being

Construct of Well-Being	Subjective Well-Being (Diener, 1999)	Psychological Well-Being (Ryff, 1989)	New Theory of Well-Being (Seligman, 2011)	Flourishing (Huppert & So, 2013)		Integrated Functioning (Warr, 1994)	Occupational Well-Being (Van Horn et al., 2004)	Employee Well-Being (Zheng et al., 2015)
Type of Construct	Affective & Context-free	Multi-dimensional & Context-free	Multi-dimensional & Context-free	Multi-dimensional & Context-free		Multi-dimensional & Domain specific	Multi-dimensional & Domain specific	Multi-dimensional & Domain specific
				Positive Characteristics	Positive Functioning			
Dimensions	Pleasant affect	Self-acceptance	Positive emotions	Emotional stability	Engagement	Affective well-being	Affective well-being	Life well-being
	Unpleasant affect	Positive relations with others	Engagement	Vitality	Competence	Aspiration	Professional well-being	Workplace well-being
	Life satisfaction	Autonomy	Positive relationships	Optimism	Meaning	Autonomy	Social well-being	Psychological well-being
		Environmental mastery	Meaning	Resilience	Positive relatiosnship	Competence	Cognitive well-being	
		Purpose in life	Acheivement	Positive emotions			Psychosomatic well-being	
		Personal growth		Self-esteem				

While subjective well-being is a uni-dimensional (affective and life satisfaction) data-driven model, all other models take individuals' well-being multi-faceted and a broader coverage. Psychological well-being, on the other hand, a theory-based model, considers well-being as a multi-faceted phenomenon, focusing on the eudaimonic sense (–i.e. self actualization), in contrast to subjective well-being's hedonic sense (–i.e. pleasure and satisfaction from life). The PERMA model, in comparison to subjective well-being and psychological well-being, is a theory-based model that involves both affective and non-affective measures, with a multi-dimensional context-free view. Comparing models by elements, many overlaps may be noticed: while positive relationships are directly overlapping, positive emotions and self-acceptance, meaning and purpose in life, achievement and personal growth seem to overlap with each other.

Flourishing, a context-free multi-dimensional model, while overlapping elements

present (engagement, competence, meaning, and positive relationships), differs from the other three models with the distinction that it involves distinctive elements related to positive psychological states –i.e. vitality, resilience, optimism, self-esteem, that are reminding some elements of Psychological Capital (Luthans et al., 2007a).

The domain-specific model –integrated functioning has distinct similarities with subjective well-being and psychological well-being. As to Taris and Schaufeli (2015), the first dimension –affective well-being, is found similar to the affective measure of subjective well-being (Diener et al., 1999), and the other three dimensions to be similar to Ryff's (1989) dimensions of psychological well-being –aspiration and personal growth; autonomy and autonomy; competence and environmental mastery (Taris & Schaufeli, 2015).

Occupational well-being, with the five dimension domain-specific model, bears similarities with other well-being models (van Horn et al., 2004, p.368). For example, professional well-being seem to encompass Warr's (1994) three work-related dimensions; *aspiration*, *autonomy*, and *competence*, whereby it is similar to Ryff's (1989) *autonomy* and Seligman's (2011) *achievement.* Furthermore, affective well-being has a commitment approach bearing similarities with Ryff's (1989) *self-acceptance* and Warr's (1994) *affective well-being*. Finally, social well-being, with a social functioning approach, is similar to Seligman's (2011) *relations*, and Ryff's (1989) *environmental mastery* and *quality of relations with others*.

According to Taris and Schaufeli (2015), occupational well-being construct may be considered as unique, in two aspects: first, job satisfaction and job commitment together with affect has been factor-analytically taped in a single dimension, which shows that affect is not the most important dimension, which brought them to the conclusion that well-being should not be narrowed down to affect only. Second, this construct brings in the cognitive and psychosomatic dimensions, which are not available in any other construct of well-being.

Finally, Zheng and friends' (2015) three-component construct of employee well-being, encompasses satisfaction with life in *life well-being*, similar to Diener's (2000) life satisfaction. In workplace well-being, Zheng and colleagues (2015) adopts a

satisfaction-based approach to measuring work-related well-being, encompassing satisfaction with work responsibilities, finding meaning, and enrichment. These correspond to Seligman's (2011) and Huppert and So's (2013) *meaning*, Warr's (1994) and Huppert and So's (2013) *competence*. The *psychological well-being* component involves personal growth and inter-personal relationships, which correspond with Ryff's (1989) *relationship with others, personal growth,* and *environmental mastery*, and Seligman's (2011) and Huppert and So's (2013) *positive relationships*.

2.3 A NEW CONSTRUCT OF EMPLOYEE WELL-BEING – EMPLOYEE WHOLENESS

Numerous scholars attempted explaining what well-being is, with variations from context-free to domain-specific, and from uni-dimensional (affective based) to multi-dimensional, and from data driven to theory based constructs (Ryff, 1989; Warr, 1994; Diener, 1999; Van Horn et al., 2004; Seligman, 2011; Huppert & So, 2013, Zheng et al, 2015). These scientific developments in explaining what well-being involves brings the thought that individuals are complex beings and have various aspects that affect their quality of life. Their needs ought to be considered as a broader concept (Taris & Schaufeli, 2015, p. 16), with a whole person perspective (Warr, 1994; van Horn e al., 2004, p. 366). Many of these constructs, despite not wording it so, have a 'whole person' approach, given their multi-dimensional well-being construct (Ryff, 1989; Seligman, 2011; Huppert & So, 2013; Zheng et al. 2015; Warr, 1994; van Horn et al., 2004), involving broader life components. Despite their broad coverage, they may lack certain work-related aspects that may involve employee well-being.

In summary, "well-being is a complex and multifaceted phenomenon that encompasses a range of different aspects" (Taris & Schaufeli, 2015, p. 30), and need to be explained through a broad coverage. Taris and Schaufeli (2015) address that it is important to determine "which aspects of well-being most relate to employee performance" when well-being is analyzed in relation to work performance (Roethlisberger & Dickson, 1939; Vroom, 1964; Jaffalando & Muchinsky, 1985; Wright & Cropanzano, 1997;

Judge et al., 2001; Taris, 2006; Zelenski et al., 2008). They (Taris & Schaufeli, 2015) suggest that aspects of well-being need to be taken both individually and wholly (p. 30). Such way of analysis, they argue, may bring more meaningful results.

In guidance of Taris and Schaufeli's (2015) suggestion, and in-depth analysis of the available constructs of well-being, this study proposes a new construct of employee well-being, which encompasses a range of positive psychology and work-related aspects, with a "whole person" perspective, in multi-dimensional domain-specific construct, based on specific inclusion criteria (see Luthans et al., 2007a, p. 542). This model, compared to other models, is believed to be unique, as it has broader coverage, involving components not only to explain well-being, but also to predict performance. It differs from other available models for the fact that it encompasses all components previously researched on well-being, without exception; however with further inclusion of related components.

The model comprises of components of *affect and satisfaction*, corresponding to Diener's (2000) positive-negative affect, Warr's (1994), van Horn and friends' (2004) affective well-being, Seligman's (2011) positive emotions, and Zheng and friends' (2015) life well-being. As non-affect components, the model involves *mindfulness* –the attention and awareness in present moment and experiences (Brown & Ryan, 2003), as well as *flow* –the "holistic sensation that people feel when they act with total engagement (Csikszentmihalyi, 1975, p. 36), in reference to broader sense of *engagement* (Seligman, 2011; Huppert & So, 2013); components of *emotional intelligence* (Goleman, 1995), as broader reference to positive relationships (Ryff, 1989; Seligman, 2011; Huppert & So, 2013), and social well-being (van Horn et al., 2004); components of *psychological capital* (Luthans et al., 2007a), as broader reference to positive characteristics (Huppert & So, 2013), psychological well-being (Ryff, 1989; Zheng et al., 2015), and psychosomatic well-being (van Horn et al., 2004); components of *career success* as broader reference to aspects of integrated functioning (Warr, 1994), professional well-being (van Horn et al., 2004), and workplace well-being (Zheng et al., 2015); components of *participative decision-making* as broader reference to *autonomy* (Ryff, 1989; Warr, 1994); and some other components explain well-being, such as gratitude, compassion, acceptance and action.

The uniqueness of this model may be attributed on three major aspects: first, as evidenced with research and literature, all of the proposed elements explain well-being; second, though not all may predict employee performance, some elements may distinctively relate. And third, the model may be a useful tool in addressing Taris and Schaufeli's (2015) question on which of the well-being aspects relate or predict employee performance the most.

The following section introduces the proposed new construct for employee well-being – "employee wholeness", explaining the 'whole person' perspective, in addition to the inclusion criteria of elements in the construct, and detailed information on elements proposed.

2.3.1 Wholeness

Upon extensive literature review, informal interviews with corporate professionals and gathering of relevant aspects, this study is bringing the old wine in a new bottle and proposing a new construct, which encompasses many relevant elements of positive psychology and work-related concepts, and names it as "employee wholeness". According to author's knowledge, the term "employee wholeness" has not been uttered in any literature publishing. However, the term "whole" does exist in a number of literatures, specifically attributing to individuals.

The "whole person" perspective has been explicitly termed under the Humanistic Psychology (Wiki, 2015), adopting a holistic approach to human existence. Furthermore, "the whole person" has been referred through numerous contexts and constructs in Positive Psychology, referring to person's flourishing (Seligman, 2011; Huppert & So, 2013), or being integral and unimpaired (Salzberg, 2014), or through integrated functioning (Warr, 1994).

In management and human resources context, the term 'whole' exists in literature and practice as being "economically whole". It refers to maintaining and keeping expatriates economically integral and balanced. The motivation is to minimize any disadvantages

from their relocation to overseas countries, and to ensure receiving the highest possible performance. Many companies, therefore, to keep their expatriates "economically whole", apply such a compensation system –using the balance sheet approach (Shelton, 2008)-, providing the expats allowances, benefits and support provisions to balance their temporary life as in their homes (Mahajan, 2011).

Semantically analyzing the term "whole", Merriam-Webster Dictionary defines it as (1) "complete, full, not divided or cut into parts or pieces" –that is more referred to substances-, and (2) "physically sound and healthy; mentally and emotionally sound" – for people, individuals. Oxford Dictionary defines it by, (1) "the state of being unbroken or damaged"; (2) "the state of forming a complete and harmonious whole, unity"; and (3) "good physical or mental health".

In light of reviewed literature, the author sees the 'whole person' as a broad concept that encompasses an unimpaired state of being; bearing an integral self-perception; having positive feelings and balance; leading an engaged and a meaningful course of life; and being is a sense of fulfillment through achievements and good relationships at all life domains.

2.3.2 Employee Wholeness

"*The whole is greater than the sum of its parts*."

–Aristotle.

Employees, in classical term workers, have been typically described as the recipient of organizational practices –where they were provided with job related opportunities. However, the role of the workers has shifted from recipients to active agents –who take charge in shaping their career opportunities, employment relations, working conditions, and their general well-being (Van Veldhoven & Peccei, 2015). Despite the human resource initiatives in companies, retaining and maintaining an integral perception over own career, performance and well-being has become a growing matter of importance for employees. Said differently, employees have been taking active role in shaping their various aspects of life.

Such shift in behavior may be explained with the intrinsic regulation of the self-determination theory (Ryan & Deci, 2000). Such preference –taking charge, involves motivation for 'own sake' and lasts as long as the satisfaction perception is at hand. According to Gestalt psychology, individuals have ability to retain and maintain meaningful perceptions in diverse circumstances. It is individuals' minds that form a global whole perception over aspects of life (Wiki, 2016).

"The whole is greater than the sum of its parts" –Aristotle, may perhaps best explain the principals of Holism and Gestalt psychology. According to Holism and Systems theory, systems function as a whole. Different parts of a system –physical, biological, mental, economical, etc., need to be viewed as a whole, -rather than a collection, and only this way system's functioning may be fully understood (Oshry, 2008). Thus, the wholeness perception over own life, compared to evaluating every aspect individually, enables a global whole perception; whereby, a greater level of positive perception over various aspects of life may be expected.

Henceforth, the present study defines and explains Employee Wholeness (EW) as a state of being: having a balanced perception over one's own life as a whole; feeling physically, emotionally, psychologically and mentally healthy and sound; feeling integral and unimpaired among various life roles and responsibilities; perceiving a sense of balance among all life domains; having a sense of satisfaction, engagement, meaning, purpose, achievement; and a general sense of happiness in life.

2.3.3 Employee Wholeness as a New Construct of Employee Well-Being

Luthans, Avolio, Avey, and Norman (2007a) suggest that, a newly proposed construct needs to bear certain theoretical and practical qualities. First, the construct needs to be theoretically sound. Second, it has to be empirically distinct. And third, it should contain practical importance to both scholars and practitioners (Wefald et al, 2011). In developing their four-element Psychological Capital construct, they utilize five major inclusion criteria (Luthans et al., 2007a, p. 542):

(1) grounded in theory and research;

(2) valid measurement;

(3) relatively unique to the field of organizational behavior;

(4) state-like and open to development and change;

(5) have a positive impact on psychological and work-related outcomes, such as well-being and individual level performance.

Present study has chosen to adopt Luthans and friends' (2007a) inclusion criteria. It has gathered 38 positive psychology and work-related elements, assumed to explain employee well-being, with a whole person perspective, as well as to have positive impact on individual-level performance. These elements are state-like and subjective signifying the internal resources of the individual in explaining well-being; hence, excluding the external factors to explain well-being or predict performance. To author's knowledge and understanding, the proposed construct and its elements comply with the inclusion criteria mentioned above.

(1) The model is believed to comply with the first criteria of being grounded with theory and research. Each element is included in the construct based on the particular theory and empirical research in contributing to employees' well-being. The construct and its elements are based on various theoretical grounds (as explained in detail at section 2.2.1): self-determination theory (Ryan & Deci, 2001; 2000); broaden-and-build theory (Fredrickson, 2001; 2004); effort-recovery theory (Van Hoof et al., 2007); conservation of resources theory (Hobfoll, 2011; 1989); boundary theory (Nippert-Eng, 1996; Asforth et al., 2000); and the happy-productive worker hypothesis (Lucas & Diener, 2003).

Furthermore, in determining the construct elements and the construct model, the study takes the available models of well-being –context-free and domain specific ones, as framework in proposing its elements: psychological well-being (Ryff, 1989); integrated functioning at work (Warr, 1994); subjective well-being (Diener, 1999); 5-dimension employee well-being model (Van Horn et al., 2004); PERMA model (Seligman, 2011); flourishing (Huppert & So, 2013), and employee well-being (Zheng et al, 2015).

(2) The model is believed to comply with the second criteria of having valid

measurement instrument. The construct and each of its elements have a valid, experimented and reliable measurement instrument, which have been analyzed in relation to various types of well-being. The measurement instrument that is compiled for the construct comprises of the particular instrument of each individual proposed element. Refer to section 3.2.1 Methodology, Measurement Instruments).

(3) The model is believed to comply with the third criteria of being relatively unique in the field of organizational behavior, positive organizational psychology, and positive psychology. To author's knowledge, it is unique from the aspect that, such a multi-dimensional context-specific construct, which involves various positive psychology and work-related elements, is not yet available in the literature. The most recent multi-dimensional constructs may be the context-free model Flourishing (Huppert & So, 2013) and domain-specific model Employee Well-Being (Zheng et al., 2015). As previously explained above (see section 2.2.2.5), the available models of work-related well-being constructs may be limited in explaining employees' well-being with a whole person perspective, as well as in predicting their work performance.

On the other hand, it is relatively unique in the positive organizational behavior context, for the fact that, its elements to predict well-being are particularly assumed to have positive impact on work-related individual level performance –both in-role and extra-role. In other words, the proposed elements are assumed to be predictors of a multi-dimensional context-specific construct –i.e. well-being at work. It furthermore addresses Taris and Schaufeli's (2015) suggestion on the individual well-being and performance relation, maintaining that it is important to predict the particular aspects or dimensions of well-being most strongly correlating with individual performance. Hence, the construct is believed to have a distinct feature in predicting the elements contributing well-being with a whole person perspective, and positively impacting individual-level performance, through a detailed process of qualitative and quantitative research.

(4) The model is believed to comply with the fourth criteria of being state-like and open for development and change. It assumes it to be so, based on Luthans and colleagues' (2007a) clarification of what is meant by a state-like construct. They assert, "States and traits are along a continuum, largely determined by the relative degrees of stability in

measurement and openness to change and development (Luthans et al., 2007a, p. 544). The peculiar distinction between states and traits, is that states are relatively malleable, open to development, and are related to momentary or time-specific; whereas traits are relatively stable, difficult to change, and fixed in general time. As illustrated below (Figure 2.7), this state-trait continuum, as they explain, comprises of four stages: positive states, state-like, trait-like, and positive traits.

Figure 2.7: The state-trait continuum

Positive States	Momentary and very changeable –i.e. feelings, emotions, moods, etc.
State-like Characteristics	Relatively changeable and open for development –i.e. such as hope, resilience, gratitude, well-being, motivation, etc.
Trait-like Characteristics	Relatively stable and difficult to change or develop, –i.e. personality factors and strengths, as Big Five, Character Strength and Virtues, etc.
Positive Traits	Very stable, fixed and difficult to change, –i.e. intelligence, talent, or hereditary characteristics.

Source: *Psychological Capital* (Luthans et al., 2007a)

The proposed construct and its elements have a state-like feature. Many psychological and well-being related constructs have both trait and state features: such as mindfulness –as state (Brown & Ryan, 2003) versus trait (Davis et al., 2009) or emotional intelligence –as state (Boyatzis & Goleman, 1996) versus trait (Petrides & Furnham, 2004. Nonetheless, the present study, in proposing its construct and elements, have adopted a state-like approach towards employees' well-being, where all elements are open for change and development, through experiences or specific interventions.

(5) Finally, the model is believed to comply with the fifth criteria of having a positive impact on psychological and work-related outcomes. The construct and its elements are assumed to have positive impact on employee well-being and work performance, with the premises that, the 38 gathered positive psychology and work-related elements have been theoretically and empirically related to well-being and work performance. Hence, a series of qualitative and quantitative research analysis has taken place to verify construct's and elements' positive impact on individual performance and well-being.

2.3.4 Proposed Elements

As illustrated in figure below (Figure 2.8), the author, based on literature, has clustered these elements into eight dimensions: satisfaction, work-life balance, engagement, career success, authentic functioning, emotional intelligence, psychological capital, and other elements.

Figure 2.8: The 38 proposed positive psychology and work-related elements to contribute employee well-being

EMPLOYEE WELL-BEING							
General Satisfaction	Work-Life Balance	Engagement	Career Success	Authentic Functioning	Emotional Intelligence	Psychological Capital	Other Elements
Life Satisfaction	Work-Life balance	Work Engagement	Career Satisfaction	Participation	Self-awareness	Self-efficacy	Acceptance
Emotional Health	Flexible working	Flow	Growth and Advancement	Authentic Behavior	Self-management	Resilience	Response Flexibility
Family Satisfaction	Segmentation & Integration	Mindfulness	Goal Attainment	Autonomy	Motivation	Optimism	Gratitude
Job Satisfaction	Work-Life Enrichment		Challenge		Empathy	Hope	Compassion
Financial Satisfaction			Competence		Social-awareness		Vitality
Physical Health			Meaning and Purpose		Social Relationships		
			Work-discipline				

2.3.4.1 General satisfaction

Satisfaction is a prominent indicator of well-being or quality of life (Greenhaus et al., 2003, p. 511). Perceived contentment in a particular aspect of life reveals the level of life quality within that domain. For example, general moods and feelings about life are indicators to quality of life in general (Greenhaus et al., 2003). Job satisfaction on the other hand is considered as an indicator to quality of work life (Acheampong et al., 2016; Indumathi & Selvan, 2014). There are further terms indicating individuals' level of contentment or general well-being –i.e. life satisfaction (Diener et al., 1985), emotional affect, subjective well-being (Diener, 1999). When domain-specific contentment is examined, work-life literature focuses on aspects such as family satisfaction or job satisfaction (Andrews et al., 2014; Skaalvik & Skaalvik, 2014; Lu &

Kao, 2013; Ford et al., 2007). Another domain-specific indicator to satisfaction is the level of financial satisfaction –i.e. income and wealth, which finds interest of analysis recently. As a priori, wealth is considered as a positive factor of well-being (Senik, 2014). And finally, physical functioning (problems or limitations) is an important aspect that is also examined in relation to satisfaction with physical health conditions (Flores, 2014).

It is plausible to assert that level of satisfaction in various aspects of life – such as family, finance, health, job, etc., may signify quality of life in general. So, individuals' well-being, in general sense, may be determined through concepts as life satisfaction, general mood or emotional states, satisfaction with job, health, and financial circumstances. Present study, hence, focuses on the satisfaction level in six major aspects of life under the heading 'general satisfaction', as significance to general quality of work and non-work life. Taking employees as a whole person, present study analyses general satisfaction with life satisfaction, emotional health (positive/negative affect), family satisfaction, job satisfaction, physical health, and financial satisfaction.

i. Life satisfaction

Life satisfaction is the subjective evaluation of one's life as a whole (Diener et al., 1985). People have general evaluation over their life circumstances and reflect their level of contentment in general. This evaluation is a cognitive judgment on the present experiences and the available resources in general. Diener (2009) theorizes it as judgments people form over the current factual information in their life. In short, life satisfaction, involves a global judgment that people make when they consider their life as a whole. Life satisfaction is the cognitive component of the subjective well-being measure and is one of the concepts used among other concepts –such as subjective well-being, morale, and positive affect in reference to well-being (Diener, 2009).

ii. Emotional health (positive and negative affect)

Emotional health is the affective component of subjective well-being measure of happiness. It is complementary to the satisfaction component, as both refer to a hedonic sense of happiness –i.e. affect (Diener, 2009). While it reveals people's appraisal of life events, activities, and circumstances –as the global judgment of life events as a whole, in the hedonic sense it refers to the ongoing reactions –such as moods and affect (Diener, 1999). Research indicates that measures of affect and cognitive evaluation fall into a common well-being factor (Liang, 1985), and that they are partially separable components (Diener, 2009). For this particular data-driven conclusion, subjective well-being (SWB; Diener, 1999) is a tool used to measuring well-being (Seear & Vella-Brodrick, 2013) through satisfaction with life (SWLS; Diener et al., 1985) and affective emotional moods (Diener, 1999).

Positive affect refers to subjective evaluation of the positive or negative emotional moods. Emotional affect means the frequent experience of life events and situations as positive or negative (Schueller & Seligman, 2010). Positive affect or emotional mood refers to a general stream of affective experience that provides individuals with important information in evaluating their judgment over their general quality of life (Carlson et al., 2014). These affective moods are most commonly measured by the positive affect negative affect schedule (PANAS) that involve measures such as interested, excited, nervous, or irritable (Watson et al., 1988).

iii. Family satisfaction

Family satisfaction is a domain-specific measure that is used to evaluate the quality of family life (Lu & Kao, 2013; Ford et al., 2007). Various studies examine the family satisfaction of employees, as a dependent variable (Carlson et al., 2014; Ford et al., 2007) within occupational context. Lately, employees' level of life quality outside of work context –family life, personal, leisure, etc. has gained interest. There is a growing number of studies, especially in work-family (life) research, examining the balance and satisfaction at work and family (Carlson et al., 2014; Jaga et al., 2013; Lim et al., 2012;

Zhang et al., 2012; Shein & Chen, 2011; Hennessy, 2007; Ford et al., 2007; Carslon et al., 2006; Hanson et al., 2006). These studies show how employees' level of well-being outside of the work context has gained importance.

iv. Job satisfaction

Job satisfaction is an occupational measure that is used to evaluate the work and job-related aspects, to explain well-being for work domains (Andrews et al., 2014; Skaalvik & Skaalvik, 2014). Locke (1984; 1976) defined job satisfaction as attitude that indicates a positive emotional state resulting from the appraisal of one's job or various facets of it (Buonocore & Russo, 2013, p. 93), and as a pleasurable or positive emotional state stemming from a person's appraisal of his or her work, including day-to-day activities, responsibilities, and relationships with colleagues" (Bouckenooghe et al., 2013, p. 109). Said differently, it is the subjective personal judgment people have in regards to their job and what their job entails. Job satisfaction, in basic terms, indicates how happy employees are with their job (Hackman &Oldham, 1980).

v. Financial satisfaction

Financial satisfaction –i.e. income and wealth, on the other hand, is said to occupy an important component in individual's happiness (Senik, 2014). The relation between wealth and positive outcomes –i.e. as subjective well-being (Diener & Biswas-Diener, 2009; Diener &Seligman, 2004; Srivastave et al., 2001; Diener & Oishi, 2009; Diener et al., 1993), psychological well-being (Mullis, 1992), satisfaction (Saris, 2001; Schyns, 2001; 2000), and quality of life (Sirgy, 1997), has been matter of research.

Present study adopts financial satisfaction within Pryce-Jones's (2010) perspective. Pryce-Jones (2010) in commenting on money-happiness correlation results of Gallup World Survey (2006), emphasized that absence of enough money results with pressure, while having enough money results with comfort and opportunity to make choices in what one does (p. 72). Hence, financial satisfaction is not conceptualized as earning

enough money or income in return to work activities or performance –i.e. satisfaction with income. But, it is conceptualized as employees having enough money to make choices in what they do.

vi. Physical health

Happiness or well-being may as well depend on the physical health aspects. Physical aspects refer to the physical strength or in negative cases the role limitations due to a physical problem (Flores, 2014). Physical health perception is a subjective matter that individuals rate via their cognitive evaluation over their physical experiences. It has been a widely used measurement of self-reported health rating (Flores, 2014; Gill, 2007). The Short Form Health Survey (SF-36; Ware et al., 1995; Ware & Sherbourne, 1992) involves physical health measures among others –i.e. general health ratings, physical and social functioning, emotional well-being, role limitations for physical or emotional problems, energy or fatigue, and bodily pain.

2.3.4.2 Work-life balance

Literature defines work-life balance, referring to various concepts. Guest (2009), states it as the relationship between work and the rest of life, which is concerned with work-life conflict or work-life interference, for establishing the conditions for balance. Marks & MacDermid (1996) define it as "individual's orientation across different life roles, an inter-role phenomenon (Greenhaus et al. (2003), demonstrating equally positive commitments to different life roles, holding balanced orientation to multiple roles. According to Kirchmeyer (2000), it is "achieving satisfying experiences in all life domains, and to do so requires personal resources such as energy, time and commitment to be well distributed among domains". Clark (2000) views WLB as "satisfaction and good functioning at work and at home with a minimum of role conflict".

When conceptualizing "balance", Kofodimos (1993) defines it as "a satisfying, healthy, and productive life that includes work, play and love..." (Caproni, 2004). Greenhaus et

al. (2003) define it as approaching each role -work and family- with an approximately equal level of attention, time, involvement, or commitment. They introduce the 'positive balance', suggesting equally high level of attention, time, involvement, or commitment; and 'negative balance' as equally low level of attention, time, involvement, or commitment. They further suggest that these reflect an individual's level of role engagement –in terms of devoted time to each role or psychological involvement in each role.

Lewis et al. (2003) have argued that work-life balance has been constructed as a personal problem in which individuals have the responsibility to coordinate the different aspects of their personal life. They suggested the term 'integration of paid work with the rest of life', instead of work-life balance, arguing that these decisions are not just based on personal choices, but they are related to social and societal values (Maxwell, 2005). According to Moore (2006), as counter to Lewis et al. (2003), work-life balance is not the individual's personal quest for a balanced life, but rather a societal effort to instill broad-based support for a workforce who makes time for family and a workplace that facilitates this.

Work-life balance involves various relevant concepts: flexible working, boundary management through preference of segmentation or integration of life domains, and work-family/life enrichment. These are introduced below.

i. Flexible working

As an effort to help people balance their work and home commitments, interpreted as work-life balance, a range of 'flexible working' patterns, such as flex-time and flex-place (Shockley & Allen, 2007) have been put into practice. The flexible working model divides workforce into two distinct groups: 'core' and 'peripheral' employees. Core employees are the permanent staff, while peripheral employees are the group working part time, shift working, tele-working.

The flexible working practices, while reviving the market of service and employment, has contributed to employees in finding balance between work and other life

responsibilities. The Trade Union Congress (TUC) 2001 issue emphasized the connection between flexible working and work-life balance, defining it as "central to positive flexibility, achieve a win-win outcome for staff and management". TUC's Worksmart program (2005) makes a clear distinction between employee-friendly flexible working practices (i.e. positive flexibility), and its opposite (i.e. long and unsocial working hours, absence of employee control, job insecurity, stress, mutual suspicion and mistrust). It defines flexible working as, working from home, job-sharing, tele-working, term-time working, compressed hours, flexi-time, staggered hours, annualized hours, and self-rostering (Fleetwood, 2007), for the purpose of eliminating conflict and stress, or promoting well-being in employees.

ii. Segmentation and integration of domains

Another challenging concern in work-life balance literature is life domains and management of boundaries surrounding them (Braunstein-Bercovitz, 2014; Rankin, 2013; Ammons, 2012; Kossek et al, 2012; Brannen, 2005). Guest (2009) brings in the "non-work" term for life or family life, considering family life being one of the domains outside work; since leisure time, free time, or time dedicated for hobby are all within the non-work domains. Furthermore, Guest (2009) argues that analysis of work-life balance is problematic, as the border between work and home is not clear. The facilitated new technologies have blurred the distinct border between the work life and life outside of work. With such developments, new perception of work and job definitions emerged, especially at tech-based jobs, where the boundary between life domains has blurred even more. Since then the challenge of boundary management was in the hand of individuals, based on their preferences and skills in integrating or separating their roles and responsibilities among the various life domains (Kossek et al, 2012).

Separating or integrating (Edwards & Rothbard, 1999; 2000) work from non-work is an individual difference: "segmenters" prefer to keep work at work and home at home, creating an impermeable boundary; while "integrators" rather remove boundaries and maneuver issues and responsibilities of all domains within a single blended life domain (Kreiner, 2006; Liu et al. 2013). The segmentation or integration preference depends on

how individuals manage their boundaries. The segmenters create physical, emotional and cognitive barriers between domains, leaving feelings thoughts and artifacts at their own domains. The integrators allow a permeable or flexible boundary to exist, that lets the feelings, thoughts, activities maneuvered in a single holistic experience (Kreiner, 2006; Liu et al. 2013).

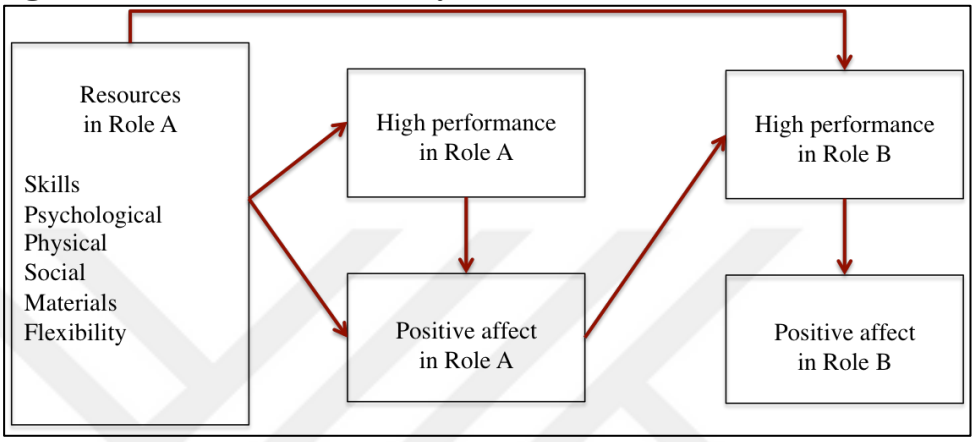
iii. Work-family/life enrichment

Work-family enrichment has been a recent research context within work-life balance literature (Carlson et al, 2014; Jaga et al, 2013; Lim et al, 2012; Zhang et al, 2012; Shein & Chen, 2011; Hennessy, 2007; Carlson et al, 2006; Hanson et al, 2006). Contrary to negative spillover in conflict, it analyzes the positive spillover of work life into non-work life. The literature analyzes the concept within work-to-family enrichment, where individuals gain various resources from work that improve their quality of life in family domain, and vice versa. The resources gained from a work role may create a sense of fulfillment, and indirectly improve their experiences in their family roles. Scholars analyze the impact of positive emotions at work spilling over into non-work domains, and their degree of creating positivity at workplace and in the individual in general.

Greenhaus and Powell (2006) explain the work-life enrichment mechanisms and pathways with a model, as illustrated below (Figure 2.9). A person's resources generated at work role (role A) –such as skills, psychological and physical resources, social capital, and material resources, lead to high performance –both at work (role A) and other life domain (role B). At the same time, these resources generate positive affect –emotions, perception, satisfaction, etc. at the original domain. In accordance with the broaden-and-build theory (Fredrickson, 2001), the perceived positive affect at work (role A), generated from high work performance (role A), leads to high performance at another domain or role –lets say at home (role B), which in turn generates positive affect in that particular domain (role B). The direct path from resources in role A to high performance in role A and role B is asserted to be as instrumental – i.e. the *instrumental path* to enrichment. On the other hand, an *affective*

path to enrichment occurs when the positive affect experienced within role A, originating from the resources in role A, is transmitted to role B, and broadens the performance and positive affect in role B (Greenhaus & Powell, 2006). In other words, individual's performance may be broadened and enriched at another role through positive affect, or with a direct 'instrumental' effect.

Figure 2.9: Model of work-family enrichment



Source: *When work and family are allies: A theory of work-family enrichment* (Greenhaus & Powell, 2006, p. 79)

According to research, work-family enrichment positively relates to well-being, by positive relation with job satisfaction, family satisfaction and positive mood, and negative relation with psychological distress (Carlson et al, 2014); with psychological health, by positive relation with subjective well-being, and negative relation with depression and emotional exhaustion, (Jaga et al, 2013); and with job satisfaction, specially more strongly for females than males (Tang et al, 2014).

2.3.4.3 Engagement

Engagement, in general and at work context, is an important topic in organizational management, organizational behavior, positive psychology, and employee performance. It aims to measure employees' level of presence, involvement and absorption in, and enthusiasm for their tasks and work activities. It appears within various constructs, such as personal engagement (Kahn, 1990), work and family role engagement (Rothbard, 2001); employee engagement (Harter et al. 2002); work engagement (Schaufeli et al.,

2002); burnout/engagement (Leiter & Maslach, 2004); flow (Csikszentmihalyi, 1975; Bakker, 2008); and mindfulness (Brown & Ryan, 2004; Kabat-Zinn, 1994). Many of these constructs are used as significance to positive perception at work, and as contrast to negative perception –i.e. burnout (Flores, 2014; Schaufeli et al., 2002).

Kahn (1990) describes engagement as physically, cognitively, and emotionally self-employing and expressing during work role performances; being physically involved, cognitively alert (vigilant), and emotionally connected. Rothbard (2001) conceptualizes engagement with two distinct factors: attention –time spent thinking and concentration on a role, and absorption –losing track of time and being emerged in the role performance (p.665). Harter et al. (2002) conceptualize engagement by "individual's involvement and satisfaction as well as enthusiasm for work", and employees are engaged when they are emotionally connected, and are cognitively vigilant (alert) (p.269). Leiter and Maslach (2004) explain engagement from the burnout literature perspective, where they perceive it as the direct opposite concept along a continuum, with engagement in one hand, and burnout on the other. According to Leiter and Maslach (2004), if exhaustion (low energy), cynicism (low involvement) and inefficacy (low efficacy) are the characteristics of burnout (a psychological syndrome that is experience because of chronic job stressors), then high energy, high involvement, and high efficacy must be the characteristics of engagement (Simpson, 2009; 1019). Schaufeli and colleagues (2002) conceptualize engagement as "persistent and positive affective-motivational state of fulfillment in employees, characterized by vigor, dedication and absorption" (Wefald et al, 2014, p.68).

Csikszentmihalyi (1975) and Bakker (2008) refer to engagement under the flow state, as "a holistic sensation that people feel when they act with total engagement" (Csikszentmihalyi (1975, p. 36). Csikszentmihalyi (1975) refers to engagement with acting in total engagement. Bakker (2008) describes engagement with being totally immersed in the activity. Kabat-Zinn (1994) and Brown and Ryan (2003) refer to engagement within mindfulness concept, "paying attention in a particular way, on purpose, in the present moment, and in a non-judgmental way". Kabat-Zinn (1994) implies engagement with being at the present moment, non-judgmentally, through purposeful attention. Brown and Ryan (2003) imply engagement with receptive

attention and awareness of experiences.

In a theoretical and empirical research on flow, mindfulness, and occupational engagement, Reid (2011) has posited that the three states share several features: involving a present moment experience, being actively engaged with attention and awareness, and having a sense of enthusiastic, intrinsic, energetic, and accepting attitude towards the activity at hand. Jackson (2016), in investigating the flow and mindfulness relationship, states that in both states individuals let go the worrying about the self, and their attention is fully on the present moment. Longer time spent in both states of being result with positive outcomes for self-growth. Rothbard (2001) associated engagement with flow, through conceptualizing engagement with attention and absorption: the first implies focusing on a role, and the second refers to losing sense of time and being totally immersed in the activity (p. 665). The psychological presence he explains within attention and absorption is as well associated to Kabat-Zinn's (1994) conceptualization –i.e. paying attention in a particular way, on purpose, in the present moment, and in a non-judgmental way".

In the following section work engagement, flow, and mindfulness are introduced as reference constructs to engagement.

i. Work engagement

There is a growing amount of research investigating the relationship between employee engagement and performance related individual and organizational outcomes (Simpson, 2009). Among the widely known conceptualization and measure for engagement at work may be Schaufeli and colleagues' (2002) work engagement construct (Wefald et al, 2014). They define engagement as "persistent and positive affective-motivational state of fulfillment in employees, characterized by vigor, dedication and absorption" (Wefald et al, 2014, p.68). *Vigor* is the high energy, the willingness to invest effort on the job, having resilience, and being persistent even when there are difficulties at work. *Dedication* is seen as having strong involvement in work, enthusiasm, and feeling of pride for one's work. *Absorption* is the state of being immersed into work, as losing

sense of time, and feeling unable to detach from the work tasks (Schaufeli et al, 2002). Schaufeli and friends (2002) suggest that the first two dimensions of work engagement (vigor and dedication) are the opposite of the burnout dimensions (emotional exhaustion and cynicism), in addition to proposing the third dimension –i.e. absorption. These dimensions have been operationalized and identified through a scale –The Utrecht Work-Engagement Scale (Schaufeli and Bakker, 2004).

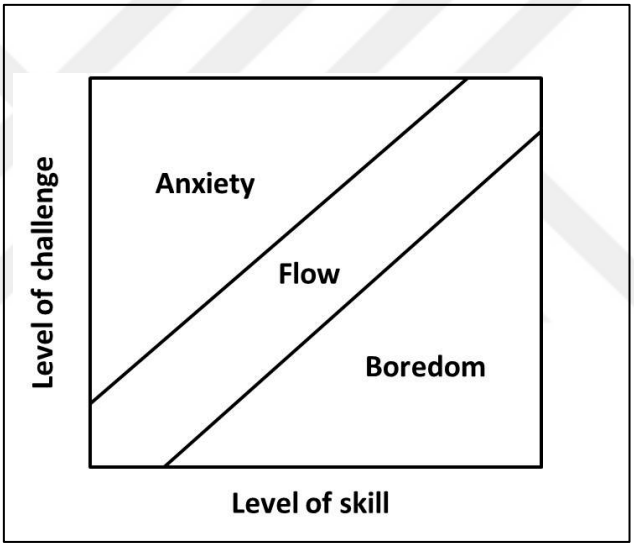
ii. Flow

Flow is a field of study within positive psychology (Engeser & Schiepe-Tiska, 2012; (Carr, 2011; Baumgardner & Crothers, 2010) and positive organizational behavior (Nelson & Cooper, 2007), and is attributed as promoter of positive emotions and well-being. It is characterized as a subjective mental state, where the individual is completely absorbed in activity, losing self-consciousness and time, but having strong sense of control. Csikszentmihalyi (1975) describes it as a "holistic sensation that people feel when they act with total engagement" (p. 36). It is the autotelic nature of man (Csikszentmihalyi, 1975) and challenge-skill balance (Nakamura & Csikszentmihalyi, 2002) that leads one into flow experience.

Csikszentmihalyi (1975) characterizes flow experience by six aspects: (1) merging of action and awareness, (2) concentration or attention, (3) loss of self-consciousness; (4) feeling of control, (5) a distortion of experience of time, and (6) intrinsically rewarding –i.e. an autotelic experience (Laundhausser & Keller, 2012). When in flow, the individual loses sense of time as if time passing faster than normal, but is aware of own actions, with strong degree of mental focus on the activity, and free from self-consideration –described as 'self-forgetfulness', 'loss of ego', or 'fusion with the world' (p.42). At the same time, the person is in full control, because he/she has a strong feeling of control over own feelings and actions, where the demands are clear, freely and naturally carried out without any thinking, or effort. The person experiences flow as what general public would name it as 'having fun'. However scientifically it is a highly enjoyable and intrinsically rewarding 'optimal experience' (Csikszentmihalyi, 1975) that is beyond 'having fun'.

Csikszentmihalyi's studies on flow (1975; 1997; Csikszentmihalyi & LeFevre, 1989) have posited that the ratio between the task challenge and the skill possessed to fulfill the task is determinant to the flow experience. The flow state is maintained when both challenge and skills are high. As to Csikszentmihalyi's (1975) initial proposition is based on three main states –flow, anxiety, and boredom, which are experienced according to the degree of challenge and skills (Figure 2.10). The flow state is said to occur when there is an equivalent ratio between perceived skills and task challenge. The flow state is more intensely experienced in high-challenge and high-skill situations. At high-challenge versus low-skill perception, the person is in anxiety; whereas, in low-challenge versus high-skill context, the person is in boredom.

Figure 2.10: The initial three main states of flow model



Source: *Beyond boredom and anxiety: Experiencing flow in work and play* (Csikszentmihalyi, 1975)

Csikszentmihalyi (1975) mentions the autotelic nature of tasks and personalities that result with flow experience. Autotelic experience ('auto' meaning self, and 'telos' meaning goal) refers to the person being engaged for the sake of the activity itself, with an intrinsic motivation rather than the extrinsic. The characteristics of the activities are an end in themselves or autotelic that lead to flow experience. In other words, they are not carried out for a future benefit, but for the intrinsic and immediate rewarding it involves. The autotelic personality, as how Csikszentmihalyi (1975) describes, is "the tendency to place greater emphasis on doing the tasks for their own sake rather than for the outcome of such tasks" (Carr, 2011, p.115). The people with autotelic personalities

are characterized as having curiosity, persistence, and low self-centeredness, which facilitate them to enter and maintain in flow.

iii. Mindfulness

Mindfulness is defined using various terms and concepts: attention, awareness, intention, attitude, receptiveness, etc. Kabat-Zinn (1994) defines is as "a means of paying attention in a particular way, on purpose, in the present moment, and in a non-judgmental way". Being mindful is suggested as an active intentional state, that is "paying attention on purpose" (Reid, 2011). Langer and Moldoveanu (2000) introduce it as an "active attention to intention and awareness that embodies the essence of presence". Intention represents the act of engaging and responding with a purpose (Kabat-Zinn, 1994). Brown and Ryan (2003) conceptualize mindfulness as "a receptive attention to and awareness of external and internal present-moment states, events, experiences". Attention and awareness are two means that guide one another. Attention guides to the particular elements of the experienced reality, and awareness helps perceiving and experiencing that reality (Bishop et al., 2004). Receptiveness, being experientially open (Bishop et al., 2004), is a non-judgmental, non-evaluative, and non-defensive state of being (Kabat-Zinn, 2003). The person processes information without judging as positive or negative, but accepts them for what they are, by being in the present moment.

Mindfulness is highlighted with its cognitive, attentional and behavioral flexibility components (Bishop et al. 2004; Kabat-Zinn, 2003). Bishop et al. (2004) proposed two components for mindfulness: the ability to self-regulate one's attention, and adopting a particular orientation towards his/her experiences. Self-regulation of attention refers to observation and awareness of (physical) sensations, (cognitive) thoughts or (emotional) feelings, from moment-to-moment; Orientation to experience refers the person's attitude towards the experience, such as curiosity, openness, and acceptance.

Shapiro et al. (2006) proposed a mindfulness model, that is relevant to occupational context, and it involves three components: intention, attention and a mindful way of

attitude. Aligned with Kabat-Zinn's (1994) conceptualization, its components are interrelated and function simultaneously. Attention is the act of observing and being where the person is at the particular moment (i.e. awareness). Intention refers to the goals the person sets for him/herself, for what to happen or to experience –such as self-regulation or stress management. These intentions, overtime and practice develop to a deeper level of mindfulness aspects, like empathy, awareness, and compassion (Shapiro, 1992). Being mindful depends greatly on how the person attends, or the quality he/she brings to the act of paying attention. That is, the level of openness, curiosity, acceptance of experiences without judgment are critical aspects. These qualities help the person to accept, rather than strive for pleasant and push away unpleasant experiences (Shapiro et al, 2006).

2.3.4.4 Career success

Oxford Dictionary defines career as an occupation undertaken for a significant period of a person's life and with opportunities for progress. Arthur and his colleagues (1989) define career as the unfolding sequence of a person's work experiences over time. Career is majorly conceptualized within 'career success' (Dogan & Eryilmaz, 2012; DiRenzo, 2010; Vatansever, 2008; Arthur et al., 2005; Martins et al., 2002). It involves many aspects other than promotions in management hierarchy or skills improvement as opportunities of progress.

Career success is described through two fundamentally distinct terms: subjective career success and objective career success. People judge and evaluate their career success based on different values and aspirations they set for their careers. These valued indicators may appear as tangible factors such as income, status, employment security, location of work, etc. (i.e. objective career success); or as advancement opportunities, skill-progression through different jobs, access to learning, the social use in terms of purpose and meaning the work involves, and shortly the intrinsic reward the work entails (Arthur et al., 2005, p.179) (i.e. subjective career success). Other personal values that contribute to career success perception are mainly time for oneself, job challenge, social relationships, and career-personal life balance (Friedman & Greenhaus, 2000).

Objective career success relates to measurable and concrete career outcomes –i.e. income, hierarchical position or status, job level, and task attributes (Seibert et al., 2001). These are tangible indicators to determine individuals' career situation (Arthur et al., 2005). As it is publicly observable and accessible, it reflects a shared social understanding over one's career (Arthur et al., 2005). Subjective career success, on the other hand, reflects person's own sense of his/her career (Stebbins, 1970). Hence, it reflects individual's own distinct understanding over own career (Arthur et al., 2005). According to Van Maanen (1977), subjective career success is "individual's internal apprehension and evaluation, across any dimensions that are important to the individual (p.9). The illustration below (Figure 2.11) summarizes the distinction between the two types of career success.

Figure 2.11: Summary of objective and subjective career success indicators

OBJECTIVE CAREER SUCCESS	SUBJECTIVE CAREER SUCCESS
Tangible Measurable Indicators	Personal Value-Based Indicators
Socially shared understanding	Individual's distinct understanding
External drives	Internal drives
Income Status Employment security Work location Job level Task attributes	Career satisfaction Advancement opportunities Skill progressions Learning Purpose and meaning Job challenge Social relationships Autonomy Responsibility

Objective measures of career success are viewed to be interdependent with subjective career success (Seibert et al., 2001); and are argued to drive subjective perceptions (Nicholson & De Waal-Andrews, 2005). As Seibert (2006) argues, pay and prestige accompany autonomy and responsibility, thus objective career factors may be related to subjective career factors. With the changes in the employment context, career perspectives, the flattening hierarchies, and shifts in career values and goals, personal career success indicators grew towards a more subjective career success (Arthur et al., 2005). Objective measures, depending on salary and status cannot adequately reflect subjective career success (DiRenzo, 2010, p.48); where subjective career success,

inherent with its intrinsic reward features, is growingly associated with positive career outcomes.

Among the highly utilized and referred concept over career success may be Greenhaus, Pasaruman and Wormley's (1990) conceptualization, as Career Satisfaction (Hennekam, 2016; Shockley et al., 2015; DiRenzo, 2010). Their five-item career satisfaction scale may be regarded as subjective career success, due to its majorly intrinsic concepts –achievement, progress in career goals, advancement, and development of new skills, as well as progress towards meeting goals for income. A highly recent conceptualization over career success is the Subjective Career Success (SCSI; Shockley et al., 2016). Shockley and friends (2016), with the aim to bring better insight on the subjective component, have proposed a multi-dimensional construct to address subjective career success. As illustrated and explained below (Figure 2.12), the construct comprises eight concepts: authenticity, growth and development, influence, meaningful work, personal life, quality work, recognition, and satisfaction.

Figure 2.12: The 8-factor subjective career success scale

Authenticity	Shaping the direction of one's career according to personal needs and preferences
Growth and development	Growing in one's career through the development of new knowledge and skills
Influence	Having an impact on others within the organization and on the organization itself
Meaningful work	Engaging in work that is personally or socially valued
Personal life	Having a career that positively impacts life outside of work
Quality work	Producing a high-quality product or providing high-quality service
Recognition	Being formally or informally acknowledged for your work by valued others
Satisfaction	Positive affect or feelings toward one's career in general

Source: *Development of a new scale to measure subjective career success:* (Shockley et al., 2016; 139)

As summarized above, subjective career success involves various measurement indicators. This study takes the indicators most significantly associated with well-being and career outcomes. The first is career satisfaction (Greenhaus et al., 1990), among the majorly conceptualized and measured concepts in relation to career outcomes (Dogan & Eryilmaz, 2012; Vatansever, 2008; Martins et al., 2002; Seibert et al., 2001); and other concepts as meaningful work, competence, goal achievement, growth and development, advancement, challenge, quality work and responsibility, which relate to positive career

outcomes (Shockley et al., 2016). Hence, the study proposes the following seven aspects as focal elements of career success, based on Greenhaus and friends' (1990) and Shockley and friends' (2016) operationalization: (1) career satisfaction, (2) growth and advancement, (3) goal attainment, (4) challenge and competence, (5) meaning and purpose, (6) and work discipline.

i. Career satisfaction

Career satisfaction is defined as the satisfaction individual gets from the level of achieving his/her career goals (Yüksel, 2005). Some studies examining positive career outcomes, use the two career related concepts –i.e. career satisfaction and job satisfaction together (Konrad et al., 2005; Heslin, 2005). Despite similarity, they differ in essence. While job satisfaction involves subjective judgment over one's current job in general (Glaveli & Karassadivou, 2011), career satisfaction has a broader coverage that reflects the perception and affect of individual about a lifetime of work (Lounsbury, 2006). Further, it involves both the intrinsic and extrinsic aspects of person's career (Judge et al., 1995; Greenhaus et al., 1990) –i.e. pay, position, progress and advancement, and job satisfaction.

Greenhaus and colleagues (1990) assert that career satisfaction is a result of internally defined career outcomes (p. 69). They operationalize it through five dundamental aspects, commonly used for measuring career satisfaction (DiRenzo, 2010; Vatansever, 2008).

> *(1) satisfaction with career achievements,*
>
> *(2) satisfaction with the progress in career goals,*
>
> *(3) satisfaction with the progress made towards meeting goals for income,*
>
> *(4) satisfaction with the progress made towards meeting goals for advancement, and*
>
> *(5) satisfaction with the progress made towards meeting goals for development of new skills (Greenhaus et al., 1990, p. 86).*

ii. Growth and advancement

Growth and advancement is a proposed element assumed to contribute career success and well-being, as well as work performance. It refers to Greenhaus and friends' (1990) second and fifth aspects –'*progress in career goals*' and '*development of new skills'*, and Shockley and friends' (2016) '*growth and advancement'* defined as 'growing in career by development of new knowledge and skills'. Growth may be in various ways: spiritual, skills, wellness, attitude, behavior, etc. In this context, it implies growth in skills. Advancement may imply the objective career success indicators –i.e. position, status, income, etc. The study refers to advancement as the various opportunities for skills development and progress in career goals.

Greenhaus and friends' (1990) scale items indicate the level of satisfaction in the progress individuals make. To author's understanding, the items "*I am satisfied with the progress I have made toward meeting my goals for the development of new skills*" and "*I am satisfied with the progress I have made toward meeting my overall career goals*" (Greenhaus et al., 1990, p. 86) measure the level of growth and advancement. Hence, the study believes that growth and advancement may be important element in predicting employees' career success, as well as in explaining their well-being.

iii. Goal attainment

Present study considers goal attainment as a contributor to career success and well-being, as well as work performance. It refers to the achievement of desired goals. Seligman (2011) in his PERMA model (see section 2.2.2.3) posits the value of achievement, accomplishment, and attainment of the goals the person sets. He explains it through two different perspectives: McClelland's need for '*achievement'* (McShane & Glinow, 2010) and Ryan and Deci's (2000) need for '*competence'*. Achievement implies the motive to do better than competitors, successfully overcoming or attaining a challenging goal, and involves achievement for its own sake. Competence implies the motivation to exert mastery over oneself and environment, where not only the end result

but also the process along the path is important for the person (Seligman, 2011). Despite distinction between the two perspectives of need, in both cases, challenge and competence (skills, knowledge, strength, etc.) are the critical grains for goal attainment. These 'grains' facilitate and enhance the intrinsic interest, hence the motivation, for achievement.

Greenhaus and colleagues (1990) measure goal attainment via following items: "*I am satisfied with the success I have achieved in my career*", "*I am satisfied with the progress I have made toward meeting my goals for income", "I am satisfied with the progress I have made toward meeting my overall career goals",* and "*I am satisfied with the progress I have made toward meeting my goals for the development of new skills."* These, while measuring satisfaction, they are assessing the objective career success perception, through goal achievement (i.e. income, position, overall career goals), and subjective career success, through skills development and progress of competence to meet overall career goals. Based on the argument above, the study believes that the element goal attainment/achievement may be an important element in predicting employees' career success, as well as in explaining their well-being.

iv. Challenge and competence

Dictionary defines challenge as "something that needs a lot of skill, energy and determination to deal with or achieve, especially something that one has never done before and will enjoy doing (McMillan, 2016). Challenge may appear as a thing, as a situation, or as a person. In work and career context, it may be referred to as tasks, projects, goals, situations, and even problems. Competence is defined as "skills needed for doing a particular job or carrying out a particular task" and "a person's range of skills or knowledge" (McMillan, 2016).

In literature challenge appears within the flow theory (Csikszentmihalyi, 1975), and self-determination theory (Ryan & Deci, 2000a) under the intrinsic motivation field (Ryan & Deci, 2000a; 2000b; Deci & Ryan, 2000). Intrinsic motivation involves people "freely engaging in activities that they find interesting, that provide novelty and optimal

challenges" (Csikszentmihalyi, 1975), and promote growth (Deci & Ryan, 2000; 235). The optimal experience involves the state of working at full capacity; being intensely engaged and effortless action; and relying on the skills-challenge balance (Nakamura & Csikszentmihalyi, 2002). For an optimal experience, personal skills need to match the required challenges of a particular task.

Ryan and Deci (2000a; 2000b) place value of challenge explaining with intrinsic motivation and need for competence. Much of their (2001; 2000a; 2000b; Deci & Ryan, 2000; 1985) research on intrinsic motivation and self-determination theory reflects the positive potential of human nature, effective functioning, and the experience of well-being, as outcome. Human beings have the need to engage in optimal challenges and experience mastery, for optimal functioning and well-being (Deci & Ryan, 2000; 252). For an experience of ongoing sense of integrity and well-being, fulfillment of the basic psychological needs –competence, autonomy, and relatedness, is a must, through an internal regulated behavior –i.e. self-determined intrinsic motivation (Ryan & Deci, 2000a, p. 75) (See section 2.2.4.1 for the figure illustrating the self-determination continuum, showing the motivational, self-regulatory, and perceived locus of causality behaviors).

In explaining intrinsic motivation –for seeking out novelty and challenges, extending and exercising own capacities, and exploring and learning (Ryan & Deci, 2000a), the social and contextual events play important role. Events such as feedback, communications, achievements and rewards feed the feelings of competence, and enhance the intrinsic motivation (p. 70). "People will be intrinsically motivated only for activities that hold intrinsic interest for them, activities that appeal of novelty, challenge and aesthetic value" (p. 71). It is critical to mind that, presence of optimal challenges, feedback that promote competence, growth, achievement and positive performance will facilitate the intrinsic motivation (Ryan & Deci, 2000a).

From a career success perspective, based on Ryan and Deci's (2000a) arguments (p. 70; 71), challenge may be regarded as the driving means of the intrinsic interest for goal achievement, and competence may be the path for skill development. Such argument finds basis within Csikszentmihalyi's (1976) skills-challenge balance ratio for optimal experience. He asserts that activities demanding skills-challenge balance yield greater

intrinsic motivation and positive outcomes. Whereas, the absence of balance yields with decrease in the intrinsic motivation –i.e. when activity is too easy boredom, when too difficult, anxiety is perceived (Csikszentmihalyi, 1976). As been suggested, intrinsically motivated behavior requires optimal level of challenge (Csikszentmihalyi, 1975), which Deci and Ryan (2000) finds it consistent with need for competence in self-determination theory, as a basis for intrinsic motivation. They posit that success at optimally challenging tasks allows a true sense of competence (p.260).

vi. Meaning and purpose

Meaning and purpose in life and work, is a concept receiving great interest and attention for research. With the shift in success perception towards subjective factors, meaning and purpose at work gained greater value. Most recent conceptualization of meaning in life is the three facets of Martela and Steger (2016): coherence, purpose and significance. Coherence refers to the sense of comprehensibility and one's life making sense; purpose means the sense of core goals, aims, and direction in life; and significance refers to the sense of life's inherent value and having a life worth living (Martela & Steger, 2016, p. 534). As illustrated below (Figure 2.13), coherence involves a cognitive understanding in making sense of the experiences in life. Purpose involves a motivational component that is "essentially about future-oriented aims and goals that give direction to life" (p. 534). And significance involves evaluation of life as a whole, considering its value, worth, and importance (p.535).

Figure 2.13: Distinguishing the three facets of meaning in life

	Coherence	Purpose	Significance
Definition	Sense of comprehensibility and one's life making sense	Sense of core goals, aims and direction in life	Sense of life's inherent value and having a life worth living
Domain	Understanding	Motivation	Evaluation

Source: *The three meanings of meaning in life: Distinguishing coherence, purpose, and significance* (Martela & Steger, 2016, p. 534)

Steger and friends (2006; 81) define meaning as "the sense made of, and significance felt regarding the nature of one's being and existence"; and Steger and Dik, (2010; 133) define purpose as "people's identification of, and intention to pursue, particular highly valued, overarching life goals" (Dik et al., 2015; 560). Meaning may be driven from various sources of life –work, leisure, social responsibility activities, etc. When *meaning in work* is examined, distinct from meaning of work, it is referred to the amount of meaning people experience at work and from work activities. Meanwhile, *meaning of work* refers to the aspects that make the work experience meaningful (Dik et al., 2015). Scholars studying meaning and purpose, see work as important source of meaning in life as a whole (Steger & Dik, 2010), where both sources from work and general life help building meaning in people's life (Steger et al., 2012).

Career related theories question the importance of meaning and purpose. Developmental theories for instance (Gottfredson, 1981; Super, 1980), seeking ways to apply in occupational development context, encourage people to reflect on how work may contribute to experiencing meaning and purpose. Social-cognitive career theory posits that personal, behavioral, and environmental factors, with the role of self-efficacy, outcome expectations, and personal goals, simultaneously influence the perception of meaning and purpose and well-being (Lent, 2013).

Meaning or meaningful work is one of the eight dimensions of subjective career success. Shockley and friends (2016), emphasize the importance of meaningfulness in work in relation to measuring subjective career success. They define meaningful work as "engaging in work that is personally and socially valued"; with exemplary statements as "a person is successful if he or she feels that the career *has* a calling, that they are contributing to something larger than themselves" (p. 139).

Steger and Dik's (2010) model of work-as-meaning, where later developed as inventory for measuring meaning at work –the Work and Meaning Inventory (WAMI; Steger, Dik & Duffy, 2012), is based on their extensive research on the concepts indicating meaningful work. They argue that meaningful work consists of "(at least) skill variety, opportunity to complete an entire task (task identity), task significance to other people, engagement, a sense of calling, challenge, work role identity, work centrality, work values, intrinsic work orientation, spirituality, good pay, and reputation" (p. 323). Their

model suggests that comprehension and purpose together foster a desire for work to serve for a greater good (Dik et al., 2015).

The three facet model of work and meaning (Steger, Dik & Duffy, 2012) comprises (1) the experience of psychological meaningfulness in work –positive meaning (PM); (2) meaning-making behavior (MM); and (3) motivations for greater good (GG). Work is a subjective experience, and people derive some personal significance from their work activities (Rosso et al., 2010). So, *positive meaning* involves positive judgment over one's career, the positive contribution of the work to person's life meaning, and that work serves to a satisfying purpose and personal growth.

Individuals have various sources that foster meaning in life. Work is viewed as an important one for a meaningful life, as a whole (Steger & Dik, 2010). And sometimes, with a 'self-directed action' (Rosso et al., 2010) people *make meaning through work* – i.e. deliberately from work. Finding meaning in work helps the person deepen self-understanding and understanding the environment, and facilitate personal growth. Making meaning through work brings a broader awareness on life through one's work.

The awareness of work having a broader impact and own actions contributing to the greater good, the work activities and work become more meaningful. Steger and colleagues (2010) ground *motivations of greater good* on the basis that the experience of meaningful work is related to the desire to make positive impact on the greater good (Grant, 2007) and on the calling construct (Dik & Duffy, 2009).

Arthur and his friends (2005) cite (from Becker, 1952; 474) an example of inner-city teachers adapting to a relatively disadvantaged working context. They emphasize that the teachers found subjective career success through seeing the social value and impact their work created (p. 180). The perception of social value and impact these teachers find, result from a positive subjective judgment that their work matters and meaningful, as well as from the awareness that work outcomes have impact on the greater good.

In light of above, career success may be associated with the meaning and purpose individuals receive from career activities and outcomes. Said differently, the positive judgment over the meaning and purpose work tasks entail may be considered as positive

career outcomes. Thus, the study proposes meaning and purpose as an important element in predicting career success and in contributing to explain employees' well-being.

vi..Work-discipline

In literature, 'discipline' appears with negative implication –holding people accountable for their performance and exerting sanctions in return (Britt, 1999). However, in this study 'work discipline' has a positive connotation, to which the local Turkish culture refers. In common sense, in Turkey, work discipline implies the sense of responsibility individuals have towards their job requirements and performance, as well as the sense of self-accountability and job ownership derived from internal locus of control. This concept appears within a motivational construct –i.e. *self-engagement* (Schlenker et al., 1994), and *self-engagement at work* (Britt, 1999; Britt et al., 2007). Present section will explain work discipline, taking Britt's (1999) and Britt and friends' (2007) conceptualization as the theoretical basis.

On the basis of literature (Schlenker et al., 1994; Britt, 1999; Britt et al., 2007), work discipline is a motivational construct, that derives from the triangle of responsibility – i.e. people most likely feel responsible for their performance, when performance indicators are clear, they have personal control over their performance, and the performance domain is relevant to their identities (Schlenker et al., 1994). Schlenker and friends (1994) explain this by connecting the self to performance requirements.

Individuals are involved in high level of job responsibility and hold themselves responsible for their work performance (Britt, 1999). Such behavior involves a sense of accountability over own job (Britt et al., 2007), defined as "feeling responsible for and committed to superior job performance, so that job performance matters to the individual" (p.144). The concept has emerged out of Britt and friends' (2007) interest in issues like responsibility, accountability, and the social evaluation and sanctioning, that derives from holding another responsible for actions (Britt, 1999). Britt and friends (2007) suggest that the employees have feelings of responsibility to their job

performance, having commitment to performing well, and caring about the work outcomes their way of working brings. In his study, Britt (1999; p.702) posits its importance in the process of self-regulation, through finding the large correlation between personal control and engagement. He further argues that engagement in performance leads to higher motivation for attaining desired outcomes, and more effective in regulating behavior.

In relation to career success, work discipline, finds itself with Shockley and friends' (2016) dimension, '*work quality*' (SCSI; Shockley et al., 2016). Shockley and colleagues (2016), while discussing emergence of meaningfulness in work, emphasize that values and success are distinct concepts. They further state that employees may not necessarily realize the value of meaning and purpose in their work (p. 146). This implies that employees may find success through other aspects, such as quality work (SCSI; Shockley et al., 2016). They define work quality as "producing a high-quality product or providing high-quality service", and conceptualize it by 'taking one's work very seriously and being able to transform it into big success' (p. 139). To author's understanding, Shockley and friends' (2016) work quality and Britt and friends' (2007) self-engagement are conceptually associated, which both emphasize taking work seriously, and having a sense of responsibility over one's work outcomes.

This particular element has been included in the research model at the very early stage of focus group interviews. The professionals suggested terms such as auto-control, sense of job ownership, self-discipline, and work-discipline, especially in absence of finding meaning in work. These terms closely associate with Britt's (1990) high level of responsibility for one's job and work performance; and Shockley and friends' (2016) high level of responsibility to work quality and outcomes. Hence, to author's understanding, it is plausible to suggest that work discipline in particular, is an important element in explaining career success, especially when a perception of positive meaning and impact for greater good is missing.

2.3.4.5 Authentic functioning

Authentic functioning, a concept introduced by Kernis (2003) as authenticity, is characterized as "the operation of one's core or true self in one's daily enterprise" (Kernis, 2003). The "operation of one's true self" may appear as being aware of what motivates or demotivates the self (awareness); accepting and admitting deficiencies or mistakes (unbiased processing); acting resonantly with personal values and preferences (authentic behavior); and being genuine and telling the truth in relationships (authentic relations) (Kernis, 2003, p. 13-15). Kernis (2003) has based his model on Carl Rogers's (1961) "Fully Functioning Person" construct (p. 15), comprised of five characteristics: (1) being open and accepting to all kinds of experiences, (2) living each moment fully in adaptive, tolerant and flexible attitude, (3) trusting the inner experiences as guideline for personal and environmental judgment, (4) having freedom of choice in responding the self and environment which plays a crucial role in determining own behavior, and (5) having the creativity to adapt to ever-changing circumstances, or even creativity to adapt the current circumstances to their own reality.

According to Deci and Ryan (2000), and Kernis (2003), optimal functioning –or authentic functioning, relies on effective integration of the self into the larger social environment, with the basis of a self-determined behavior (Leroy et al. 2015, p, 1682). They emphasize the importance of several common aspects for leading an authentic way of living: the need for self-regulated and self-determined actions and behaviors for maintaining inner coherence; the freedom of behaving in accord with own true self and creating open and truthful relationships with closed ones; and the autonomous motivation that allows individuals to align external role demands with own true self.

Considering employees with a whole person perspective, present study regards their functioning and behavior in accord with Rogers's (1961) fourth characteristics –i.e. the freedom of choice in responding the own self and the environment, that plays an important role in one's behavior; and Kernis's (2003) third component –i.e. authentic behavior. To author's understanding, authentic functioning within a corporate context requires authentic behavior, autonomy, and participation in decision making; which conceptually Kernis (2003) and Rogers (1961) refer to. The following sections will be

presenting these concepts and their relevance to authentic functioning.

i. Authentic Behavior

Authentic behavior is a component of the four stages Kernis (2003) has proposed for authentic functioning –or authenticity: awareness, unbiased processing, authentic behavior, and authentic relations. *Authentic behavior* is "acting in accord with one's values, preferences, and needs" (Kernis, 2003, p.14). Kernis (2003) uses the term "falsely" in contrast to "in accord with true self", in reference to acting in particular way for pleasing others, for gaining rewards, or avoiding punishments (p. 14). It involves the characteristics of fully functioning person –i.e. a tolerant, adaptive and flexible attitude, the freedom and choice on how to respond the environment, and the ability to adapt the current or changing environment (Rogers, 1961).

To author's understanding, authentic behavior is related to the level of *authentic relationships* people form with their social environment. Being authentic in relationships, as Kernis (2003) refers, is being genuine and not "fake" in the relationships with close ones. It involves valuing the openness and truthfulness in the relationships people form. It takes place through a selective process of self-disclosure and creation of a mutual trust relationship.

Authentic behavior or functioning may be blocked with individual's tendency to suppress own true self, acting "falsely", and by choosing to exert socially acceptable behavior, instead of behavior that is in line with own preferences or needs. As to Kernis (2003), people with defensive, contingent, and unstable self-esteem, have the tendency to a biased processing, rather than *unbiased processing*. People may deny, ignore, or distort their knowledge derived from their awareness and experiences (p. 16). Authentic behavior requires unbiased processing –i.e. clear and objective way of processing and evaluating the internal and external information; that involves accepting attitude, without denying, exaggerating, or distorting the cognitive evaluation process of own experiences, positive or negative aspects, traits and characteristics. Blockage in authentic behavior is explained as result of defensive, unstable self-evaluation and

biased processing (Kernis, 2003, p. 16).

Kernis (2003) suggests that *awareness* is the primary building block for authentic functioning –or authentic behavior, where the first blockage occurs at this stage (p. 16). It is a sense of clear insight, understanding and trust over own motives, feelings, desires, strengths and weaknesses, as well as values and needs that play important role in one's behavior (Kernis, 2003). It is being attuned to own motives, feelings, and self-relevant cognitions. It involves being open and accepting to experiences, and trusting them as guideline. The illustration below (Figure 2.14) summarizes Kernis's (2003) components of authentic functioning.

Figure 2.14: Conceptualization of the four components of authentic functioning

Awareness	Involves having awareness of and trust in ones's motives, feelings, desires, and self-relevant cognitions; being aware of strengths and weaknesses, trait characteristics, and emotions; knowledge of one's needs, values, feelings, and their roles in behavior.
Unbiased processing	Involves not denying, destorting, exaggerating, or ignoring private knowledge, internal experiences, and externally based evaluative information; objectivity and acceptance of one's positive and negative aspects, attributes, and qualities.
Authentic behavior	Involves behavior in accord with one's true self; behaving means acting in accord with one's values, preferences, and needs as opposed to acting merely to please others or to atttain rewards or avoid punishment through acting 'falsely'.
Relational authenticity	Involves valuing and achieving openness and truthfulness in one's close relationships; endorsing the importance for close others to se the real you, good and bad; a selective process of self-disclosure and the development of mutual intimacy and trust; being genuine and not 'fake' in one's relationships with close others.

Source: *Toward a conceptualization of optimal self-esteem* (Kernis, 2003; p. 13-15)

Kernis (2003) proposes authenticity with the argument that there is no single physical, social, or psychological reality; and individuals have the freedom to choose their own reality, by trusting it and by being aware of the multiple coexisting realities. He suggests that the awareness and freedom to choose own way of response, provides a sense of responsibility and accountability, whereby the person exerts actions and behaviors true to own self in the social environment. To author's view, authentic behavior may be regarded as the determining component for an authentic way of living; for the fact that one's actions and behavior exert own true self.

ii. Autonomy

Autonomy is one of the fundamental psychological human needs (Deci & Ryan, 2000;

252) –competence, relatedness, and autonomy. Satisfaction of these needs provides a resonance between work-related behavior and the true self (see section 2.2.1.3 for more details on self-determination theory and basic needs). The need for *autonomy*, as Ryan and Deci (2000a; 2000b; Deci & Ryan, 2000) explain, is a basic psychological need to self-regulate oneself and behavior to maintain an inner coherence, and to attain integration among goals and demands. In work-related context, individuals need to feel that they are the initiator of work-related actions. In other words, human beings need to feel free in their will and have the need to experience a sense of choice and psychological freedom in their activities.

Autonomy in organizational psychology literature is conceptualized distinct from the need for autonomy under self-determination theory. It is used as task autonomy (Hackman & Oldham, 1976) or job autonomy (Morgeson & Humphrey, 2006), referring to "decision latitude and control over skills used at work activities" (Karasek, 1979); the "freedom, independence, and discretion the individual has in scheduling the work and in determining the procedure to be used in carrying it out" (Hackman & Oldham, 1976; 258); or the "extent to which job allows freedom, independence, and discretion to schedule work, make decision, and choose the methods to perform tasks" (Morgeson & Humphrey, 2006).

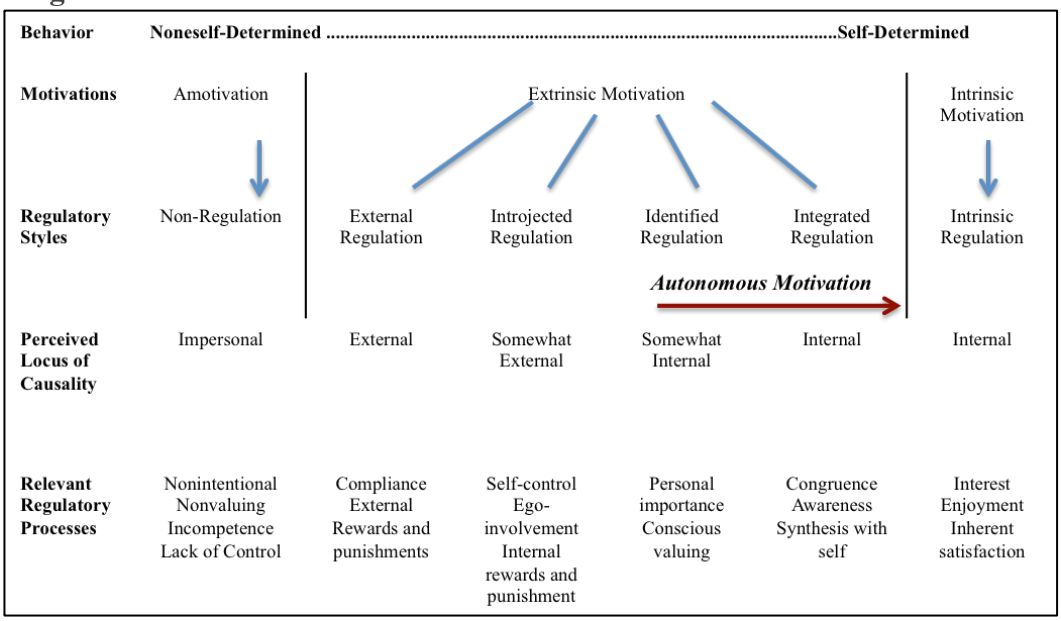
Van Den Broeck and friends (2010), in their study developing work-related basic needs satisfaction scale (WBNS; 2010), conceptually differentiated task autonomy from autonomy satisfaction, and revealed the strong correlation between the two concepts (p. 995). They (2010) distinguish autonomy from psychological freedom and choice, referring to it "autonomy as tasks characteristic". Despite distinction, they are positively correlated; task autonomy predicts the need for autonomy – 'subjective experience of psychological freedom and choice during activities' (Van den Broeck et al., 2010; p. 982).

Autonomy is the independence of choosing own actions and behavior at a given situation, even though they are not within the person's set of value or preference. Considering socially demanding environments –particularly at work contexts, self-determined and congruent actions may be more challenging to exert, where they conflict with work and environmental role demands (Gagné & Deci, 2005). At

circumstances of conflict, individuals, with a self-determined manner, have the ability to cognitively and internally accept or identify externally demanded actions as valuable to the self. Such internal regulation finds itself in literature with the term 'autonomous motivation' within self-determination theory. Autonomous motivation, as Ryan and Deci (2000a, p.73) state, refers to the degree, which the extrinsic motivation of certain actions is internalized through integrated regulation.

Van den Broeck and colleagues (2010) explain autonomy by autonomous motivation, distinguishing from controlled motivation. 'Autonomous motivation' occurs when employees place personal value or intrinsic interest in extrinsic activities; while 'controlled motivation' occurs when employees place external value (e.g. bonus, approval) or internal contingencies (e.g. shame or guilt). People, as long as they find a meaningful rationale for doing a particular action, may experience autonomy satisfaction at various circumstances, even at following others' requests. Supported with Deci and Ryan (2000), being attracted to activities and situations that satisfy needs, actually leads to need satisfaction; and when needs are satisfied, individuals feel energized and even more motivated to actively engage in that particular need fulfilling activity. In brief, autonomous behavior may be possible through rationalization and internalization of the activities engaged.

Figure 2.15: The autonomous motivation within self-determination continuum



Source: *The 'what' and 'why' of goal pursuits: Human needs and the self-determination of behavior* (Deci & Ryan, 2000, p. 237)

Autonomous regulation, or autonomous motivation, as illustrated above (Figure 2.15), through the noneself-determination to self-determination continuum (Deci & Ryan, 2000, p. 237), is the shift from externally regulated and 'amotivated' behavior towards a self-determined and intrinsically motivated state. Through conscious valuing, rationalizing, and finding congruence and synthesis with self, the attitude and behavior shifts from external regulation to intrinsic regulation, following 'identified' and 'integrated' regulation steps along the continuum.

iii. Participation in Decision-Making

Participation in decision-making has been a research area since the late 1970s. Participation is defined as the amount of involvement employees have in decision-making process (Miller & Monge, 1986). Participating in decision-making is defined as sharing and being part of the decision-making process to achieve organizational objectives (Knoop, 1995). Dachler and Wilpert (1978) explain participating in decision-making with degree of access or *influence* on the decision-making and outcomes. Black and Gregersen (1997) explain participation in decision-making with the *degree of involvement* in the decision-making process. Witt and friends (2000; 344) explain participating in decision-making with voice and choice.

Voice refers to the process control, where employees have opportunity to express their opinion and interest to the decision maker. It may involve influence on defining the problem, gathering information and generating alternatives, until the decision-making point. Whereas *choice* refers to the decision control, that employees have a certain degree of influence on the decisions made. It involves the freedom to select among the alternatives.

Participating in decision-making is quite relevant to the degree of influence employees have in the process. For that particular reason, choice and voice, together or independently, is reported to provide the opportunity to be part of the decision-making that would influence the outcome. For employees, having a sense of influence and control over a decision or the process affecting them allows greater sense of value over

the outcomes (Denton & Zeytinoglu, 1993), a sense of joint ownership and understanding (Witt et al. 2000), thereby increases sense of satisfaction and productivity (Miller & Monge, 1986).

Participation in decision-making may have enhancing effect on the process of autonomous motivation –i.e. the extent which extrinsic activities are identified and internalized through integrated regulation (Deci & Ryan, 2000). As stated, participating in decision-making is an important way to respond to the ambiguous and unpredictable nature of organizational environment (Wheatley, 1994), as well as in reducing role conflict and ambiguity within conflict resolution activities (Schuler, 1980). Thus, being part of the decision-making process at ambiguous and conflict situations may facilitate the integration process. It may also ease the process for individuals to understand, accept and internalize the rationale behind certain 'ambiguous' work activities.

In conclusion, present study, in attempt to explain authentic functioning, finds autonomy (Van Den Broeck et al., 2010), authentic behavior (Kernis, 2003), and participation in decision-making (Witt et al., 2000) theoretically related. When analyzed within the self-determination theory perspective –the intrinsically created and maintained individual choice (Deci & Ryan, 2000), these concepts contribute to a fully functioning (Rogers, 1961), and authentic functioning (Kernis, 2003; Leroy et al, 2015) person. For example, participation in decision-making provides the opportunity to initiate and self-direct own work-related actions –i.e. the sense of autonomy (Scott-Ladd et al., 2005). Meanwhile, this sense of freedom to generate alternatives and possibilities to a given situation enhances the possibility to get involved in decision-making process, as well as in authentic behavior. Employees engaging in important issues with their supervisors are more likely to create genuine and trusting relationships (Kernis, 2003); and are less likely to be affected from organizational politics (Witt et al., 2000, p. 344) – referred as the subjective perception of political tactics occurring in organizations (p. 343). So, the opportunity of voice and choice may enhance the authentic behavior and relationships (Kernis, 2003).

2.3.4.6 Emotional Intelligence

Emotional and social intelligence, referred as emotional intelligence (EI) or emotional quotient (EQ), conceptually dates back to the 1930s, with Edward Thorndike's (1920) proposal of social intelligence. It later evolved towards a component viewed as value for success in life. With the Humanistic Psychology Movements in the 1950s, importance of emotional strength has been gradually emphasized. Howard Gardner (1975) has been the first to term 'intelligence' in reference to emotional and social ability, as 'multiple intelligences' in his book The Shattered Mind, in 1975. Hence on, Wayne Payne in 1985, and Keith Beasley and Reuven Bar-On in 1987, have used the term 'emotional intelligence'. Peter Salovey and John Mayer's article in 1990 has been a landmark for advancing the empirical research on emotional intelligence. The illustration below (Figure 2.16), taken from 'Understanding EI e-book (2014; 19) summarizes the timeline of emotional intelligence.

Figure 2.16: Historical timeline of Emotional Intelligence

Emotional Intelligence (EI/EQ) Timeline		
Date	Author	Description
1930s	Edward Thorndike	Proposed Social Intelligence – the ability to get along with other people.
1940s	David Wechsler	Suggested that affective components of intelligence may be essential to success in life.
1950s	Humanistic Psychology Movement (e.g. Abraham Maslow)	Described how people can build emotional strength.
1975	Howard Gardner	Introduced the concept of Multiple Intelligences in his book The Shattered Mind.
1985	Wayne Payne	Introduced the term 'Emotional Intelligence' in his doctoral dissertation entitled 'A Study of Emotion: Developing Emotional Intelligence; Self-integration, Relating to Fear, Pain and Desire.'
1987	Keith Beasly & Reuven Bar-On	Used the term 'Emotional Quotient (EQ)' – Beasley in a Mensa Magazine article and Bar-On in the unpublished version of his graduate thesis.
1990	Peter Salovey & John Mayer	Published their landmark article, 'Emotional Intelligence', in Journal of Imagination, Cognition and Personality.
1995	Daniel Goleman	Popularized the concept emotional intelligence in his book Emotional Intelligence: Why It Can Matter More Than IQ.
1996	Richard Boyatzis & Daniel Goleman	Introduced behavioral approach to emotional intelligence through emotional, social, and cognitive competencies.

Source: *Understanding EI e-book* (2014)

Peter Salovey and John Mayer (1997) were literally the first to propose emotional intelligence within empirical context. They define it with four factors (Salovey & Mayer, 1997, p. 10), as the ability to:

> *(1) perceive accurately, appraise and express emotion:*
>
> *(2) access and/or generate feelings when they facilitate thought;*
>
> *(3) understand emotion and emotional knowledge; and,*
>
> *(4) regulate emotions to promote emotional and intellectual growth.*

Salovey and Mayer's (1997) conceptualization is termed as 'ability EI' (Schutte et al., 1998; Salovey & Mayer, 1997; Mayer et al., 1999; Mayer, Salovey & Caruso, 2000; Law et al., 2004), where individual's actual ability in his/her performance predicts EI. Distinct from ability EI, emotional intelligence is also conceptualized as 'trait EI' (Petrides & Furnham, 2000; 2001; Salovey, Mayer, Goldman, Turvey, & Palfai, 1995), where individual's self-report on his/her performance predicts emotional intelligence (Petrides & Furnham, 2001). A third way of conceptualization is the 'behavioral EI' (Boyatzis, 2009), where individual's social, emotional and cognitive competencies predict his/her performance, as well as the effectiveness in management and leadership role (Boyatzis, 2009).

The link between competency and performance dates back to David McClelland (1973), proposing competencies as critical differentiator of performance. Boyatzis and Goleman (1996) explain emotional intelligence through social and emotional competencies, defining as capability or ability (Boyatzis, 1982; McClelland, 1973). There are three clusters of competencies that differentiate outstanding from average performers (Boyatzis, 2009, p. 753): (1) cognitive competencies –such as systems thinking and pattern recognition; (2) emotional intelligence competencies –such as emotional self-awareness and emotional self-control; and (3) social intelligence competencies – such as such as empathy and teamwork. In their emotional and social competency inventory, Boyatzis and Goleman (1996; 2001; Boyatzis et al., 2001; 2007), refining Goleman's (1998) initial EI model, operationalize emotional intelligence with a behavioral approach; maintaining, "competencies can be considered to be a behavioral approach to

emotional, social, and cognitive intelligence (Boyatzis, 2009; 754).

Goleman's (1998) initial model comprised five factors: (1) self-awareness; (2) self-regulation; (3) motivation; (4) empathy; and (5) social skills. Boyatzis' (1982) perception of competence, and Goleman's (1995; 1998) model of emotional intelligence brought a refined version –i.e. emotional and social competency model (ESCI; Boyatzis & Goleman, 1996; Boyatzis et al., 2001; 2007). As summarized in the illustration below (Figure 2.17), self-regulation and motivation has been clustered under single factor –i.e. self-management. Empathy has been later named as social awareness, and social skills as relationship management (Boyatzis 2009). Self-awareness and self-management represent the personal competence –the skills determining how well the person is able to gauge and manage own emotions, qualities, and resources. Social awareness and relationship management represent the social competence –the skills predicting how well the person manages the relationships with others and others' emotions.

Figure 2.17: The summarized competencies of Emotional Intelligence

Intelligence Type	Cluster of Competencies	Goleman's (1995) Emotional & Social Competencies	Boyatzis & Goleman's (1996) Emotional & Social Competencies
Personal	Self-awareness	**Self-Awareness** • Emotional awareness • Self-assessment • Self-confidence	**Self-Awareness** • Emotional self-awareness
	Self-management	**Self-Regulation** • Self-control • Trustworthiness • Conscientiousness • Adaptability • Innovation	**Self-Management** • Emotional self-control • Adaptability • Achievement orientation • Positive outlook
		Motivation • Achievement drive • Commitment • Initiative • Optimism	
Social	Social-awareness	**Empathy** • Understanding others • Developing others • Service orientation • Leveraging diversity • Political awareness	**Social-Awareness** • Empathy • Organizational awareness
	Relationship management	**Social Skills** • Influence • Communication • Conflict management • Leadership • Change catalyst • Building bonds • Collaboration & cooperation • Team capabilities	**Relationship Management** • Coaching and mentoring • Inspirational leadership • Influence • Conflict management • Teamwork

Source: Goleman (1998) and Boyatzis (2009)

While the initial model comprised of 25 emotional and social competencies (Goleman, 1998), the revised version today (Boyatzis, 2009) has 12. The competencies for each EI dimension are presented below in detail. Competencies indicated in *italics* and asterisk (*) are the 12 competencies –the revised version of Boyatzis and Goleman (1996).

i. Self-awareness

Goleman (1998) describes *self-awareness* as understanding how one feels and the ability to accurately assess own emotional states. It is one's knowing own internal states, preferences, resources and intuitions. It involves three components: emotional awareness, self-assessment, and self-confidence.

- *Emotional awareness is the ability to gauge and understand emotions, and recognizing their effects on the self (*Emotional self-awareness).*
- Self-assessment involves being aware of and exploring strengths and weaknesses, and knowing their limits.
- Self-confidence is the ability to emotionally grounding oneself, and feeling self-secure and self-assured at every possible situation. It is a strong sense of own self-worth and capabilities.

ii. Self-management

Self-management is the ability to regulate and control own emotions, based on the understanding gained through self-awareness. Goleman (1998) proposes self-management within two components: self-regulation and motivation. *Self-regulation* is "managing one's internal impulses and resources" (1998), comprising five competencies –i.e. self-control, trustworthiness, conscientiousness, adaptability, and innovation. *Motivation*, often interchangeably used as self-motivation –implying as an internal or personal source, is "emotional tendencies that guide or facilitate reaching goals" (Goleman, 1998), comprising four competencies –i.e. achievement drive, commitment, initiative, and optimism. The emotions, he asserts, drive our attitudes, in making progress towards our aspirations. Below are the competencies of self-regulation and motivation.

a. Self-regulation

- *Self-control, or controlling emotions, is the ability to keeping disruptive emotions and impulses in control, so that the person is not swept away with the emotions. It enables maintaining equilibrium when encountered with a problem or challenging situation (*Emotional self-control).*
- Trustworthiness is the ability to maintain honesty and integrity with own self. It reveals the level of honesty and truthfulness towards own self.
- Conscientiousness relates to the ability of taking responsibility of own actions and personal performance, where own performance matters to own self.
- *Adaptability is the flexibility in challenging, ambiguous and changing situations, where the person is able to cope with and handle the situation (*Adaptability).*
- Innovation is the ability to being open to novel ideas, approaches, and new information. Such competency implies being open and eager to learning.

b. Motivation

- *Achievement drive is the ability to strive to improve or meet a standard of excellence (*Achievement orientation).*
- Commitment, what Goleman (1998) states as, is the aligning of own self with the goals of the organization or work team.
- Initiative is being ready to take an action when opportunities arise.
- *Optimism is the persistence in pursuing goals (*Positive outlook)*

iii. Social Awareness (Empathy)

Goleman (1998) terms social awareness with *'empathy'*, and describes it as "awareness of others' feelings, needs, and concerns." It is the ability to be aware of emotions of people around, including empathizing with others, and understanding how these emotions affect the organization the person works in. It involves the ability to read the emotions and the power relationships in the environment. He operationalizes empathy with five components: understanding others, developing others, service orientation, leveraging diversity, and political awareness.

- *Understanding others may be considered as the primary component of the skill of empathy. It is sensing the feelings and perspectives of others, while taking active interest in their concerns (*Empathy).*
- Developing others is feeling the developmental needs of others and taking action for developing their needs.
- Service orientation is the willingness to meet others' needs, having a sense of anticipation and recognition towards people around.
- Leveraging diversity is the ability to create opportunity and a positive outcome from a diverse group, with members of different qualities and features.
- *Political awareness is the ability to sense the emotional currents of people in a group and read the power relationships (*Organizational awareness).*

iv. Relationships Management (Social Skills)

Relationship management is the ability to use the awareness of own and others' emotions and build strong, authentic and open relationships. Goleman (1998) terms this factor as *'social skills'*, describing as the "adeptness and inducing desirable responses in others." It involves the ability of identifying, analyzing, and managing relationships with people around, as well as the ability to communicate, persuade and lead others through being open, direct and honest. He operationalizes social skills in eight components: influence, communication, conflict management, leadership, change catalyst, building bonds, collaboration and cooperation, and team capabilities.

- *Influence is the ability to exert effective attitude and behavior, as well as tactics for persuading others (*Influence).*
- Communication is the skill to openly listening and responding in positive and convincing way.
- *Conflict management involves negotiating and resolving situations of conflict, disagreements, and problems among people (*Conflict management).*
- *Leadership is the ability to inspire and guide individuals, groups (*Inspirational leadership).*
- Change catalyst is the skills of initiating and managing change.

- *Building bonds is the ability to create nurturing and instrumental relationships among members of a group (Coaching and mentoring).*
- Collaboration and cooperation is the competency of working with others, for a shared goal.
- *Team capability, distinct from collaboration and cooperation, is the ability to create a group synergy in working for a shared goal (*Teamwork).*

2.3.4.7 Psychological Capital (PsyCap)

Psychological capital –or PsyCap, is a positive psychological construct under positive psychology and positive organizational behavior (Luthans & Youssef, 2007). The term positive organizational behavior is defined as "the study and application of positively oriented human resource strengths and psychological capacities than can be measured, developed, and effectively managed for performance improvement" (Luthans, 2002, p. 59). PsyCap has been defined as "an individual's positive psychological state of development" (Luthans et al., 2007a, p.3). It is characterized by four constructs: self-efficacy, optimism, hope, and resilience. The term capital, distinct from its traditional use in economics or finance, represents the value of resources, similar used in human capital, intellectual capital, and social capital (Luthans et al., 2007a, p. 542).

Figure 2.18: Conceptualizations of the four components of Psychological Capital

Hope	Persevering toward goals and, when necessary, redirecting paths to goals in order to succeed.
Optimism	Making a positive attribution about succeeding now and in the future.
Resilience	When beset by problems and adversity, sustaining and bouncing back and even beyond, to attain success.
Self-efficacy	Having confidence to take on a put in the necessary efforts to succeed at challenging tasks.

Source: *Psychological capital* (Luthans et al., 2007a)

As illustrated above (Figure 2.18), the four components conceptualized Luthans and colleagues (2007b) conceptualize the four components of PsyCap as above (p. 3). As to Luthans and friends, PsyCap is based on positive organizational behavior definition and

on various inclusion criteria: (1) is state-like and is open for development and change, compared to a stable trait approach; (2) is grounded in theory and research; (3) is relatively unique to field of organizational behavior; (4) has valid measurement; (5) has positive impact on work-related outcomes, individual performance and satisfaction (Luthans, 2002a; Luthans et al., 2007a; 2007a). These components both individually and as combined into a higher-order construct may be considered as state-like and developable. Luthans and colleagues (2007a) grounds it so, based on Bandura's (1997) strategies for increasing self-efficacy; Snyder's (2000) empirical results asserting hope is developable; Seligman's (1998) 'learned optimism' and Carver and Scheier's (2005) strategies for developing optimism; and finally, Masten and Reed's (2002) strategies for resilience-based developmental interventions (p. 545).

i. Hope

Theoretically, as defined by Snyder and friends (1991; 287), hope is a "positive motivational state that is based on an interactively derived sense of successful goal directed energy (agency) and planning to meet goals (pathways)". It involves the motivational energy to pursue a goal, the will to accomplish the desired outcome –i.e. agency; and identifying multiple pathways alternative ways to achieve the targeted goals –i.e. pathways. Said differently, hope is the will and the way to succeed in intended goals (Snyder, 2000).

According to Snyder's (2000) empirical results, hope is found related with academic, athletic and health outcomes. In relation to workplace, Peterson and Luthans' (2003) findings reveal that hope is related with employee retention and job satisfaction, as well as financial performance in fast-food managers. Hope was found positively related with supervisors' performance ratings with factory workers in China (Luthans et al., 2005); with job satisfaction and organizational commitment with production workers at a Midwest factory (Larson & Luthans, 2006); and with employee satisfaction, organizational commitment, and work happiness (Youssef & Luthans, 2007).

ii. Optimism

Optimism, just like hope, has a specific meaning with theory and research in positive psychology (Luthans et al., 2007a). It is based on the attribution theory, which depends on individuals' global attributions on positive or negative events. Attribution theory (Martinko, 1995) focuses on the way people explain cause/s of others' or own behavior, through a cognitive process of judgment and conclusions about the influencing internal or external factors (Luthans, 2005, p. 173). Seligman (1998) characterizes optimism as evaluating or explaining positive events through personal, permanent, internal reasoning; and the negative events via external, temporary and reason or situation-specific causes. Luthans (2002a) explains optimism, as a facet of PsyCap, as a positive outlook towards outcomes or a positive attribution to events, which involves positive emotions, motivation, and a realistic perspective. Realistic optimism, considered as highly dynamic state-like (Peterson, 2000), is related to one's efficacy and hope, as involves the evaluation what one can and cannot make at a given situation (Luthans et al., 2007a; 547). Realistic optimism in particular is open for development and can be learned, through befriending with the past, opportunity seeking for the future, and savoring the present (Schneider, 2001).

Optimism has been positively related with various concepts, such as performance in work setting to work-related outcomes. It is found significantly related with the performance ratings of Chinese factory workers (Luthans et al., 2005); with insurance sales agents' work performance (Seligman, 1998); and with performance evaluations, job satisfaction and work happiness of production workers (Youssef & Luthans, 2007).

iii. Resilience

Theoretically, as defined by Masten and Reed (2000), resilience is "positive coping and adaptation in situations of risk and adversity." Luthans and colleagues (2007a) define resilience for workplace context as "positive psychological capacity to rebound, to 'bounce back' from adversity, uncertainty, conflict, failure, or even positive change, progress and increased responsibility" (p. 546). Broaden-and-build theory suggests that

positive emotions have complementary effect (Fredrickson, 2004; 1369), and positive emotional reactions seem to have upward spiraling effects (Fredrickson & Joiner, 2002). Empirical studies show that positive emotions enhance resilience when encountered with negative events (Tugade, Fredrickson, & Battett, 2004), where individuals grow to become even more resilient when effectively bounced back from each negative event (Luthans et al., 2007a).

Resilience in the workplace is found related with workers' job satisfaction, commitment and happiness (Youssef and Luthans, 2007); with health, happiness, and performance despite a massive downsizing (Maddi, 1987); with job satisfaction with factory workers (Larson & Luthans, 2006).

iv. Self-efficacy

Self-efficacy, neither ability nor outcome expectancy, but is a positive belief; that involves confidence to take and put on the effort needed to achieve challenging tasks. It is based on Bandura's (1999) social cognitive theory. Bandura explains self-efficacy as a strong core belief that the person has the power to produce desired outcomes, with Bandura's (1999) theoretical basis of two determining capabilities: self-regulation and self-reflection (Luthans, 2005, p. 202). Self-reflection is person's reflecting on past actions and experiences within a particular task or event; and then cognitively come to the conclusion with a strong belief that he/she can successfully accomplish that task in the future.

Self-efficacy is defined with Bandura's early statement (1982) "how well can one execute courses of action required to deal with prospective situations" (p. 122). Stajkovic and Luthans (1998b), bringing a broader definition, within positive organizational behavior perspective explains self-efficacy as "individual's conviction (or confidence) about his or her abilities to mobilize the motivation, cognitive resources and course of action needed to successfully execute a specific task within a given context" (Stajkovic & Luthans, 1998b, p. 66).

Bandura (1982) emphasizes that self-efficacy is the most important element of the

psychological mechanisms of self-influence (Luthans, 2005, p. 203). Luthans and colleagues (2007b) highlights Bandura's (1982) emphasis within their PsyCap model, as complementing all other components –i.e. hope, optimism, and resilience. Bandura, for example, asserts that people with high self-efficacy may be more *resilient* to adversity (1997, p.3); while he further explains how resilience in combination with self-efficacy brings success –"Success usually comes through renewed effort after failed attempts. It is resiliency of personal efficacy that counts" (1998; p.62). On the other hand, Snyder (2000) maintains that people with high level of *hope* tend to feel more confident about accomplishing a challenging task, and when found in a temporary hopelessness, are quickly able to bounce back; concluding that hope is related to self-efficacy, where that relation is related to resilience. Bandura (1998) notes, in relation to self-efficacy, "human accomplishments and positive well-being require an optimistic sense of personal efficacy to override the numerous impediments to success" (p. 56). Furthermore, based on Bandura's (1998) conclusion that "domain linked measures of perceived efficacy are good predictors of motivation and action" (p. 53), self-efficacy is related to hope. Meta-analysis results show that self-efficacy has strong positive relation with work-related performance (Stajkovic & Luthans, 1998a; Bandura, 2000).

2.3.4.8 Other elements

> *"Between stimulus and response, there is a space. In that space lies our freedom and our power to choose our response. In our response lies our growth and our happiness."* Victor Frankl

i. Acceptance

Acceptance is a two-part process that involves (1) "willingness to experience internal psychological events – thoughts, feelings, physical sensations, without changing, avoiding, or controlling them" (Hayes et al., 1999), and (2) "ability to transfer scarce attentional resources from controlling internal events to observing one's environment and deciding on and completing the right course of action for goal attainment" (Bond &

Bunce, 2003, p. 1057). Acceptance is grounded on the theory of Acceptance and commitment Therapy (ACT; Hayes et al., 1999), where acceptance involves effort of willingness to experience internal emotions, and commitment involves process of behavior towards valued goals (Hayes et al., 2006), also referred as "goal-related context sensitivity (Bond et al. 2006; 2008).

The present study analyzes these parts of acceptance as two separate components, using *psychological flexibility* (acceptance) referring to acceptance and *response flexibility* referring to a goal-directed behavior. It grounds it so, based on Bond and Bunce's (2003) assertion that people first need to be willing to experience even unwanted events, and then instead of using their resources for changing or controlling them, they may exert behavioral choices on the basis of what will lead to their own valued goals, for goal achievement and aspired accomplishments (p. 1057). Thus, to author's conceptualization, while *psychological flexibility* involves willingness to experience psychological events (acceptance), *response flexibility* involves overt goal-directed self-determined behavior.

ii. Psychological Flexibility (Acceptance)

Accepting internal psychological events –such as thoughts, feelings, physical sensations, and especially negatively evaluated judgments, is the willingness to experience without changing, avoiding, or restricting one's actions because of them (Hayes et al., 1999). Accepting these inner events allow people to more effectively use and transfer their energy and resources, in observing rather than controlling their inner sensations, whereby having higher ability in focusing and deciding on the right course of action congruent with their values and goals (Hayes et al., 1996). In other words, in order to skillfully observe, understand, assimilate and manage internal events (Mayer & Salovey, 1997), one needs to be willing to experience whatever is at hand, without avoidance or control.

Acceptance is a concept studied within Acceptance and Commitment Therapy (ACT; Hayes et al., 1999), the empirically based theory of psychological flexibility. ACT –as

well as psychological flexibility. It refers to the ability to focus on the current situation, and taking appropriate actions based upon the available situation to achieve pursued values and goals, even when encountered with psychologically challenging and undesired events (Hayes et al., 2006).

iii. Response Flexibility

Psychological flexibility, as mentioned above, is the willingness component of acceptance. It involves willingness to experience internal events as they are, without any attempt of changing, avoiding, controlling them, or limiting own actions because of them (Hayes et al., 1999; 1996; 2006). It is associated with mindfulness (Kabat-Zinn, 1990; Brown & Ryan, 2003) and emotional intelligence (Mayer & Salovey, 1995; Mayer et al., 2002; Goleman, 1998; Boyatzis & Goleman, 1996), with exclusion of emotion regulation or control in the self-management component of emotional intelligence (Donaldson-Feilder & Bond, 2004, p. 190).

Response flexibility is the behavioral component of acceptance, as the "ability to pause before acting at a given situation" (Tan, 2014, p. 19). Similar to psychological flexibility, it involves being mindful of and emotionally aware of internal events, thoughts, emotions, as well as external environment. It is distinct, however, from psychological flexibility, in that, it involves the self-regulation and impulse-control component of emotional intelligence (Mayer et al., 2002), and is highly connected with the clear and deliberate attention component of mindfulness (Kabat-Zinn, 1990).

Chade-Meng Tan (2014), in his book in collaboration with Daniel Goleman and Jon Kabat-Zinn, uses the term "response flexibility", relating it with stable, clear, and non-judging attention (p. 19). He explains response flexibility as an "ability to pause before acting", when one experiences a strong emotional stimulus. Such flexibility in response, with a "pause for a split of second", keeps the individual from immediately reacting, and giving the choice to responding to an emotional situation.

Daniel Siegel (2012), in his book The Developing Mind, approaches to this flexibility with neuropsychological and mindfulness approach (p. 41-42). He perceives response

flexibility as part of 'executive functions', which he lists as "attentional control, cognitive flexibility, goal setting, impulse regulation, and complex information processing and planning" (p. 42). He maintains that "the mind has the ability to choose and change its course of functioning with intention and purpose", through a focused attention and clear awareness. He uses a metaphor of "attentional flashlight", which helps individuals to choose among the experiences they wish to illuminate and bring into awareness. He considers this level of consciousness –i.e. mindfulness (the intentional attention and awareness), to play important role in human functioning.

Viktor Frankl (2006) emphasizes the importance of attitude and action that allows the opportunity for growth and happiness; suggesting that a meaningful and fulfilling life depends on individual's own responsibility to find the right action and the right conduct. He maintains that taking the tiny space between stimulus and response is what allows individuals the freedom and power of choice of right response and action. Both Tan (2014) and Siegel (2012) mentions of 'response flexibility' as an ability, which develops through a short pause and mindful attention and awareness. Tan (2014) refers to that space, as a "split of a second's pause"; Siegel (2012) refers to it as a "temporal and mental space between stimulus and action". From a neurobiological perspective, the space of mind enables a range of possibilities to choose to be the 'wisest self' possible in that moment (Siegel, 2012).

iv. Gratitude

Gratitude is the awareness of and feeling thankful for the good things that people have or experience in life. This awareness and appreciation leads the person to have greater joy of the present experiences. Gratitude is a relatively new field of research in positive psychology (Emmons & McCullough, 2004; Watkins et al., 2009; Carr, 2011). It varies between personal and transpersonal gratitude. Personal gratitude refers to being thankful to a person, for their being or for their gifts; while transpersonal gratitude is feeling thankful to the divine being or simply universal existence (Carr, 2011, p. 68).

Similar to other constructs, gratitude is explained as trait or state –i.e. emotional. State

gratitude refers to feeling thankful and appreciation at specific occasion. Whereas trait involves a disposition toward being grateful, which are associated with personality traits. Measures are available to assess both trait and state gratitude (Emmons et al., 2003; Watkins et al., 2009).

State gratitude, quite distinct from trait gratitude, is more strongly associated with well-being (McCullough et al., 2001). Clinical and experimental studies reveal that, state gratitude may be increased (Watkins et al., 2003), thus the well-being, through gratitude development interventions, such as counting blessings, sharing one's thankfulness with the person the individual feels gratitude (Emmons, 2007). These results show that, when gratitude as state is considered, level of health and well-being increases in correlation with gratitude interventions and emotional gratitude (Emmons & McCullough, 2004).

McCullough and colleagues (2001) conceptualize gratitude as moral affect; where both the origins and outcomes of gratitude have a well-being affect on the person. They maintain that gratitude functions in three ways: moral barometer, moral motive, and moral reinforcer. Gratitude as a *moral barometer* signifies as the signals of positive feelings derived from gratitude towards acts of kindness. It involves both the recipient – i.e. person who receives the kind act, and the benefactor –i.e. the person who offers the act. *Moral motive* of gratitude is considered to serve as energizer to further act in kindness –i.e. 'treat-kindness-with-kindness' mindset. It involves motivation to reciprocate in kindness, such as expressing their gratitude to those who offered kindness. The *moral reinforcer* of gratitude is considered as a fuel for further acts of kindness, especially prosocially, that is derived from the positive emotions one feels after receiving a heartfelt thank from a recipient. In other words, gratitude works in a reciprocal circuit, where when one does an act of kindness and receives an expression of gratitude, feels even more motivated and reinforced for doing further acts of kindness. McCullough and colleagues' (2001) conceptualization of gratitude as moral affect, via the three ways of functioning is illustrated below (Figure 2.19).

Figure 2.19: Conceptualization of gratitude through moral functioning

Moral barometer	the signals of positive emotions as a result of act of kindness.
Moral motive	the motivation to reciprocate in acts of kindness, through expressing own gratitude
Moral reinforcer	the fuel to further act in kindness towards others.

Sournce: *Gratitude as moral affect* (McCullough et al., 2001)

v. Compassion

Compassion at work, briefly an empathetic reaction to another's suffering (Madden et al., 2012), is a relational process of noticing and empathizing other's pain and behaving in a kind and sympathetic way to ease that pain (Dutton et al., 2006). It is both a mental and behavioral state that involves awareness of others' suffering and caring them (Frost et al., 2006). Compassionate behavior may have an important role in organizational functioning (Dutton et al, 2007; Lilius et al., 2008). As far as research shows, absence of compassion may lead stress and job dissatisfaction; however, presence of compassion at work may reinforce employee relations and connections, and increase their productivity (Lilius et al., 2008; Dutton et al., 2007).

The positive association of compassion at work with work-related positive outcomes is supported with the broaden-and-build theory (Fredrickson, 2001; 2004, p. 1369), where "positive emotions 'broaden' people's momentary though-action repertoires and build their enduring personal resources" (Chu, 2016; Rhee et al., 2016). In absence of compassion –i.e. presence of negative emotion, person's thought-action repertoire is narrowed to quick decisive moves, and eventually reduction in task performance (Grandy et al., 2004). Whereas, in presence of compassion –i.e. presence of positive emotions, person's thoughts and actions are broadened, to generate more potential outcomes, as well as to new learning, and ways of emotional readjustment (Lilius et al., 2008; Sliter et al., 2012).

vi. Vitality

Vitality is a positive emotional state that involves energy of life (Nix et al., 1999), feeling alive (Spreitzer et al., 2005). Vitality, as a positive emotional state, is different from happiness or pleasure; that is characterized by high level of aliveness and activation (Peterson & Seligman, 2004). Vitality may be explained in physical, mental, and psychological sense: in physical and mental sense, it is a feeling of aliveness, one's feeling healthy, capable and energetic; whereas in psychological sense, it refers to one's finding meaning and purpose in own actions (Ryan & Bernstein, 2004).

Vitality is "having energy of life" Huppert & So, 2013). People with vitality approach life with excitement, energy, enthusiasm, and vigor; doing things full heartedly, and feeling alive and active (Hennekam, 2016); and they tend to view events more positively and expect them to turn out more positively (Arkes et al., 1988).

2.4 THEORETICAL BASIS OF THE NEW CONSTRUCT

The proposed new model of employee well-being, and its elements are grounded on the basis of several theories: self-determination theory (Ryan & Deci, 2000a), broaden-and-build theory (Fredrickson, 2001), effort-recovery theory (Van Hoof et al., 2007), conservation of resources theory (Hobfoll, 2001), boundary theory (Nippert-Eng, 1996; Asforth et al., 2000), and happy productive hypothesis ((Lucas & Diener, 2003). They enable the theoretical rational and link between the proposed elements in explaining employees' well-being, as well as the link with employees' work performance.

2.4.1 Self-Determination Theory

Perhaps self-determination theory (SDT; Ryan & Deci, 2000a) may be one of the pivotal approaches to human motivation, as facilitator to well-being. It focuses on individuals' growth tendencies and the innate psychological needs that are the basis for self-motivation, personality integration, and for the conditions to foster those positive

processes (Ryan & Deci, 2000a, p. 68). Its approach of human motivation primarily focuses on the intrinsic aspects that facilitate optimal functioning and well-being. Self-determination theory posits that happiness or well-being, with the eudaimonic sense, is an individual choice, which is intrinsically created and maintained, and less likely to be dependent on external factors.

These internal factors, as to Ryan and Deci (2000a), are three innate psychological needs –autonomy, competence, and relatedness, where when satisfied or a sense of fulfillment is achieved, yield high self-motivation, mental health, and well-being. However, when failed in fulfillment, these needs lead to loss or diminish in motivation and well-being (p. 68). Satisfaction of these needs, "regarded as the essential nutriment for individual's optimal functioning and well-being", fosters individuals' path towards happiness and well-being (Van den Broeck et al., 2010); and provides a resonance between work-related behavior and the true self (Deci & Ryan, 2000; 252).

As summarized in the illustration below (2.20), the need for *autonomy* refers to experiencing freedom of choice and behavior, having opportunity to freely choose own activities, rather than any external direction. When people have the opportunity choosing on how to complete their tasks, the freedom for self-direction, and receive the feedback confirming well performance, their intrinsic motivation is reinforced. In a work context, need for autonomy appears as the need to self-regulate oneself and behavior for inner coherence and integration among goals and demands, and to feel that he/she is the initiator of work-related actions.

The need for *competence* refers to successfully accomplishing challenging tasks, delivering desired results, which create confidence over one's abilities. Employees have the desire to engage in optimal challenges and experience mastery, and to feel capable for work-related tasks.

The need for *relatedness* refers to having positive social interactions, close and sincere relationships with people around, which leads to feelings of closeness and support. Employees seek for and need to perceive a sense of security, belongingness, and

intimacy with the ones they work with, and to feel supported by the people at work.

Figure 2.20: Conceptualization of the basic psychological needs

Autonomy	Experiencing freedom of choice and behavior, having opportunity to freely choose own activities, rather than any external direction.
Competence	Successfully accomplishing challenging tasks, delivering desired results, which create confidence over one's abilities.
Relatedness	Having positive social interactions, close and sincere relationships with people around, which leads to feelings of closeness and support.

Source: *Self-Determination Theory and the facilitation of intrinsic motivation, social development, and well-being* (Ryan & Deci, 2000a)

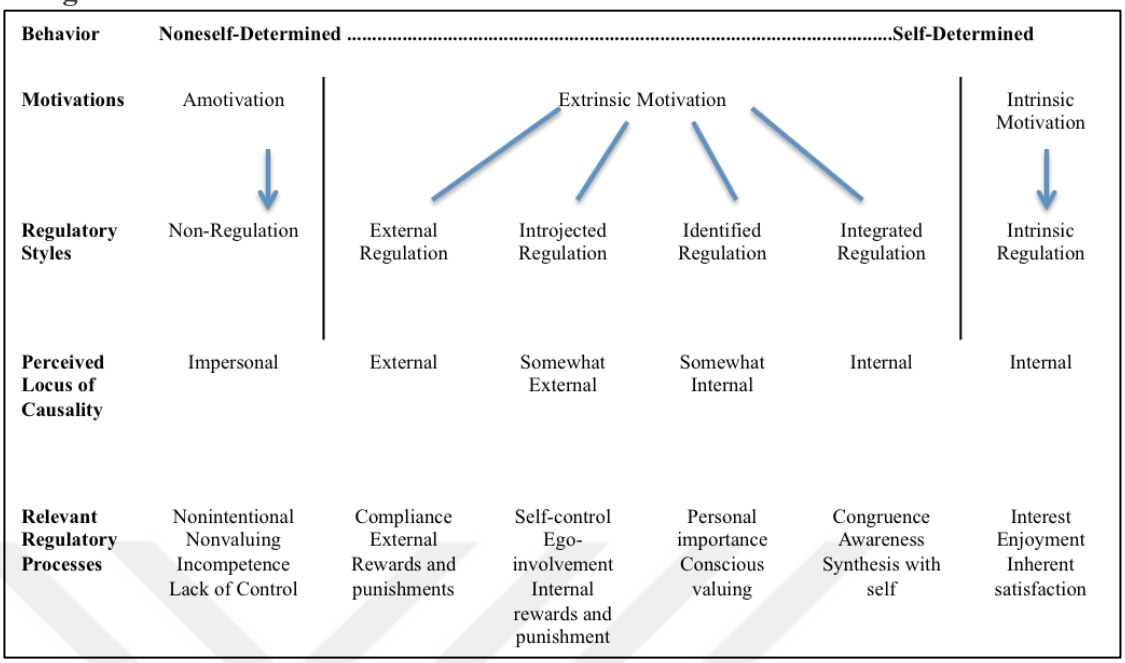
Satisfaction of these needs much depends on the degree of the behaviors, whether being intrinsically or extrinsically motivated. Such behavior as choosing activities freely, exerting effort for achievement, interacting with others are somewhat generators of intrinsic motivation. In other words, theory states that when these needs are fulfilled, intrinsic motivation occurs (Carr, 2011, p.125). Intrinsic motivation is conceptualized as the individual inclination human beings have towards spontaneous interests, exploration, and mastery of new skills, knowledge and experiences (Ryan & Deci, 2000). Intrinsically motivated people engage in activities with strong will and 'for their own sake', and the motivation is sustained as long as the activities contribute to need satisfaction. However, when activities do not meet the personal needs, people are extrinsically motivated and carry out their activities only for the instrumental value (e.g. monetary rewards, prestige, promotions) they deliver. Intrinsically motivating tasks bring personal satisfaction, often satisfaction out of achievements that cause positive emotions. Ryan & Deci (2000) have distinguished the effect of intrinsic motivation and extrinsic motivation over well-being; stating that having strong intrinsic aspirations increase self-esteem, self-actualization and decrease depression and anxiety, while strong focus on extrinsic aspirations negatively effects well-being (p.75).

Ryan and Deci proposed the self-determination continuum within a sub-theory to SDT, called organismic integration theory (OIT). Within this theory, internalization refers to "taking in" a value, and integration refers to further transforming into own self. In a way, these processes enable the non-intrinsically motivated behaviors to be self-determined. The self-determination continuum details the different forms of extrinsic

motivation and the contextual factors that promote or decrease the internalization and integration of values for behavior. The self-determination continuum illustrated below (Figure 2.21) shows the type of motivation, the regulatory style, perceived locus of causality, and the corresponding regulatory processes in internalizing external-based motivators.

As aforementioned, happiness and well-being are individuals' own choice, where they exert self-determined regulation and behavior for pursuing and attaining well-being. Therefore, this study in substantiating its arguments over SDT, takes the basis of self-determined behavior, and discarding the nonself-determined behaviors. Within this context, the study focuses on the identified integrated regulation (under extrinsic motivation) and intrinsic regulation (under intrinsic motivation) that are close to self-determined behavior. It excludes the non-regulation (under amotivation), the external regulation and the introjected regulation (under extrinsic motivation) styles that are close to nonself-determined behavior at the far left of the continuum. The non-regulation style implies a lack of control and action; external regulation involves compliance towards external rewards and punishments; and introjected regulation style, which is "taking in a value but not fully accepting it as one's own" (Ryan & Deci, 2000, p.72), involves a self-control towards avoiding negative feelings (e.g. guilt or anxiety) or attaining ego feeding emotions (e.g. pride).

Figure 2.21: The self-determination continuum



Source: *The 'what' and 'why' of goal pursuits: Human needs and the self-determination of behavior* (Deci & Ryan, 2000, p. 237).

To the further right of the continuum, that is regulation through identification, later integration and finally intrinsic regulation styles are more self-determined behaviors, where individuals experience higher level of autonomy and competence in their actions. In the identification process, there is a conscious valuing of a behavior and actions where the person accepts or owns as personally important. While in the integration process, which is stated as the most autonomous form of extrinsic motivation, the person fully internalizes and assimilates the behavior into own self. The greater experience of autonomy is through internalization and assimilation of values and behaviors to the self. And finally at the far right of the continuum stands the fully self-determined behavior, where regulations are thoroughly processed innately by the self, where the drivers are interest for new knowledge, experiencing enjoyment and satisfaction.

In summary, self-determination theory and organismic integration theory involve a self-control over one's behavior. Present study grounds its research on the self-determination theory and intrinsic regulation, with the assertion that happiness or well-being is individual's own choice, approach and behavior, as well as motivation –i.e. intrinsic regulation and intrinsic motivation. Individuals, when intrinsically motivated

and intrinsically regulated, show higher level of interest, enjoyment, satisfaction and engagement behavior in task processes.

2.4.2 Broaden-and-Build Theory

Broaden-and-Build Theory (Fredrickson, 2001; 2004; Fredrickson & Branigan, 2005) of positive emotions emphasizes how "positive emotions 'broaden' people's momentary thought-action repertoires and build their enduring personal resources" (Fredrickson, 2004, 1369). In state of negative emotions or life-threatening situations, the thought-action repertoire is narrowed that bring about quick and decisive moves, which these actions or 'reactions' may carry immediate benefit or loss. However, in state of positive emotions, people's momentary thought-action repertoire is broadened, where thoughts and actions the mind generates are widened with more potential outcomes. When in positive mood state, individuals grow the capacity to generate more alternative thoughts and actions at a given situation, thus maintain more enduring psychological, physical, intellectual, and social resources.

Fredrickson (2004) argues that positive emotions have complementary effect (p.1369), and describes the function of four positive emotions subset: joy, interest, contentment, and love. Based on research findings, joy fosters the drive to play, push limits and be creative socially, behaviorally and intellectually; interest promotes the urge to explore, gain new knowledge and experience, and expand in potential; contentment creates the drive for savoring current circumstances, resources and possibilities, and integrating them in new ways; and love –so called amalgam of the positive emotions joy, interest and contentment, generates constant desire to play, learn and savor the loved ones (Fredrickson, 2004).

Based on this theory, positive emotions are argued to have positive relation with work performance (Taris & Schaufeli, 2015). A broadened mindset, that brings a capacity for building a long-term adaptive behavior, is assumed to create more proactive, responsive, and productive individuals at personal and work domains. Wright et al. (2007) argue that such positive state of mind leads individuals to be less prone to

experiencing stress; moreover it promotes the well-being fostering aspects related to work performance.

2.4.3 Effort-Recovery Theory

Effort-recovery theory is majorly a theory with work-related focus, analyses the effect of work-related effort on two main outcomes: (1) results of work activities and (2) physiological and psychological reactions related to work (Van Hoof et al., 2007). According to this theory, the effort spent at work, which is in accordance to employees' ability or willingness to perform work tasks, has short and long-term effect. Such effect may appear as fatigue, negative emotions, stress, or to the far extent results as burnout (Geurts et al., 2014).

Individuals, to keep an emotionally, physically and mentally healthy and balanced living, have the urge to recover the effort they have spent in their various tasks. If having recuperated from the effort spent the day before, the short-term symptoms disappear the next day. However, when effort is insufficiently recovered, people attempt to perform at suboptimal state –i.e. at a health state below the optimal level, to maintain work requirements (Taris & Schaufeli, 2015).

This effort-recovery process may not be as simple as sleeping over through the night, and freshly beginning the next day. Employees require to spend effort to maintain work goals, so in terms of effort-recovery process, they may choose among three choices: (1) despite the fatigue, they may increase their effort to keep performance; (2) they may redefine their work requirements, perhaps focusing on core tasks and leaving out additional effort; and (3) may refrain from attempting to keep performance and deliver mediocre work (Taris & Schaufeli, 2015). Nonetheless, these modes of behavior are potential outcomes while trying to maintain the required effort, rather than effective strategies for recovering the effort spent.

This theory proposes that "higher level of un-well-being (i.e. physical, emotional, and mental fatigue) could lead to lower performance, since fatigued workers may well

choose to perform sub-optimally or fulfill only part of their tasks" (Taris & Schaufeli, 2015, p.26). At the same time, people who manage their recovery opportunities well and efficiently recuperate their expended energy, may feel healthier and exert higher performance. Thus, individuals with higher level of well-being may lead to higher performance, as they would have ability and choice to perform at optimal performance.

2.4.4 Conservation of Resources Theory

Conservation of resources theory is a motivational stress theory (Hobfoll, 2011;1989), which determines people's behavior in stressful challenges. It is based on Hobfoll's (2002) social and psychological resources theory, which asserts that individuals determine their state of being based on the available social and psychological resources. Conservation of resources theory posits that individuals "strive to obtain, retain, foster, and protect those things they centrally value" (Hobfoll, 2011, 128). People seek to acquire and maintain the resources that support these values –and they are universal, such as positive sense of self, well-being, health, family, peace, and self-preservation.

Whether stress is present or not, future possibility of a stressful challenge urges individuals to be biologically, socially, cognitively, and culturally prepared to new situations and experiences. The theory, within a loss and gain cycle tries to identify how people respond to stress and develop resilience.

Conservation of resources theory states two key principles: resource loss, and resource gain. Resources –often limited- help individuals cope with strain. These resources may be objects (house, car, money), conditions (status of employment or marriage), or personal characteristics (skills, knowledge, psychological characteristics). The first principle states that resource loss has a greater impact compared to resource gain. When resource loss occurs, it much rapidly affects the person; so any loss of or decrease in resources result with stress and low level of well-being (Taris & Schaufeli, 2015). Any decrease in physical, psychological or mental resources, may lead to individual to evaluate the environment as stressful (Hobfoll, 2001). Hence, this prompts the person for resource acquiring or gain, so as to maintain and protect his/her central values.

Furthermore, the greater available resources are, a greater level of tolerance the person has –i.e. psychological flexibility and resilience, towards loss, whereby the impact of stressor is less.

Second principle of the theory is the resource gain, or resource investment. Individuals need to invest their resources to gain resources, protect against resource loss, or to recover from loss. In order to do that at ease, individuals need to create a pool of investment, such as the nurturance, family relations, neighborhood, and community where resources may be shared and disposal at all times. Hobfoll (2011, p.129) names this investment pool as 'caravan passageways' –"the environmental conditions that support, foster, enrich or undermine, obstruct, detract the resources of individuals, families, and organizations." From this point of view, resources derived from employment and work life play a distinctive role in employees' life as caravan passageway.

This theory is central in relation to well-being and performance relationship. Employees, when felt scarcity in personal and condition resources –such as self-efficacy, relationships, employment stability, etc., will evaluate the work environment as non-satisfactory and stressful, will have low level of well-being, and may tackle even in simple routine work activities (Taris & Schaufeli, 2015); or, they will try to find ways to acquire or gain resources and invest on them in order to protect their central values and goals. Supported with research findings, it is important to note that any decrease of resources in work or non-work domains –i.e. stressors at work and family life, negatively affect job outcomes and well-being (Gradney & Cropanzano, 1999).

2.4.5 Boundary Theory

Boundary theory (Nippert-Eng, 1996; Asforth et al, 2000) argues that humans create boundaries in order to cope with and understand their environments. Individuals often have abstract borders between their work and non-work lives, where these borders assist for regulating their time, effort and attention allocation in various life domains. Boundary setting is a flexible strategy; it may be via segmentation –i.e. work and non-

work life are kept separate, or via integration –i.e. work and non-work life are blended. It helps to increase or decrease the role blurring (Asforth et al, 2000).

Boundary management is primarily researched within work-family boundary, where individuals set their strategies in four forms: cognitive, physical, temporal and behavioral (Nippert-Eng, 1996). These strategies vary along a segmentation-integration continuum. Segmentation takes place by physically, behaviorally, mentally, and temporally separating the home and family roles, where the roles never meet (Ammons, 2013). On the other hand, integration takes place by merging the two domains into one and managing the roles simultaneously. In practice, people fall somewhere in-between this continuum, applying particular preference depending on domain requirements.

Boundaries are flexible, which may be constantly shaped and reshaped (Asforth et al, 2000), depending on domain needs, responsibilities, specifications, and personal preferences. They may be as 'enacted' or 'desired' boundary forms. Enacted boundary is the actual separation that people build among core life domains. Whereas in 'boundary preference' – i.e. desired boundary, people tend to be flexible in putting limitations among life roles (Ammons, 2013). Although boundary preference and enactment seem to be distinct from another, in practice people's boundary preferences may shape as an enacted boundary (Kossek & Lautch, 2012; 2008; Kossek et al., 2005).

This theory helps to understand how work-family boundaries, boundary preferences and flexibility, and role management (Shockley & Allen, 2007), affect the general well-being and work performance of individuals (Kossek et al., 2012).

2.4.6 Happy-Productive Worker Hypothesis

Happy-productive worker hypothesis is a belief that happy workers tend to be more productive than other workers (Lucas & Diener, 2003; Wright & Staw, 1999). It roots from the Hawthorne studies –the Human Relations Movement of the 1930s (Wren & Bedeian, 2009; Wright et al., 2007). This belief is based on the theoretical viewpoint examining the relation between worker well-being and individual performance.

Although this relation has not been fully evidenced, there is a growing interest for researching it (Roethlisberger & Dickson, 1939; Vroom, 1964; Jaffalando & Muchinsky, 1985; Wright & Staw, 1999; Wright & Cropanzano, 2000; 1997; Judge et al., 2001; Taris, 2006; Zelenski et al., 2008; Van de Voorde et al., 2012; Taris & Schaufeli, 2015).

These studies, with the interest to research worker well-being and individual performance, have operationalized happiness/well-being using various constructs. For example, early research operationalized happiness by job satisfaction (Vroom, 1964; Jaffalando & Muchinsky, 1985; Judge et al., 2001). Later research, arguing that job satisfaction is not an affective construct, but an evaluative one, that is limited in determining an affective state, have analyzed happiness-performance relation using psychological well-being (Wright & Cropanzano, 1997), emotional exhaustion (burnout) as indicator to affective well-being (Taris, 2006), positive/negative affect, job satisfaction, life satisfaction, and quality of life (Zelenski et al., 2008), and well-being, health, and relationship (Van de Voorde et al., 2012).

Given the variations, debate and advancements in explaining happiness/well-being within performance relationship, the author has come to the conclusion that, well-being-performance relationship may be analyzed through a new multi-dimensional construct of well-being, within happy-productive worker hypothesis perspective.

2.5 THE NEW CONSTRUCT AND EMPLOYEE WELL-BEING

2.5.1 General Satisfaction and Employee Well-Being

Satisfaction in general or in terms of domain-specific is related to well-being. It is the extent of positive judgment over one's life in general (Diener, 2009), over job or job experiences (Luthans, 2005). People with high levels of satisfaction are regarded as happy, because happiness requires satisfaction (Tatarkiewicz, 1976). It may be explained through the stress research (Frese & Zapf, 1988), where dissatisfaction (negative emotions), accumulates overtime to stress, leading to unwell-being; and the

broaden-and-build theory (Fredrickson, 2001), where satisfaction (positive emotions), accumulates overtime through broadening and building more positive emotions and well-being. As previously explained, present study analyzes general satisfaction through six sub-components: life satisfaction, family satisfaction, job satisfaction, financial satisfaction, and physical and emotional health (positive and negative affect).

Satisfaction with life, as essence, delivers a global judgment of contentment on life in general (Diener, 2009). Life satisfaction signifies a general evaluation and conclusion over one's current life. As the level of satisfaction goes higher, it pertains a more positive perception over life in general. Satisfaction with life (SWLS; Diener et al., 1985) is a distinctive measurement indicator in determining general contentment and a positive judgment over one's life. It is among most commonly used scale in assessing happiness in general (Wang & Kong, 2014; Kong et al., 2014), or in combination with emotional moods and feelings (positive and negative affect), as measure of subjective well-being (Diener, 2009). Life satisfaction is directly related with happiness and well-being. As Diener and friends (1985) explain it quoting Tatarkiewicz (1976; 8), happiness depends on satisfaction; that "… happiness requires satisfaction, … satisfaction with life as whole" (p. 71). Within this perspective and conceptualization, studies researching aspects in relation to happiness utilize satisfaction with life as general measure to happiness.

As domain focused analysis of well-being, satisfaction in family life is distinctive (Carlson et al., 2014; Shein & Chen, 2011). Although employees' well-being is majorly attributed to work-related aspects –job satisfaction (Carlson et al., 2014), literature shows that satisfaction in other domains of life –i.e. family, has a contributing effect to well-being. It is so, especially when employees are considered not only as members of organization, but also as individuals with various needs and multi-domain way of living. Among them is the family life, in exchange to work life that may be a dominantly effecting factor to employees' well-being.

Job satisfaction, on the other hand, defined as pleasurable or positive emotional state as a result of individual's appraisal of own job or job experiences (Luthans, 2005), is perhaps a component most directly related to employees' well-being. Vast amount of research examine job satisfaction as outcome to its relation with positive emotional

states (Carlson et al., 2014; Kelloway et al., 1993; Buonocore & Russo, 2013; Glaveli et al., 2013; Lu & Kao, 2013; Ford et al., 2007), in significance to work-related positivity. Employees satisfied with their job or job experiences are considered happy. They are happy both at work and life in general. According to a meta-analytical study (Tait et al., 1989), job satisfaction is highly correlated with life satisfaction, influencing other aspects of life. This is supported with the broaden-and-build theory (Fredrickson, 2001), where positive emotions from job and job experiences influence and broaden other aspects of life, resulting with life satisfaction and happiness.

In most within-country surveys administered for measuring welfare, income of individuals is a typical variable used (Senik, 2014, p. 96). International surveys such as the Gallup World Poll, the International Social Survey Program, the American Social Survey, have an estimated income-well-being gradient for the countries that are included in the dataset. Senik (2014, p. 99) exemplifies the fact that "there is a positive and concave relationship between average income and happiness across countries" with Deaton's (2008) analysis based on the Gallup World Poll (2006), and the World Values Survey (1996). As bottom line emphasis, Senik (2014) documents that individuals generally report higher happiness and life satisfaction in higher-income countries (p. 99). Further states that wealth is an instrumental means in maintaining individual's well-being, by ensuring safety and protection against negative financial circumstances (p. 105).

In a research of Campbell, Converse, and Rogers in 1976, income, number of friends, religious faith, intelligence, education together accounted for 15% of variance in happiness (Diener, 2000). This means that, until individuals move to the post-materialistic phase, basic material instruments –such as money (Furnham & Argyle, 1998), are accounted to be related to well-being. This is supported with a study results at the Princeton University Woodrow Wilson School, stating that up to a 75,000 US Dollar yearly income, money has a contributor effect on happiness (Luscombe, 2010, Time).

Another study run by Kahneman and Deaton (2010), taking the two aspects of subjective well-being as measure of happiness, examined the money-happiness relationship; whether "money buys happiness", among more than 450,000 participants. Results indicate that emotional well-being increases with income, where it satiates fully at 75,000 annual income; concluding that high income buys life satisfaction but not happiness, and low income relates to low life evaluation and well-being. According to Kahneman and Deaton's (2010) interpretation, such a figure may be a threshold, where any increase beyond that does not impact much to the individuals' ability to do what they want. In conclusion, money does have positive relation with emotional well-being and life satisfaction, however more money is not necessarily a contributor to well-being. Therefore, financial satisfaction –wealth and income, is considered as slight enabler in improving quality of life (Kahneman & Deaton, 2010), as a safety net for protecting against unexpected financial circumstances (Senik, 2014), and as instrument to enable employees to greater choices in what they do (Pryce-Jones, 2010).

It is universally agreed that happy people are healthy and less tend to get sick (Røysamb et al, 2003; Pettit et al., 2001). Scientific studies back this agreement, where self-reported physical health is highly associated with emotional health –i.e. positive affect (Brisette et al., 2003; DeGucht et al., 2004; Sullivan et al., 2001; Takkouche et al., 2001; Kvaal & Patodia, 2000). A study linking overall physical health and emotional health (as the positive affect) indicates that people with high rates of positive affect self-report status of good health (Pettit et al., 2001). Another study, involving lung cancer participants, has found that high self-reported positive affect has been related with better health –i.e. less pain and better social functioning; while high negative affect scores were associated with more pain and poor physical and social functioning (Hirsch, et al, 2012).

In addition to physical aspects, positive emotions are related to higher level of happiness, while negative emotions are related with unhappiness. The rational behind it is that, positive emotions reflect a happy and desirable life; whereas, the negative emotions remind of undesirable life. Diener and friends (1999) indicate that, "happy people are judged to have a more desirable life than unhappy people, and viewed to be better people" (p. 277). So, the higher is positive affect, the more happiness the person

experiences. Emotions such as excitement, interest, enthusiasm, or pride contribute to higher positive feelings both at life in general and at work. Employees with such positive affect would be judged as happy. They would have high levels of satisfaction from work and a desirable work life. Similarly, negative emotions as distress, guilt, disinterest, etc. create unpleasant, unsatisfactory, and unhappy life; where employees would evaluate their life at work as unsatisfactory and undesirable. According to stress research (Frese & Zapf, 1988), the effect of negative emotions and dissatisfaction accumulates over time as stressor, leading to unwell-being. Growing level of negative emotions may even show long-term negative effects, such as chronic unhappiness (Frese & Okonek, 1984).

Given the findings above, when satisfaction is examined within various aspects of individuals' life, satisfaction with life, with job, family –the three correlating variables, explain well-being. Furthermore, positive and negative emotions (emotional health) as well as physical health are evidenced to explain individuals' well-being. Finally, financial satisfaction does not make people happy, but is seen as enabler to well-being. Hence, the study proposes the assumption that, level of general satisfaction –involving the subjective judgment of life, family, job and financial circumstances, as well as physical and emotional (positive affect) health, to contribute to explain employee well-being with a whole person perspective.

RQ-1. Does general satisfaction, as a higher order dimension, contribute to explain employee well-being with a whole person perspective?

2.5.2 Work-Life Balance and Employee Well-Being

This study has taken the concepts 'flexible working', 'work-life enrichment', 'segmentation and integration of life domains', and more broadly the 'work-life balance' concept as contributors to well-being. Research asserts that work-life balance has positive relation with subjective well-being; where positive feelings at a domain of life positively affect the other. Having a sense of balance is stated as beneficial and advantageous to both married and single living people, in relation to subjective well-

being (Gröpel & Kuhl, 2009). Meanwhile a qualitative research result further signifies the positive effect of positive emotions to work-life balance, determining that work-life balance depend on the personal and societal strategies for "taking care of the 'self' physically, mentally, and spiritually (Groce Lawson, 2013). Therefore, it is plausible to state that a sense of balance between work and non-work life contributes to well-being.

As aforementioned, work-life balance appears in literature as an organizational practice –i.e. flexible working (Shockley & Allen, 2007), as a matter of concern –i.e. enrichment (Hofacker & König, 2013; Braunstein-Bercovitz, 2014), or as a strategy –i.e. segmentation or integration preference (Braunstein-Bercovitz, 2014; Edwards & Rothbard, 1999; 2000) in mitigating with a negative self-perception, or in maintaining a balanced self-perception among life domains. Nevertheless, this balance perception and its relation to various well-being and work-related aspects have been analyzed using several theories. These are namely, broaden-and-build theory (Fredrickson, 2001), conservation of resources theory (Hobfoll, 1989), boundary theory (Nippert-Eng, 1996) and work-family border theory (Clark, 2000) within boundary control management.

Studies examined and revealed the positive relation of work-family enrichment and work-related well-being aspects –i.e. work engagement, job satisfaction and performance (Carlson et al., 2014; 2006), as well as family satisfaction (Carlson et al, 2014), via grounding their research on broaden-and-build theory. This theory (Frederickson & Branigan, 2005; Frederickson, 2001) argues that positive emotions broaden individual's thought-action repertoire, expanding the potential actions and thoughts that come to mind (Taris & Schaufeli, 2015). According to this theory, when positive emotions are obtained in the various domains of life, individuals may gather wider personal resources which overall can lead to higher satisfaction (Fredrickson et al, 2008). These positive emotions and resources relate to each other. Any increase of positive emotions in one domain leads to an increase in the other (Fredrickson & Joiner, 2002). Contrarily, negative emotions narrow the thought-action repertoire into a single adaptive response and limit the resource building, and lead to psychological distress (Carlson et al, 2014).

Research findings show that work and family stressors are negatively related to well-being. The perception of stress due to decrease in resources at a particular domain

negatively effects the work or family outcomes, as well as physical health and life (Gradney & Cropanzano, 1999). According to conservation of resources theory (Hobfoll, 1989), individuals seek to acquire and maintain resources, and any decrease or loss in resources leads to stress and un-well-being (Taris & Schaufeli, 2015). These resources range from personal and work related conditions (e.g. family, marriage, career, tenure, health, etc.), to personal characteristics (e.g. self-esteem, hope, self-efficacy, resilience, etc.) and energies (e.g. time, money, skills and knowledge). Hence, the theory implies in relation to the work-life balance field, that a positive perception of balance and presence of resource in life supports the process of retaining and maintaining these resources, allowing to evaluate the environment as non-stressful (Hobfoll, 2001), whereby resulting with high level of well-being (Gradney & Cropanzano, 1999; Taris & Schaufeli, 2015).

As to Shockley and Allen (2007), in investigating the role of flexible working on work-family conflict, found that fulfilling various life roles within one life domain creates conflict and stress. Kossek et al. (2012), in their attempt to advance the field of study with work and non-work boundary styles, have found that individuals with high boundary management control have more positive work and family outcomes. This implies that, in line with boundary theory (Nippert-Eng, 1996), individuals who create abstract borders –i.e. boundaries between their work and non-work lives to cope with and understand their environments, perceive high level of well-being (Asforth et al, 2000). The role of role management and boundary management on well-being is examined in work-life/family research, emphasizing that such borders help them to regulate their allocation degree of time, effort and attention to each life role, whereby obtaining positive family and work outcomes (Ammons, 2013; Kossek et al, 2012).

Further studies examining the effect of border creation or boundary management, state that individuals are border-crossers, which make transitions among various worlds –the world of work and the world of family (Clark, 2000) and the permeability and flexibility of the boundaries among domains determine the degree of conflict between work and family. The theory attempts to explain the relations between the border-crossers – and their boundary control, over their work-family lives, predicting ways for facilitating balance. According to findings of Braunstein-Bercovitz (2014), boundary

flexibility and control have negative association with work-family conflict and burnout, suggesting that gaining boundary control may reduce the negative influence of work-related conflict into non-work life. These findings have been predicted as important, positing that work-family conflict have great role in the well-being of mothers (Braunstein-Bercovitz, 2014).

Last but not the least, growing number of scholars and practitioners recognize and support employees as a 'whole person' (Friedman, et al, 2000; Warr, 1994). They operate with the assumption that work and personal life are complementary -rather than competing priorities, and adopt a win-win philosophy. Both employees and managers have begun to acknowledge and celebrate the various roles outside of work. They have accepted the power of positive influence of transfer of skills, knowledge and creativity from one role to another, and have realized the importance of establishing boundaries – through strategies or personal preferences in separating or merging roles (Carlson et al, 2014; Ammons, 2013; Kossek et al, 2012; Asforth et al., 2000).

Given the above findings, present study suggests work-life balance as an element to explain employees' well-being. As a result of organizational practice –flexible working, a concern –enrichment among life domains, or a strategy –segmentation or integration of life domain, a positive balance perception is positively associated with various positive employee outcomes. Hence, this study posits the question whether work-life balance operationally explain employee well-being, with a whole person perspective.

RQ-2. Does work-life balance contribute to explain employee well-being with a whole person perspective?

2.5.3 Engagement and Employee Well-Being

The present study considers engagement within three concepts: work engagement, flow, and mindfulness. When work engagement is examined, a significant relation is present with work performance and well-being. A study measuring work engagement and well-being relation with full-time workers (Flores, 2014), has revealed that all measures of work engagement –vigor, dedication and absorption (Schaufeli & Bakker, 2004) have

positive association with health –i.e. overall, general health, physical and social functioning, emotional well-being, role limitations due to physical health or emotional problem, energy or fatigue, and bodily pain (Flores, 2014).

In particular, higher positive perception of vigor is positively related to well-being. Work engagement is regarded as stable state of being reflecting a eudaimonic well-being –i.e. as actualizing one's potential (Leroy et al., 2013). Sharma & Sharma (2015), argue that "positive psychological state of minds are energized, involved and engaged with their work" (p.4), and their study reveal a positive mediating effect of work engagement on the locus of control and general satisfaction with and life, and a negative effect on executive burnout relationship. Executive burnout has been explained as feeling of inadequacy, dissatisfaction, powerlessness, and physical and emotional exhaustion (Sharma, 2005, p.7). A further study by Skaalvik and Skaalvik (2014), analyzing the relations with engagement, job satisfaction and emotional exhaustion–as measure of job focused satisfaction and affect, revealed that work engagement is positively related with job satisfaction, while negatively related with emotional exhaustion –as a negative emotional state indicating unwell-being.

Flow, on the other hand, has been associated with growth of performance and a more successful and happy life (Nakamura & Csikszentmihalyi, 2002). Fagerlind et al. (2013) state the flow as a peak experience of well-being (p. 161). They support the flow experience and well-being with Bakker (2008) and Csikszentmihalyi (1990) operationalization of flow –feelings of enjoyment, intrinsic motivation, willingness to perform for the activity itself, and being totally immersed in the activity. Work-related flow, generating high level of positive emotional states, increases vigor (energy) and decreases exhaustion (Demerouti et al., 2012). Also, it fosters work performance (Bakker, 2008; Engeser & Rhienberg, 2008; Demerouti, 2006).

Mindfulness has been theoretically and empirically related with psychological well-being (Shapiro et al., 2002; Keng et al, 2011; Kabat-Zinn et al, 1985). The state of awareness and non-judgmental acceptance –i.e. mindfulness, is posited to have positive influence on psychological distress –such as rumination, worry, fear, anger, anxiety, etc. (Kabat-Zinn, 1990). According to Brown and Ryan's (2003) study investigating the mindfulness and psychological well-being relation, state that mindful people have

higher levels of life satisfaction and positive emotions. A mindful person at momentarily state is regarded as 'happy' (Brown & Ryan, 2003, p.839). Brown & Ryan's (2003) further findings assert the positive impact of mindfulness on self-regulated emotion and behavior (p.839). Increase in self-regulation helps the person better cope and manage particular emotions and thoughts, and have less automatic reactive patterns, whereby it allows higher level of tolerance towards unpleasant internal or external states, and enables different (and positive) behavioral patters. Further studies show the positive relation between mindfulness and well-being: Brown and Ryan (2003) analyzing its relation to positive/negative affect (PANAS; Watson et al., 1988) in adults, revealed the positive correlation with positive affect –such as enthusiasm, activity, and alertness; while negative correlation with negative affect – such as anger, contempt, guilt, and fear. Feldman and his colleagues (2007) examining its relation with psychological well-being (Ryff & Keyes, 1995; Ryff, 1989) revealed that high scores of mindfulness are correlated with higher well-being scores, lower levels of maladaptive emotional regulation, more cognitive flexibility, problem analysis (Feldman et al., 2007, p.185).

When engagement is analyzed, as a broad concept that encompasses various related and inter-related concepts (Csikszentmihalyi, 1975; Kahn, 1990; Kabat-Zinn, 1994; Langer & Moldoveanu, 2000; Rothbard, 2001; Harter et al., 2002; Schaufeli et al., 2002; Leiter & Maslach, 2004; Brown & Ryan, 2003; Shirom, 2011; Shapiro et al., 2006), literature shows convergence among the characteristics of work engagement, flow and mindfulness (Reid, 2011). Reid (2011) and Jackson (2015) have set forth the common characteristics of work engagement, flow and mindfulness. Leroy and his colleagues (2013), in examining the relationship between these three states of being, have taken self-determination theory –i.e. focusing on intrinsic aspects that facilitate optimal functioning and well-being (Ryan & Deci, 2000a), as theoretical basis. To their argument, mindfulness enhances work engagement by directly leading people to be more attentive and focused at work activities, and by indirectly fostering the awareness level that enables authentic and optimal functioning. A focused, intentional and receptive attention elevates the quality of experiences (Brown & Ryan, 2003), which leads to a state similar to flow and work engagement –i.e. being intrinsically highly motivated and immersed in the activity, and being fully present at the present moment

(Schaufeli et al., 2002; Csikszentmihalyi, 1997).

In reference to above, the study takes the three states of being –work engagement, flow and mindfulness, as complementary to each other in explaining engagement of employees. Given the positive relations each has with individual well-being, the study assumes that engagement, as a higher order dimension, may contribute in explaining employee well-being, with a whole person perspective.

RQ-3 Does engagement as a higher order dimension, contribute to explain employee well-being, with a whole person perspective?

2.5.4 Career Success and Employee Well-Being

Career success, in relation to work life, is an important aspect that reflects the overall evaluation of one's career and career management, and is viewed as a key determinant of employee well-being (DiRenzo, 2010). Judge and colleagues (1995) define it as the positive psychological or work-related achievements and outcomes that result from one's work experiences. Arthur and his colleagues (2005) posit that career success is the outcome of career experiences, and define it as "the accomplishment of desirable work-related outcomes at any point in a person's work experience over time" (p. 179). These outcomes appear in the subjective career or objective career success forms.

Career success fosters well-being (DiRenzo, 2010, p. 93). Previous studies indicate the positive influence of progression towards goals on well-being (Carlson et al., 2014; Carver & Scheier, 1998; Brunstein et al., 1998); and evidence the relation between income and well-being (Diener & Biswas-Diener, 2009; Diener & Seligman, 2004; Srivastave et al., 2001; Diener et al., 1999; Diener et al., 1993). Other studies examining the career success well-being relation –i.e. physical and mental health (Russo et al., 2014), personal and family well-being (Hall et al., 2012), orientation to happiness, meaning and life satisfaction (Proyer et al., 2012), predict a significant positive relation, where higher levels of subjective career success were related to higher levels of physical and mental health, engagement, meaning, and life satisfaction.

Shockley and friends' (2016) study measuring subjective career success through eight dimensions in relation to well-being (depression and life satisfaction), found that personal life, authenticity, meaningful work, satisfaction, quality work, and growth and development were most consistently significantly related to well-being (p. 145). They argue that the concepts authenticity and meaning and purpose are new in interpreting career success; and further state that although employees do not realize the value of finding meaning and purpose in their work, "the state of achieving it has wide-reaching implications for career attitudes and well-being" (p. 146). Career satisfaction, as a sub-component of subjective career success, is positively associated with positive psychological states, such as well-being (DiRenzo, 2010). A study examining the work-related basic need satisfaction (autonomy, relatedness, and competence) and subjective well-being relation (Dogan & Eryilmaz, 2012) found that satisfaction within these aspects significantly influences the participants' well-being.

Challenge and competence may be regarded as distinctive components to well-being, given the fact that skills-challenge balance ratio is key for optimal experience (Csikszentmihalyi, 1976). Activities within such balance result with greater intrinsic motivation and positive outcomes. Absence of balance results with decrease in the intrinsic motivation. When the activity is too easy, it creates boredom; when it is too difficult, it creates anxiety (Csikszentmihalyi, 1976). Research shows that, some level of challenge is necessary to promote the enjoyment of goal-directed activities (Abuhamdeh & Csikszentmihalyi, 2012; Delle Fave & Massimini, 2005). Deci and colleagues (2001) assessing need satisfaction and well-being relation, found that need for competence –sample item for competence measure "I enjoy the challenge my work provides" (p. 934) was positively related with work engagement and general self-esteem, and negatively related with anxiety. Challenge, and especially challenge as stressors are positively related with enthusiasm and calmness and reduce anxiety (Wood & Michaelides, 2016); while moderate level of daily challenges may provide unique opportunities and well-being; too many or too few challenges may be harmful to well-being; and a moderate amount yielded less depression (Franks et al., 2016, p. 990).

Meaning and purpose are important components for employees and organizations. Studies show that people who find meaning and purpose in their work and feel their

work is meaningful and calling, report better psychological adjustment, greater well-being (Arnold et al., 2007), greater job satisfaction (Kamdron, 2005; Sparks & Schenk, 2001), and give more value and importance to their work (Harpaz & Fu, 2002). Another study, examining the relation between meaning in life, hope, and optimism and subjective well-being, positive and negative affect, and satisfaction with life predicted positive well-being outcomes (Dursun, 2012).

Dik and Duffy (2009) associate the meaningful and purposeful perception and serving to a higher purpose with the work 'calling'. Steger and friends' (2012) empirical study findings show that the three dimensions of meaningful work are positively correlated with calling orientation, desirable work variables (organizational citizenship behaviors, career commitment, organizational commitment, job satisfaction, and intrinsic motivations), well-being (meaning in life and life satisfaction), and negatively correlated with undesirable work variables (absenteeism, intention to leave, and extrinsic work motivation) and psychological distress (anxiety, hostility, and depression) (p. 330). Findings of Shockley and friends (2016) reveal high consistency of significant relation between meaningful work and well-being; where negatively related with depression and positively with life satisfaction.

Numerous studies show that work discipline –within the above conceptualization (Britt et al., 2007; 2003; Shockley et al., 2016) and personal, as well as work-related outcomes are positively associated. Work discipline –the strong sense of responsibility towards one's job and performance outcomes, has a stress buffering effect. Individuals with high level of work discipline reported less psychological distress, than those with low level (Britt & Bliese, 2003). Further, work discipline has a magnifier effect on work-related issues and psychological health; where the relationship between work stress, psychosomatic symptoms and well-being have been stronger in individuals with higher work discipline (Britt, 1999, p.707).

Work discipline has a strong association with positive emotions and attitudes. Shockley and friends (2016) posit that employees may reach positive career attitudes and well-being through producing high quality of work. Their study (2016) has shown that taking work and work outcomes seriously is significantly related to well-being –i.e. positively to life satisfaction and negatively to depression (p. 145). Further, they state that work

discipline has as strong association with well-being as meaningful work has; especially in situations when employees miss the value of meaning and purpose. They (Shockley et al., 2016) maintain that "values and success are distinct concepts; it is possible that employees do not realize the value of finding purpose and meaning in their work, but when it is achieved, it has wide-reaching implications for career attitudes and well-being" (p. 146).

The empirical results above show the significant positive relation between the perceived subjective career success and well-being –subjective well-being (DiRenzo, 2010; Dogan & Eryilmaz, 2012; Vatansever, 2008; Carlson et al., 2014; Carver & Scheier, 1998; Brunstein et al., 1998), physical and mental health (Russo et al., 2014), orientation to happiness and life satisfaction (Proyer et al., 2012; Dursun, 2012), depression and life satisfaction (Shockley et al., 2016), psychological well-being, subjective well-being and depression (Kallay, 2015), psychological adjustment and well-being (Arnold et al., 2007), job satisfaction (Kamdron, 2005; Sparks & Schenk, 2001), work-related outcomes and psychological health (Britt, 1999). Further, studies show the association of competence with well-being (anxiety and self-esteem) (Deci et al., 2001), challenge and enthusiasm, calmness and anxiety (Wood & Michaelides, 2016) and depression (Franks et al., 2016).

The study, in attempt to predict the positive relation between the subjective career success and employee well-being, grounds its assumption on various theories: Psychological Well-Being (PWB; Ryff, 1989; Ryff & Keyes, 1995), the Self-Determination Theory (Ryan & Deci, 2000a), and the New Theory of Well-Being (Seligman, 2011). These theories have eudaimonic approach to well-being –i.e. achievement of one's potential (Carr, 2011 p.40); the expression and fulfillment of oneself through authenticity, self-growth, and living in accordance with one's true self – i.e. one's daimon (Baumgardner & Crothers, 2010 p.18).

These theories emphasize traits, strengths, talents, knowledge and relations in an engaged and good life. Career success, the subjective component in particular, involves eudaimonic essence –i.e. pursuit of intrinsically oriented goals. The outcome is a long lasting sense of fulfillment, through self-growth (talents, knowledge), meaning making and goal achievement. Ryff (1989a) and Ryff & Singer (1998) explain it with 'personal

growth' and 'purpose in life'; Ryan and Deci (2000a) explain it with basic need of 'competence'; and Seligman (2011) explains it with 'meaning' and 'achievement'. These theories posit the view that eudaimonic living, via fulfillment of these needs, mediates well-being.

Given the various concepts explaining subjective career success –career satisfaction, growth and advancement, goal attainment, challenge, competence, meaning and purpose, and work-discipline, the study assumes that career success as a higher order dimension may contribute in explaining employee well-being, with a whole person perspective.

RQ-4 Does career success, as a higher order dimension, contribute to explain employee well-being, with a whole person perspective?

2.5.5 Authentic Functioning and Employee Well-Being

This study tries to explain employees' well-being via authentic functioning, on the theoretical basis of the self-determination theory (Deci & Ryan, 2000; Ryan & Deci, 2000a; 2000b). As to Ryan and Deci's (2000; 2001; Deci & Ryan, 2000a; 2000b) theory, needs satisfaction is an ultimate prediction to well-being, self-actualization, and optimal functioning. Authentic functioning is found positively related to basic needs satisfaction (Illies et al., 2005; Gardner et al., 2005; Leroy et al. 2015). It takes authentic behavior (Kernis, 2003; Rogers (1961), autonomy (Ryan & Deci, 2000a), and participation in decision-making (Witt et al., 2000), as sub-concepts to authentic functioning at work context.

Authentic behavior and authentic relationships –i.e. behaving in accord with true self, and being in genuine, intimate and trustworthy relationships (Kernis, 2003), foster positive employee outcomes (Leroy et al., 2015; p. 1691). Employees' authentic behavior is found positively related to basic needs satisfaction; and even stronger when those behaviors are supported by others' authentic behavior. Employees who authentically show their true selves will more likely feel resonance with their work-related behaviors (Leroy et al., 2015). Research confirms that satisfaction of needs

promotes motivation (Ryan & Deci, 2000a), where basic need satisfaction fosters authentic behavior (Kernis, 2003). Individuals showing their true selves in the workplace, supported with authentic relationships, are more likely to experience higher level of satisfaction, fulfillment and feelings of congruence with own self.

Task autonomy and autonomy satisfaction –having the freedom and opportunity to choose on how to respond the self and the environment (Deci & Ryan, 2000; Rogers, 1961), have been found correlated, where task autonomy fosters autonomy satisfaction. Needs satisfaction has been closely associated with 'optimal functioning' –i.e. positively with job satisfaction, work engagement, life satisfaction, and performance; and negatively with burnout –as indicator to unwell-being (Van den Broeck et al., 2010). Autonomy satisfaction is positively correlated with autonomous motivation, while negatively with controlled motivation (Van den Broeck et al., 2010). While autonomous motivation fosters work-related well-being and optimal functioning, controlled motivation (feeling of being controlled) thwarts employees' need for autonomy, thereby motivation (Deci & Ryan, 2000). Employees who feel less controlled and have more task autonomy perception feel greater level of interest for activities to fulfill their need for autonomy, and satisfaction. Studies show that being able to set own deadline in contrast to being forced to meet a deadline; run work activities in own style and way rather than in others' command, will result with higher motivation and volition to perform work tasks, as well as optimal functioning and well-being.

Perceived autonomy is positively associated with engagement and job satisfaction; and negatively with emotional exhaustion (Skaalvik & Skaalvik, 2014). Results show that high perceived autonomy, in combination with self-efficacy among school teachers provide greater opportunity for learning, growth and new ways of practicing work, as well as new alternatives to meet challenges (Skaalvik & Skaalvik, 2014; p. 76). In other words, high autonomy perception within high level of self-efficacy works together positively. However, when self-efficacy level is low –or mastery expectations are low, autonomy provides the opportunity to avoid challenges and deficits, and may maintain work engagement, job satisfaction, and emotional well-being, as a protective strategy (Skaalvik & Skaalvik, 2014, p. 76). Further, autonomy at work –i.e. job autonomy

promotes satisfaction with job, family, and life in general (Thompson & Prottas, 2005). Employees with high level of job autonomy –discretion over how to perform their job, have less intention to leave or change jobs, have less feelings of stress, and experience less work-family conflict, where perceived autonomy predicts more positive employee attitude towards own job (Thompson & Prottas, 2005, p. 115).

Participation in Decision-Making –having opportunity of choice and voice in issues that matter for employees (Witt et al., 2000), has positive effect on various organizational and employee outcomes, satisfaction and productivity. It is positively related with job satisfaction, commitment, performance, and motivation; and negatively with emotional distress, role conflict, role ambiguity, intention to leave, and physical symptoms (Spector, 1986). Study report that participative decision-making improves productivity and job satisfaction (Pearson, 1991). The highest satisfaction is reported to occur with high-level involvement and engagement, which happens through being part of generating alternatives and planning processes (Scott-Ladd et al., 2005).

Opportunity for voicing opinions and contributing to the decision process predict more positive perception of fairness, control, and satisfaction (Hunton et al., 1998). Participation in decision-making has significant correlation with perception of organizational politics, job satisfaction and positive-negative affect –such as anger and anxiety (Witt et al., 2000). At work environments, where perceived organizational politics is high, participation in decision-making fosters to a higher level of job satisfaction, positive affect, and lower anxiety and anger (Witt et al., 2000, p. 351). Such level of satisfaction indirectly affects well-being perception. Findings of Hunton et al. (1998) and Witt et al. (2000) support the suggestion that, participating in decision-making has contributing effect to satisfaction perception, whereby sense of well-being.

Participation in decision making, through engaging employees in the decision-making process, enriches information flow and decision-making (Anderson & McDaniel, 1999); fosters open and transparent communication, teamwork, and reduces ambiguity and role conflict (Daniels & Bailey, 1999). Research show that, opportunity of voice and choice foster authentic relationships, creating more genuine and mutual trust present environment, and being less prone to organizational politics (Kernis, 2003). These findings support the assumption that participative decision-making is associated with

the two components of authentic functioning –i.e. authentic behavior and authentic relationship. In a way, it reduces the role conflict and ambiguity within conflict resolution activities (Schuler, 1980), where clear information flow, open and transparent communications are supporting mechanism for authentic functioning at work. Similarly, the sense of choice and voice to generate alternatives to a given situation provides autonomy, empowerment for skill development, responsibilities, and role management (Scott-Ladd et al., 2005). It fosters and enhances autonomy and autonomous motivation, in terms of helping employees to understand, identify, internalize and integrate the rationale behind certain ambiguous and non-intrinsic tasks (Deci & Ryan, 2000). Being part of decision-making process may be a facilitator for task autonomy, in an ambiguous and unpredictable work environment (Wheatley, 1994),

Based on the numerous research findings mentioned above, the study assumes authentic functioning is related with various types of employee outcomes, from work-related to emotional and physical ones. Hence, the study proposes authentic functioning as a higher order dimension that may contribute to employees' well-being, with a whole person perspective.

RQ-5 Does authentic functioning, as a higher order dimension, contribute to explain employee well-being, with a whole person perspective?

2.5.6 Emotional Intelligence and Employee Well-Being

Vast amount of research have examined emotional intelligence as predictor to well-being –subjective well-being, psychological well-being, and life satisfaction; as well as work-related positive outcomes (Sanchez-Alvarez et al., 2016; Di Fabio & Kenny, 2016; Chen et al., 2016; Lanciano & Curci, 2015; Vergera et al., 2015; Powell et al., 2015; Ruiz-Aranda et al., 2014; Higgs & Deluwicz, 2014; Sliter et al., 2013; Zeidner and Olnick-Shemesh, 2010; Williams, et al., 2009; Gallagher & Vella-Brodrick, 2008; Palmer et al., 2002; Schutte et al., 2002). Results commonly suggest the high correlation with well-being outcomes.

Studies examining the relationship between emotional intelligence and various well-

being measures (life satisfaction, psychological well-being, subjective well-being, etc.) found that among the three factors (attention to feelings, clarity of feelings, and mood repair) clarity –i.e. perceived ability to understand mood and emotion, was found most significantly related with life satisfaction (Palmer et al., 2002); with psychological well-being (Montes-Berges & Agusto-Landa, 2014); subjective well-being (Vergera et al., 2015). Mood repair has been positively related with life satisfaction (Montes-Berges & Agusto-Landa, 2014), and subjective well-being (Vergera et al., 2015). Emotional intelligence, analyzed as a single factor, is found to positively predict subjective well-being and psychological well-being (Vergera et al., 2015; Higgs & Dulewics, 2014).

Further studies examining the importance of emotional intelligence revealed negative relation with perceived stress and positive with happiness and life satisfaction (Ruiz-Aranda et al., 2014). Ruiz-Aranda and friends' (2014) findings suggest that despite presence of stress, emotional intelligence among Spanish female health students positively predicts their level of life satisfaction and happiness. Interestingly, while all factors of EI are found negatively related with perceived stress, one factor –i.e. regulating emotions (self-management/regulation), is found significantly higher related with life satisfaction, happiness and perceived stress (Ruiz-Aranda et al., 2014, p. 109).

A meta-analysis (Powell et al., 2015) of 26 empirical studies between 2010 and 2014, in relation to overall health, work satisfaction, spiritual well-being, and burnout among public and private hospital nurses, sets forth significant positive correlations (pp. 349-352). Burnout –direct opposite of engagement (Leister & Maslach, 2004) characterized by exhaustion (low energy), cynicism (low involvement), and inefficacy (low efficacy) is found negatively related with emotional intelligence. While engagement generates positive emotions, burnout creates negative ones (Leister & Maslach, 2004); however nurses with high emotional intelligence in Iran have tendency to a decreased occupational burnout (Delpasand et al., 2011); likewise with the South African nurses, high skills in emotional management and emotional control report less stress and burnout (Gorgens-Ekermans & Brand, 2012). Furthermore, it is found positively related with well-being and negatively with job stress, where a significant relation existed between emotional intelligence and emotional labor (Karimi et al., 2014). And finally, it is found positively correlated with self-compassion (Frost et al., 2006) –a mental and

behavioral state that involves caring for the self and others that generates positive emotions (Heffernan, Griffin et al., 2010a).

Emotional intelligence may be a foundation for workplace flourishing (Schutte & Loi, 2014), arguing that it predicts better mental health, more work engagement, and more satisfaction with social support and perceived power in workplace when emotional intelligence level is high. Further, emotional intelligence is an important factor of human capital that affects all areas of a project's management and success (Suhonen & Paasivaara, 2011a). Studies examining the predictive value of emotional intelligence on well-being revealed significant correlations. Gallagher and Vella-Brodrick (2008) examined value of emotional intelligence and social support on subjective well-being, found that emotional intelligence and social support independently and through their interaction significantly predicted subjective well-being. Their findings (2008) suggest that there is a conditional relationship between social support and subjective well-being, in regards to emotional intelligence, where emotional intelligence may independently predict well-being, thus social support may not always be necessary for well-being. Such result is pivotal to emphasize the value of internal resources –e.g. emotional intelligence, as predictor to well-being, in contrast to external resources –e.g. social support. Wiliams and friends (2009), examining the role of emotional intelligence, using Schutte et al.'s scale (AES; 2002), in the relationship between work outcomes (work engagement and job demands and resources) and psychological outcomes (satisfaction with life and affect), suggest a main effect on psychological outcomes, which emotional intelligence significantly positively related to satisfaction with life with medium effect, largely effect to positive affect, and medium affect to work engagement. Thus, in relation to above findings, the present study aims at explaining employee well-being with emotional intelligence, and proposed emotional intelligence as a dimension to explain employee well-being with a whole person perspective.

RQ-6 Does emotional intelligence as a higher order dimension contribute to explain employee well-being, with a whole person perspective?

2.5.7 Psychological Capital and Employee Well-Being

Psychological capital and well-being, in terms of their several characteristics, are particularly relevant with each other (Youssef-Morgan & Luthans, 2015). PsyCap and well-being are both positivity-focused constructs, which predict positive outcomes. Individuals' psychological capital can be a notable predictor in leveraging employee positivity and well-being, as well as toward an exceptional performance (Youssef-Morgan & Luthans, 2015, p. 182).

Youssef-Morgan and Luthans (2015) emphasize the theoretical basis of PsyCap in relation to happiness and well-being of employees via various mechanisms. They maintain that, PsyCap triggers cognitive, affective, conative, and social mechanisms, that lead to happiness and well-being (Youssef-Morgan & Luthans, 2015, p. 184). The *cognitive* mechanism involves the appraisal of circumstances and probability for success; the *affective* mechanism involves the positive states generated by PsyCap that broaden the thought-action repertoire and build physical, psychological and social resources; the *conative* mechanism involves the intentional actions and sense of control; and *social* mechanism involves the relationships, networks and connections.

In that theoretical basis, taking their model of interaction between work, relationships and health (see Figure 2.1 for the work-relationships-health model; Luthans, 2011), they expand the role of PsyCap beyond the workplace, which emphasizes its role in the health and relationships domains (Youssef-Morgan & Luthans, 2013). With the premises that domain satisfaction is instrumental to domain and overall well-being, and that each domain causally influences and is influenced by the other, Luthans and his colleagues (2013) administered an empirical study examining the PsyCap and well-being relationships, to test their new work-health-relationships model –i.e. holistic model of positivity at work, and beyond (Youssef-Morgan & Luthans, 2013). Results show significant negative relationships between Health PsyCap and cholesterol level, as well as Body Mass Index; positive relationship between Relationship PsyCap and time spent with family and friends, the domain that is most strongly related with satisfaction. The domain-specific satisfaction results further indicated higher level of well-being, and in turn to higher PsyCap (Luthans et al., 2013). Luthans and friends (2015) emphasize the linkage of psychological capital to well-being, supporting with the following

theories (p. 185-186):

- Satisfaction in important life domains represents well-being (Subjective well-being; Diener, 2000). Their empirical study results show that PsyCap predicts satisfaction with important life domains, as work, relationships, and health (Luthans et al, 2013).
- Well-being is shaped through individuals' cognitive and affective appraisal of life domains and in general (Subjective well-being; Diener, 2000). PsyCap involves positive appraisal of past, present, and future, where it involves the optimistic attribution on the past (optimism), motivated effort and perseverance in the present (hope-agency, resilience, and efficacy), and positive expectancy (optimism) and intentional goal pursuit for the future (hope-pathways).
- Availability and conservation of resources are indicators to well-being (Conservation of resource theory; Hobfoll, 1989). PsyCap facilitates the awareness of the available psychological resources. Furthermore, the available resources play an upward spiral effect, which broadens one's repertoire in thought and action, and in turn builds a greater resource pool of positivity (Broaden-and-build theory; Fredrickson, 2001).
- Negative appraisals decreases satisfaction, where getting trapped into the negativity is a natural human tendency (negativity bias; Baumeister et al., 2001). PsyCap, promoting positivity appraisal, increasing domain specific satisfaction, retaining positive memories, and expanding the psychological resources, it facilitates the mitigation with negativity bias.
- Hedonic and eudaimonic well-being are distinct concepts, where eudaimonic approach involves a sustaining approach to well-being (Diener et al., 2009). PsyCap may help for the adaptation of eudaimonic well-being, in a sense that it involves intentional goal pursuit, variety of goals and pathways, and a motivational energy to overcome challenging tasks.

On the basis of the above-mentioned findings, psychological capital –PsyCap, has positive role on employee outcomes. These appear as job satisfaction, work performance, as noted above, or job burnout, work happiness, other well-being related outcomes, such as subjective well-being, psychological well-being, as well as mental

and physical health. According to recent results, mental health professionals with higher level of psychological capital attributes of goal-directed hope and optimism, have significantly higher level of psychological well-being, as well as valuing personal growth and environmental mastery (Koller & Hicks, 2016). A longitudinal study shows that PsyCap is significantly correlated with both psychological well-being and general health, where over time results of psychological well-being were stronger and more stable, compared to general health (Avey et al., 2010). This indicates that PsyCap, as representative of positive work-related resources, may lead to desirable outcome of employees' psychological well-being over time (Avey et al, 2010). PsyCap is found positively related with positive organizational perception; individuals with greater PsyCap perceive greater virtues in the organization. Compared to organizational virtues, psychological capital has been more strongly correlated with work happiness, in all three times of analysis (Williams et al., 2015).

Role of PsyCap on well-being is further found significant with burnout, emotional exhaustion, occupational stress, depression and anxiety. Burnout, in essence being a negative state, resulting with anxiety, depression, chronic fatigue, has been negatively associated with PsyCap; where PsyCap was significantly and negatively associated with emotional exhaustion, depersonalization, and found significantly mediating the relation between occupational stress and burnout (Li et al., 2015). Negative emotions such as depression, anxiety, burnout, disengagement, exhaustion and stress were found negatively related (Koller & Hicks, 2016; Hansen et al., 2015), where PsyCap plays a strong role –with a 42,5% explained variance (Hansen et al., 2015). It is argued that psychological capital attributes may be protective against development of such negative emotions (Koller & Hicks, 2016, p. 48).

Based on the arguments and findings delivered above, the present study suggest that the components of psychological capital independently and as a higher-order construct contributes to explain employees' well-being with a whole person perspective.

RQ-7 Does psychological capital as a higher order dimension contribute to explain employee well-being, with a whole person perspective?

2.5.8 Other Elements and Employee Well-Being

i. Psychological Flexibility (Acceptance) and Response Flexibility

As aforementioned, based on Bond and Bunce's (2003) conceptualization, present study analyzes acceptance within two separate components; psychological flexibility –as acceptance, and response flexibility –as behavior. Studies show wide range of psychological, physical, and work-related outcomes; from psychological and mental health, to occupational health, satisfaction and performance. Higher levels of acceptance have been associated with better mental health and work performance (Bond & Bunce, 2000; 2003; Hayes et al., 1996). Acceptance is positively related with psychological states (Hayes et al., 1996). A controlled experiment on acceptance-based worksite stress management intervention (acceptance and commitment therapy (ACT) based stress management intervention), shows that acceptance improves employees' general mental health, depression, and potential of innovation (Bond & Hayes, 2002); suggesting that acceptance plays a mediator role in affecting not only mental health-related outcomes, but also performance-related outcomes.

Results show the importance of a committed behavior towards reengaging with valued goals to individual's psychological health and well-being (Bond & Hayes, 2002). The reengaging and committed behavior in essence reveals the way individual' response upon acceptance of negative emotions and experiences. Acceptance in combination with a goal-directed response may lead to higher level of well-being. The role of acceptance of negative emotions in an adaptive response to failure and reengaging with new intrinsically meaningful goals, have been associated with greater well-being and less depression (North et al., 2014). A study examining the role of acceptance and goal-directed behavior (Ruiz & Odriozola-Gonzalez, 2014) in relation to work-related outcomes (burnout, work engagement, job satisfaction), and psychological empowerment (meaning, competence, self-determination, and impact), reveals work-specific acceptance and behavior has strong relation with work-related outcomes (p.67). It shows that acceptance and behavior play significant role in burnout, work engagement, and psychological empowerment, intrinsic job satisfaction.

In addition to the above-mentioned results on behavioral component of acceptance

(Ruiz & Odriozola-Gonzalez, 2014; North et al., 2014), response flexibility in particular, reveals little findings. Response flexibility has been analyzed within neurological and psychiatric research (Weathers et al., 2013); however, to author's knowledge, there is no available research in relation to psychological or work-related outcomes. With the assumption that there may be a significant relation with positive psychological and work-related outcomes, the empirical results of Ruiz and Odriozola-Gonzalez (2014) give some clues on a positive relation. Notably, within the behavioral component of acceptance, their study findings show how goal-directed behavior (the action within AAQ-II; Bond et al., 2011; WAAQ; Bond et al., 2013) positively related to work-related and psychological outcomes.

Acceptance has been found insignificant in relation to job satisfaction in two different studies (Ruiz & Odriozola-Gonzalez, 2014; Donaldson-Feilder & Bond, 2004). When analyzed together with emotional intelligence, acceptance was associated with mental health and physical well-being, more strongly predicting health outcomes (Donaldson-Feilder & Bond, 2004). Interestingly, while predicting better general health and physical well-being, greater level of acceptance was not accounted for job satisfaction (Donaldson-Feilder & Bond, 2004; Bond & Bunce, 2000). This may be explained by the control mechanism the individual has towards a satisfaction perception. Simpler to say, Donaldson-Feilder and Bond's (2004) findings show that, job control rather than acceptance is strongly associated with job satisfaction and well-being (p. 198).

The above-mentioned findings set forth somewhat significant positive relations between psychological flexibility (acceptance) and response flexibility (behavior), and positive work-related outcomes. Results suggest, people with high level of psychological and behavioral flexibility tend to feel psychologically more empowered and healthy, and be happier, and feel more engaged in work activities. Based on empirical findings, present study considers acceptance –psychological flexibility, as a contributor to explain employees' well-being, with a whole person perspective. Furthermore, it assumes that response flexibility may contribute to psychological and work-related outcomes. Hence, it attempts to explain employees' well-being with a whole person perspective, through acceptance (psychological flexibility) and response flexibility, by asserting the following research question.

RQ-8 Does acceptance and response flexibility contribute to explain employee well-being, with a whole person perspective?

ii. Gratitude and Employee Well-Being

Gratitude is strongly associated with various aspects of well-being. Wood and friends' (2010) theoretical review asserts the strong relation with psychopathologic conditions (as depression, post traumatic stress disorder, or psychiatric disorder), emotional and existential functioning (satisfaction and psychological well-being), various psychological states (as authenticity, hope, optimism), relationships, and finally health. Considering depression and happiness as part of the same continuum (Wood et al., 2010, p. 893), gratitude has been found strongly related with depression (Wood et al, 2008c; Fredrickson et al., 2003); consistent with these, people reported "living life to the full" or greater appreciation of family, friends, and each day they experience, describing as "noticing and appreciating the positive in life", even after trauma and adversity (Linley & Joseph, 2004).

The link between gratitude and subjective well-being, in particular, has been supported with various studies (Emmons & McCullough, 2003; Froh et al., 2009a; 2009b; 2008; Naito et al., 2005; Sheldon and Lyubomirsky, 2006; Watkins et al., 2004; Wood et al., 2008a; 2009). From an existential approach –such as psychological well-being, gratitude has been linked with most of Ryff's (1989) psychological well-being components –i.e. autonomy, personal growth, purpose in life, environmental mastery, and self-acceptance (Wood et al., 2009). Gratitude has been linked with greater intrinsically motivated activity (Kashdan et al., 2006). From a humanistic conception – such as authenticity, adaptation, resilience, optimism, etc., gratitude has been strongly linked with authenticity (Rogers, 1961), where positively with authentic living, and negatively with self-alienation (Wood et al., 2008b).

Results show that gratitude has an adaptive and developmental role in psychological, psychopathological and emotional states. When it is higher in people, or is increased through interventions, individuals tend to be more in touch with their core selves, where

they naturally act or respond to life and social situations in accord with themselves. Somewhat recent studies (Froh et al., 2009a; 2009b; Gordon et al., 2004), examining the gratitude in children and adolescents, found similar results with the adult population. Gratitude has been positively linked with hope, forgiveness, optimism, positive affect, pride, inspiration, satisfaction with self, school, family, friends, community, and negatively with physical health. Additionally, it has been correlated with providing emotional support and aid, where empirical results reflect on the two components of McCullough and colleagues' (2001) gratitude conceptualization –i.e. moral motive and moral reinforcer.

Given the empirical results, gratitude is considered as a determining role in fostering positive emotions and outcomes. In this vein, the present study assumes gratitude to contribute to employees' well-being, with a whole perspective. Hence, the author sets forth the following research question:

RQ-9 Does gratitude contribute to explain employee well-being, with a whole person perspective?

iii. Compassion and Employee Well-Being

Research, in support to broaden-and-build theory (Fredrickson, 2001; 2004), shows that compassion at work is associated with affective commitment and positive emotions (Lilius et al., 2008). Since compassion fosters positive emotional states, it is associated with psychological states, such as being emotionally and cognitively open to new possibilities, as well as learning (Boyatzis et al., 2013). Furthermore, compassion is associated with creativity (De Dreu et al., 2008); in the sense that individuals feel more encouraged to have creative and diverse perspectives when dealing with a problem or a task.

Experiencing compassion at work is associated with numerous other work-related aspects. For example, it is related to a higher level of work-life balance satisfaction (Lilius et al., 2011); a higher level of organizational cooperation, in terms of strengthening relational skills and shared values (Dutton et al., 2007); higher tendency

to engage in organizationally supportive behavior (Goetz et al., 2010); and a higher ability to cope with stress, emotional exhaustion, and turnover intention, as well as emotional readjustment, when faced with adversity or stressful work situations (Sliter et al., 2012).

Recent studies examining role of self-compassion among nurses, in addition to compassion for others, predict significant association with fewer symptoms of burnout (Beaumont et al. 2015; Durkin et al., 2016); lower level of emotional exhaustion and higher level of self-efficacy (Rhee et al., 2016); higher levels of compassion for others (Gustin & Wagner, 2013); higher job satisfaction, feelings of hope, and lower levels of stress (Jafari et al., 2012); higher emotional intelligence, where self-compassion allows an authentic compassion (Heffernan, Quinn et al., 2010b); well-being (Durkin et al., 2016); and higher interpersonal relations such as empathy and altruism (Neff & Pommier, 2013).

With support of the broaden-and-build theory (Fredrickson, 2001; 2004), compassion and compassionate behavior create an empathetic approach (Madden et al., 2012), and an attitude of kindness and sympathy (Dutton et al., 2006), towards one's or others' experiences –pain, suffering, challenges, etc. Such kind and empathetic approach brings a sense of acceptance and adaptability against stress and burnout (Sliter at al., 2012), whereby fostering various cognitive abilities –i.e. creativity (De Dreu et al., 2008), learning new skills (Boyatzis, 2013), and psychological capabilities –i.e. self-efficacy (Rhee et al., 2016), emotional readjustment (Sliter et al., 2012), hope (Jafari et al., 2012), and empathy (Neff & Pommier, 2013).

Based on the positive association between compassion and positive psychological and work-related outcomes, and with the assumption that compassion contributes to well-being, the present study attempts to explain employees' well-being with a whole person perspective, through compassion.

RQ-10 Does compassion contribute to explain employee well-being, with a whole person perspective?

iv. Vitality and Employee Well-Being

It is argued that vitality is "a manifestation of personal well-being" (Ryan & Frederick, 1997; see Hennekam, 2016, p. 19). As the highest factor load after emotional stability within flourishing, vitality is significantly positively associated with life satisfaction (Huppert & So, 2013). Research results show that vitality leads to greater involvement in work (Kark & Carmeli, 2009); is positively related to the effort people invest in activities (Ryan & Frederick, 1997); it fosters creativity and multi-perspective and ways of approaching to activities (Quinn, 2007); and it is positively related with career satisfaction, career success and job performance (Hennekam, 2016).

Based on various study results, the present study takes vitality as a possible contributor to employees' well-being, with a whole person perspective. Hence, it asserts the following research question:

RQ-11 Does vitality contribute to explain employee well-being, with a whole person perspective?

2.6 EMPLOYEE WELL-BEING AND EMPLOYEE PERFORMANCE

Well-being of employees has become a growing matter of interest among communities, organizations, and academic literature. Considering the amount of time spent at work, the quality of work life, the positive states and perceptions gained at work have great added value to employees' well-being, both at work and in general. Employees' well-being is of interest, for two major reasons: (1) employee performance – i.e. higher productivity, higher profitability, and higher positivity at the workplace community, in association to employees' positive feelings and positive workplace perceptions; and (2) employee engagement or retention –i.e. greater work calling, organizational commitment and lower turnover, in association to employees' positive perception over the meaning and personal development they gain through work (Harter et al., 2002b).

There are various theories that analyze employees' well-being in relation to their work

performance. Among them is the happy-productive worker hypothesis, that clearly links emotional well-being with performance (Wright & Staw, 1999; Spector, 1997). Happy-productive worker hypothesis is a belief that happy workers tend to be more productive than other workers (Lucas & Diener, 2003). Research shows that, employees with greater level of psychological and mental well-being, and balance of positive emotional states, over negative ones, receive higher performance ratings from supervisors (Van de Voorde et al., 2012; Zelenski et al., 2008; Taris, 2006; Wright & Cropanzano, 2000). It is important to highlight the fact that the well-being–performance relationship has been researched through various constructs: as job satisfaction (Vroom, 1964; Jaffalando & Muchinsky, 1985; Judge et al., 2001); psychological well-being (Wright & Cropanzano, 1997); burnout (Taris, 2006), positive/negative affect, job satisfaction, life satisfaction, quality of work life (Zelenski et al., 2008); and well-being, health, and relationship (Van de Voorde et al., 2012).

Employers' interest or disinterest in employee well-being in relation to their performance may be as well explained through the two competing theoretical perspectives: mutual gains and conflicting outcomes (Van de Voorde et al., 2012). Organizations regard well-being and performance as direct or indirect outcomes of their human resources management practices, for which it falls into mutual gains perspective in one hand and conflicting outcomes perspective in the other. The *mutual gains perspective,* as 'optimistic' view, regards both employee and employer as mutually benefiting from the human resources practices. It maintains that the human resources practices implemented at organizations may have positive outcomes for both the organization and the employees. The *competing outcomes perspective*, on the other hand, has a 'skeptical' or 'pessimistic' view, maintaining that two separate outcomes – well-being and performance, cannot mutually benefit from organizational practices, hence organizations need to make a trade-off between the two.

Within the 'optimistic' view, as Peccei (2004) describes, the allocated resources of talent management that aiming employee performance, have positive impact on employee well-being. From a 'behavioral perspective', despite the core objective to elicit and control employee behavior to contribute overall organizational performance, the human resources activities implemented in organizations are viewed to have positive

effect on employee well-being (Wright & MacMahan, 1992). Similarly, such positive relation is explained with the 'social exchange theory' (Blau, 1964), where employees perceive the allocated resources as organizational support and care, that leads them to higher positive affect and attitudes, such as commitment, satisfaction, and trust (Whitener, 2001). Consequently, such high level of positive emotions and attitudes lead to higher positive work-outcomes, such as efficient way of working, creativity, and retention (Harter et al., 2002b).

Whether on the basis of the mutual gains perspective (Peccei, 2004) or the happy-productive-worker hypothesis (Lucas & Diener, 2003), there is a growing interest and emphasis on the well-being of employees, and the impact on their work performance. Many studies have begun analyzing other positive aspects of well-being –such as *work-life balance* (Lim et al., 2012; Shih et al., 2010), *flow* (Li-Chuan & Chen-Lin, 2012), *mindfulness* (Reb et al., 2015; Andrews et al., 2014), *career satisfaction* (Hennekam, 2016; Karatepe & Vatankhah, 2015; Karatepe, 2012), *emotional intelligence* (Devonish, 2016; Naqvi et al., 2016; Joseph et al, 2015), *psychological capital* (Luthans et al., 2007a; Avey et al., 2011), *compassion* (Hur et al., 2016; Chu, 2016), *psychological flexibility* (Bond & Flaxman, 2006), *acceptance* (Bond & Bunce, 2003), *gratitude* (Hou & Kaplan, 2015), etc., in addition to *job satisfaction* (Indumathi & Selvan, 2014), *work engagement* (Merril et al, 2013; Simbula & Guglielmi, 2013), *positive affect* (Lin et al., 2014; Bouckenooghe et al., 2013), *financial satisfaction* (Kim & Garman, 2004), *physical, psychological and mental health* (Ford et al., 2011), and *quality of work life* (Alfonso et al., 2016).

2.6.1 General Satisfaction and Employee Performance

Present study, in its attempt for determining the positive effect on work performance, explains perceived satisfaction within six concepts: life satisfaction, family satisfaction, job satisfaction, financial satisfaction, and physical and emotional health (positive emotions). There are numerous recent studies examining satisfaction and work performance relationship, both at work and non-work domains. Among them are researching the quality of work life (Indumathi & Selvan, 2014; Acheampong et al.,

2016), job satisfaction, positive affect and well-being (Lin et al., 2014; Bouckenooghe et al., 2013) as well as physical, psychological and behavioral health (Ford et al., 2011).

Research results indicate that there is a strong significant correlation between life satisfaction and job satisfaction (Judge & Watanabe, 1993; Spector, 1997). This correlation has been supported with various work-life balance research results (Bakker, 2008; Carlson et al., 2011; Carlson et al, 2014), and particularly with the broaden-and-build theory (Fredrickson, 2001; 2004; Fredrickson & Branigan, 2005), concluding that any increase or positive subjective perception at a particular life domain, yields with similar increase or positive perception at the other (Fredrickson & Joiner, 2002). Further, study results show the positive relation between job satisfaction and work performance (Indumathi & Selvan, 2014). Hence it is plausible to conclude that satisfaction at various life domains, as family, life in general and at one's job has significant correlations with one another, as well as work performance.

Azril and friends' (2010) study examining various aspects of work life in relation to work performance, delivered that the highest positive relationship has occurred within individual and family life, indicating that life and family satisfaction have positive relations with work performance. Another study by Bouckenooghe and friends (2013) found that job satisfaction is significantly and positively correlated with job performance.

In the physical and emotional health-work performance relationship, a meta-analytic research from 111 independent samples of literature has significant findings (Ford et al., 2011). Findings show that physical health symptoms, such as somatic complaints, hypertension, headaches, gastrointestinal problems, respiratory infections, chronic pain, etc., are weakly-to-moderately associated with work performance. Activities fostering physical and emotional health –such as engaging in sports or wellness practices, are moderately associated, and with little effect on work performance. In conclusion, health (both physical and emotional), especially absence of health, is strongly associated with work performance; leading to reduction in work performance (Ford et al., 2011).

Psychological health –such as emotional and psychological well-being, depression, general anxiety, fatigue, etc., is moderately-to-strongly associated with work

performance, task performance in particular (Ford et al., 2011). Further studies show that, emotional health (positive and negative affect) in particular is strongly related with work performance (Bouckenooghe et al., 2013; Lin et al., 2014). Employees' positive emotions have positive influence on their work performance, as well as on their sense of well-being; while negative emotions have negative influence.

Satisfaction with the financial circumstances or pay may as well be related with work performance. Kim and Garman (2004), in their research examining financial stress in relation to pay satisfaction and workplace performance, conclude that financial stress can reduce employee performance. They (Kim & Garman, 2004), conceptualized and measured financial stress by measuring employees' satisfaction with present financial situation, their perceived income adequacy, and their current debt, saving, and investment possibilities. Results show that work performance –measured with perceived pay satisfaction, work time use for financial matters rather than work tasks, and absenteeism, is significantly related with financial stress, dissatisfaction, worries and concerns. Those with high level of financial worry and dissatisfaction have more absence tendency, have significantly lower perception of pay satisfaction, whereby having less motivation for work tasks, and spend more time handling their own financial matters at work (p. 72). They suggest and recommend employers with financial education programs at workplace, to elevate employees' skills in handling personal finances, so as to reduce their finance-related stress, reduce absenteeism, increase pay satisfaction, and improve productivity (Kim & Garman, 2003; Garman et al., 1996).

Based on the research results above, the present study assumes and proposes that satisfaction in various aspects or domains of life –life, family, job, financial, physical and emotional health (positive and negative emotions) are significantly correlated with employee's work performance, asserting that the higher is the level of perceived satisfaction, the more productive employees will be. In accord with motivational theories (Ryan & Deci, 2000b; Deci & Ryan, 1985) need fulfillment or satisfaction is strongly associated with optimal functioning (Van Den Broack et al., 2010). On the basis of conservation of resources theory (Hobfoll, 2011), individuals with negative perception over their life in general, or any aspect –finance, health, family, etc., will

naturally allocate available resources for fulfillment of that domain, whereby leaving scarce resources towards work performance. The opposite, on the basis of psychological resources theory (Hobfoll, 2002) and broaden-and-build theory (Fredrickson, 2001), when positive perception and sense of fulfillment is available, individuals' available resources broadens to a greater performance. Hence, it is hypothesized that perceived general satisfaction has positive effect on employee performance.

H1 General satisfaction has positive effect on work performance.

2.6.2 Work-Life Balance and Employee Performance

According to research there is a strong relation between work-life balance and work performance (Allen et al, 2000; Aryee et al., 2005; Aryee et al., 1999; Carlson et al., 2009; Lim et al., 2012). It is important to analyze work-life balance perception and employee performance relationship within a work-life enrichment model (Greenhaus & Powell, 2006; Shein & Chen, 2011) perspective. Employees having a positive perception of balance among their work and non-work life domains –i.e. perceiving balance as the available positive resources among roles, tend to generate improved performance in the same or in another role. This positive relation is supported with a few theories, which are particularly studied within work-life balance research; broaden-and-build theory (Fredrickson, 2004) and conservation of resources theory (Hobfoll, 1989; 2011).

Work-life enrichment, in combination with broaden-and-build theory (Fredrickson, 2004), maintains that person's thought-action repertoire in a specific role –i.e. that is his/her performance, expands or narrows depending on the available resources within that domain. The work-life enrichment literature maintains that, resources and thought-action repertoire in a given role is enhanced and broadened or narrowed in another role; whereby facilitating to positively or negatively effecting person's performance (Carlson et al., 2009).

Similarly, such positive relation is explained with conservation of resources theory (Hobfoll, 1989; 2011), where the person in order to maintain own well-being and

performance seek to acquire and keep the available resources. The positive perception of balance and availability of resources enable the individual to healthy functioning and better performing (Hobfoll, 2011).

The work-life enrichment model, as conceptualized by Greenhaus and Powell (2006), and later elaborated by Shein and Chen (2011), explains the mechanisms that enable enrichment through broadening and transmission of the available resources in a life domain to another. Their model of enrichment set forth the significant strong relation of work-life balance to performance, as the resources available at one role facilitate and enhance performance and functioning at another (Shein & Chen, 2011).

Shein and Chen (2011), in their qualitative study involving 21 Canadian senior managers from diverse cultural backgrounds, working at a financial institution, reveal the impact of positive resources and positive affect on work performance. Through elaborating Greenhaus and Powell's (2006) two-pathway enrichment model, they (2011) explain the positive relationship through three-pathway enrichment model: instrumental pathway, affective pathway, and mixed pathway.

Enrichment may occur through *instrumental pathway*, where "a resource is derived from role A and is transferred and applied in role B, resulting in improved performance in role B" (Shein & Chen, 2011, p. 53); through an *affective pathway*, where "a resource is generated in role A and produces emotion or mood (affect) that improves performance in role B" (p. 58); or, through the *mixed pathway,* which "a resource available in role A is transferred and applied in role B, improving performance in role B, and that same resource in role A also produces affect that improves performance in role B" (p. 62). In other words, performance is enhanced via the resources available and the positive emotions created. According to participants' responses, having instant prioritization skills in the family role positively affects the ability to prioritize and deflect problems at work; perceiving quality time with family improves the energy and the ability to focus on problems and issues at work; or having tolerance for the unexpected in the family role, improves feelings of optimism and sense of control, and ability to solve problem and deal with difficult issues at work.

Numerous studies researching work-family interface, whether as conflict or enrichment,

show that there is a substantial correlation with various employee outcomes. For example, life satisfaction is reported to decrease with work-family conflict; and to increase with work-family enrichment, through perceived family and job satisfaction (Allen et al, 2000; Aryee et al., 2005). Similarly, employees' job performance is reported to decrease with work-family conflict; and to increase with work-family enrichment through level of organizational commitment, work stress, and/or intention to leave (Allen et al, 2000; Van Steenbergen et al., 2007; Allen et al., 2000; Aryee et al., 2005; Frone et al., 1992; Wiley, 1987; Greenhaus & Beutell, 1985). Employees troubled with high family-work interference tend to show less good performance (Aryee et al., 1999), which in turn reduces work satisfaction, job satisfaction, organizational commitment, and life satisfaction (Wiley, 1987).

Carlson and friends' (2009) study, on the other hand, demonstrates how the balance, in comparison to conflict or enrichment differs in explaining work and family outcomes. Their results show, compared to work-life enrichment and work-life conflict, work-family balance explained additional variance in work-related outcomes –i.e. job satisfaction, organizational commitment, and intention to leave, and family outcomes – i.e. family satisfaction, family functioning, and family performance (p. 1479).

Despite the growing number of research in work-family interface in relation to employee outcomes, and job performance in particular, most findings have been revealed through relevant variables, such as work stress, job satisfaction, intent to leave, or organizational commitment. As Lim and colleagues (2012) state, these work-family interface variables may yield unclear findings, where a direct relation with job performance is worth measuring.

According to Lim and friends' (2012) research findings of direct relationship within Korean collectivist cultural context, work-family enrichment has been significantly positively related with both in-role job performance and work life satisfaction, and work-family conflict has been significantly negatively with in-role job performance, and non-significantly negatively with work life satisfaction (Lim et al., 2012). Their results further maintained that work-life satisfaction had a mediating effect on work-life enrichment and job performance relationship. Similarly, a study measuring the direct relationship of work-family interface with job performance of Taiwanese expatriates,

revealed that work-family conflict has been significant and negatively related to job performance, as well as job satisfaction (Shih et al., 2010).

Based on research results above, the present study assumes and proposes that work-life interface is directly correlated with job performance, that work-life balance is significantly correlated with employee's work performance. Given the theoretical basis and empirical results, it is asserting that the higher is the level of perceived balance, the more productive employees will be. Satisfaction within various life domains is a strong predictor to well-being and performance. However, a positive relationship among those domains, as well as a balance perception, where one enriches the other has as strong influence. Such balance and enrichment perception leads individuals to growth, fulfillment and motivation for effort and performance. Hence, it is hypothesized that work-life balance perception has a positive effect on employee performance.

H2 Work-life balance has positive effect on work performance.

2.6.3 Engagement and Employee Performance

As aforementioned, work engagement, the flow and mindfulness are distinct positive states that contribute to various personal and work-related outcomes. Numerous empirical studies on work engagement, flow, and mindfulness maintain the positive outcomes generated from these positive states (work engagement –Skaalvik & Skaalvik, 2014; Sharma & Sharma, 2015; Harter et al., 2002; flow –Bakker, 2008; Csikszentmihalyi, 1990; Nakamura & Csikszentmihalyi, 2002; Demerouti et al., 2012; mindfulness –Brown & Ryan, 2003; Keng et al., 2011; Sivanathan et al., 2004; Feldman et al., 2007).

Furthermore, having been theoretically correlated (Leroy et al., 2013; Reid, 2011), some recent empirical studies show that these positive states –work engagement, flow, and mindfulness yield positive work-related attitudes and outcomes in employees. Being actively engaged with attention and awareness (Brown & Ryan, 2003), having a present moment experience (Csikszenmihalyi, 1975), and having as sense of energy, absorption and enthusiasm towards the task at hand (Schaufeli et al., 2002), lead employees to be

more attentive to performing well (Simbula & Guglielmi, 2013; Li-Chuan & Chen-Li, 2012; Reb et al., 2015), to perceive higher job satisfaction (Andrews et al., 2014; Simbula & Guglielmi, 2013), to have less tendency for absence of work (Merril et al., 2013), and intention to leave (Andrews et al., 2014).

Such positive relations among the three engagement-related positive states and work-related outcomes is grounded and explained with the happy-productive worker hypothesis (Lucas & Diener, 2003) and self-determination theory (Ryan & Deci, 2000a), and its two basic needs –autonomy and competence. The self-determination theory maintains that, people having the freedom to choose on their own way of doing their work tasks, their own choice of self-direction in their work, and the opportunity of receiving feedback on well performance, have greater sense of intrinsic motivation, where their enthusiasm for dedication and attention to work activities is reinforced. Such high level of dedication and attention leads to stronger positive attitudes towards work and work outcome, and higher role performance (Harter et al, 2002); higher job performance and extra-role customer service (Karatepe, 2013).

A recent study (Merill et al., 2013) analyzing the influence of work engagement, physical health, and health behavior on job performance and absenteeism among insurance health care service employees in the US, revealed significant results. Findings show the great relation between employee engagement and job performance (p. 13), with the emphasis that efforts for improving employee productivity need to take a holistic approach, covering health and engagement strategies (p. 10). Another recent study (Simbula & Guglielmi, 2013) analyzing the reciprocal causality of work engagement with mental health, job satisfaction and extra-role performance at a longitudinal study among Italian public schoolteachers, found that work engagement at T1 predicted mental health, job satisfaction and organizational citizenship behavior (extra-role performance) at T2; while, job satisfaction and extra-role performance were positively related to work engagement in T2 (p. 122).

The flow experience has been associated with performance within different activities – such as competitive and recreational sports (Jackson et al., 1998), music (O'Neil, 1999), or in employment setting (Asakawa & Csikszentmihalyi, 2000). According to the cross-cultural study by Asakawa & Csikszentmihalyi (2000), the flow experience, the

pleasure of and absorption in the work activities have been found to contribute to positive learning and academic performance. A study of employees from several occupations show that the flow experience predict in-role and extra-role performance (Demerouti, 2006). Furthermore, studies on work-related flow found that the flow experience predict positive influence on personal and organizational resources among secondary schoolteachers (Salanova et al., 2006), and job performance among elementary schoolteachers (Li-Chuan & Chen-Li, 2012).

Previously mentioned, mindfulness has been associated with various personal outcomes –emotional, psychological, cognitive, and physiological outcomes, and performance (Brown & Ryan, 2003; Shapiro et al., 2006; Feldman et al., 2007). In regards to performance at employment setting, there is a growing interest (Dane, 2011; Dane & Brummel, 2013; Hülsheger et al., 2013). Studies show that through mechanisms of awareness, intention, acceptance and self-regulation (Shapiro et al., 2006), mindful individuals report higher job satisfaction (Andrews et al., 2014), better able to adapt to stress and uncertainty, perceive work-related challenges less stressful, and deliver more positive reactions (Hülsheger et al., 2013), which enable individuals to a self-regulated response rather than negative impulsive reactions. Employees are found to less display intentions to leave (Andrews et al., 2014; Dane & Brumel, 2013), as their ability to coping with stressful situations and meeting the demands at work is increased. A recent study (Reb et al., 2015) examining the relation and influence of employee awareness and absent-mindedness on well-being (job satisfaction, psychological need satisfaction, emotional exhaustion) and performance (task performance, organizational citizenship behavior, deviance) found significant positive relations between employee awareness and performance, as well as well-being; while negative relations between absent-mindedness and performance, as well as well-being. In particular, awareness was significantly positively related to task performance and organizational citizenship behavior, as well as job satisfaction and psychological needs satisfaction; meanwhile absent-mindedness was positively related to deviant work behavior, as well as emotional exhaustion. Among the highest significant predictors to performance were found to be awareness (positively) and absent-mindedness (negatively) predictor to task performance; awareness positively predictor to organizational citizenship behavior, and absent-mindedness negatively predictor to work deviance (Reb et al., 2015, p. 118).

Given the theoretical basis and empirical results, the present study aims at analyzing the relation between the three facets of engagement –work engagement, flow and mindfulness, and job performance. It is asserting that the higher is the level of perceived engagement, the more productive employees will be. Enthusiasm and energy for work has facilitates to higher level of will for work effort, thereby desirable outcome. Furthermore, being immersed in work activities, with total awareness and skill control promotes efficiency and quality work. Hence, it is hypothesized that engagement has a positive effect on employee performance.

H3 Engagement has positive effect on work performance.

2.6.4 Career Success and Employee Performance

Empirical findings suggest that career success, both objective and subjective, is positively related to positive job outcomes. Numerous studies evidence the positive relation and influence of career satisfaction, growth and advancement, meaningful work, competence, and work discipline with job satisfaction and job performance. As explained in section 2.3.4.4 in detail, objective career success is distinct from subjective; where the former signifies tangible career outcomes –i.e. income, status, employment security, work location, job level, and task attributes (Seibert et al., 2001); while the latter signifies person's own distinct understanding over own career –i.e. satisfaction in career achievement, progress in career goals, advancement and development of new skills (Greenhaus et al., 1990), authenticity, growth and development, influence, meaningful work, personal life, quality work, recognition, and satisfaction (Shockley et al., 2016).

Studies show that career satisfaction (Greenhaus et al., 1990) and career success (Shockley et al., 2016) are significantly related and predicting positive work-related outcomes –i.e. job satisfaction and job performance (Hennekam, 2016; Ölçer, 2015; Karatepe & Vatankhah, 2015; Karatepe, 2012). Empirical results determined that the various career success related dimensions –competence, meaning, and work discipline, are positively related to job performance (Ölçer, 2015; Britt et al., 2006).

Hennekam (2016), in her study analyzing the relationship between career success, career satisfaction, vitality and job performance with 1112 individuals registered at a job agency in the Netherlands, found a positive significant relation among the variables. In her survey assessment, Hennekam (2016) has taken career success as objective measure –annual income, and career satisfaction as subjective measure –using Greenhaus and colleagues' (1990) scale, assessing satisfaction in career achievement, progress in career goals, advancement and development of new skills, in relation to job performance. Hennekam's (2016) results maintain that, career success and career satisfaction are positively related, where both objective and subjective measures are positively related with job performance (p. 24).

Prior studies (Ölçer, 2015; Judge et al., 2001) evidenced the job satisfaction and job performance relationship with an average correlation of .30. However, the career satisfaction-performance relation, distinct from job satisfaction (Glaveli & Karassadivou, 2011; Lounsbury, 2006), is still a field for empirical research, particularly among frontline working employees who are responsible of delivering service quality and effective service recovery (Karatepe & Vatankhah, 2015, p. 60). With the emphasis of the happy-productive worker hypothesis (Cropanzano & Wright, 2001), Karatepe and Vatankhah (2015) analyzed the role of career satisfaction in the relation of human resources management practices –high-performance work practices, and performance –service recovery performance among flight attendants of a private Iranian airline company. Results show that career satisfaction has a significant positive relation and effect on performance, and has a full mediation on the effects of high-performance work practices on the flight attendants' work performance (p. 64).

Similarly, a study with frontline hotel employees in Cameroon, Karatepe (2012) seeking the mediating effect of career satisfaction in the positive organizational support and performance –service recovery performance and job performance relation, found career satisfaction was positively significantly related with job performance and service recovery performance. Perceived organizational support had a positive effect on service recovery performance and job performance, only via career satisfaction (p. 745).

Shockley and colleagues, in validating their subjective career success inventory (SCSI; 2015), analyzed the eight of the dimensions in relation to job performance, in

correlation with Greenhaus and colleagues' Career Satisfaction (CARSAT; 1990) model, and several career related outcomes (career self-efficacy, career commitment, and depression). Major findings in relation to present study is that, SCSI is positively significantly correlated with CARSAT; both SCSI and CARSAT are positively significantly related with job performance, where SCSI (.49) correlation rate is higher than CARSAT's (.35). When the eight dimensions are analyzed independently in relation to job performance, all found significantly positive, only with variations of degrees, as listed from highest to lowest: work quality (.63), recognition (.47), growth and advancement (.45), influence (.34), authenticity (.29), satisfaction (.27), personal life (.22), and meaningful work (.17) (p. 143).

Further, competence, meaning, and impact at work, is found significantly related and predicting job performance. Numerous studies seeking elements that contribute productivity and performance, pointed at employee psychological empowerment as possible key strategy to employee productivity and performance (Greasley et al., 2005; Spreitzer et al., 1997; Quinn & Spreitzer, 1997; Spreitzer, 1995; Seibert et al., 2004). Employee psychological empowerment, defined as "intrinsic task motivation manifested in a set of four cognitions –meaning, competence, self-determination, and impact" (Spreitzer, 1995 from Ölçer, 2015, p. 113) is found related with job performance and satisfaction (Greasley et al., 2005).

Findings maintain that empowered employees –i.e. with high levels of perceived competence, meaning, self-determination, and impact, lead to improved productivity and job performance (Greasley et al., 2005), motivation towards job and work tasks (Spreitzer et al., 1997), organizational flexibility and responsiveness (Quinn & Spreitzer, 1997) and decrease in turnover (Degago, 2014). To author's understanding and research results, dimensions of employee psychological empowerment (Spreitzer, 1995) and subjective career success (Shockley et al., 2015) (meaningful work-meaning; authenticity-self-determination; growth and advancement-competence; and influence-impact) have conceptual commonalities, and yield similar performance outcomes.

Ölçer (2015), in his study involving 238 employees at a textile manufacturing company in Turkey, reveal that competence, meaning, self-determination, and impact are positively significantly related with job performance; where significant positive correlation and effect (provided in parantheses) is found with job performance –i.e. competence (r=.497/β=.294), meaning (r=.395/β=.132), self-determination (r=.417/ β=.207), and impact (r=.39/β=.145) (Ölçer, 2015, p. 127).

Furthermore, work discipline is positively related to performance. As it is conceptualized in present study with "*feeling responsible for and committed to superior work performance, so that job performance matter to the individual*" (Britt et al., 2007, p. 144) is found to be a significant predictor of rated performance (Britt et al., 2006). The positive mechanism between work discipline and performance may be best explained by Britt and friends' (2007) words: "*employees who are engaged in their work feel a sense of personal responsibility for their job performance, the outcomes that occur at work have greater implication for their identity. Therefore, to be engaged in work is also to care about and be committed to performing well*" (Britt et al., 144). In their study of 5-week leadership course with 1795 undergraduate students on scholarship with the US Army, Britt and friends (2006) indicated significant positive relation between self-engagement in course program and rated performance, reporting "higher engagement in the course received higher leadership ratings at the end of the course" (p. 2107). Their results further indicated that self-engagement had been a unique predictor of rated performance.

The above detailed results show that various indicators of career success, subjective career success (Shockley, et al., 2016), career satisfaction (Greenhaus et al., 1990), work discipline (Britt et al., 2006), meaning and competence (Ölçer, 2015) are significantly positively related with job performance.

Given the theoretical basis and empirical results, the present study is asserting that the higher is the level of perceived career success, the more productive employees will be. Sense of success, is by all means, has a motivational effect on human attitude and behavior. Individuals, when they achieve their aspired goals, see progress towards goals, gain opportunity for development and growth, and find meaning in the work activities and purpose-outcome relationship, naturally well perform, as well as have

greater willingness to performance. Hence, it is hypothesized that career success – within career satisfaction, growth and advancement, goal attainment, competence, meaning, and work discipline, has a positive effect on employee performance.

H4 Subjective career success has positive effect on work performance.

2.6.5 Authentic Functioning and Employee Performance

As previously discussed, authentic (or optimal) functioning (Kernis, 2003; Deci & Ryan, 2000) is person's effectively integrating into the social environment, with a self-determined behavior. Certain extent of freedom, independence, and discretion to schedule own work schedule, decision making, and choice of method in performing tasks (Morgeson & Humphrey, 2006), as well as having the opportunity to express (voice) own opinion in the decision making process (Witt et al., 2000) are essential for an authentic living at work.

Research evidence the positive relation and effect of authentic functioning –authentic behavior, sense of autonomy, and participating in decision making, on work-related outcomes (Batt & Colvin, 2011; Kuvaas et al., 2014; Wang, 2003; Lam et al., 2002). The positive relation between authentic functioning and employee performance is supported with intrinsic motivation (Ryan & Deci, 2000b; Deci & Ryan, 1985) and the motivational theories of self-determination theory (Ryan & Deci, 2000a) and cognitive evaluation theory (Gagne & Deci, 2005). Individuals are more strongly moved for activities that involve exploration of new experiences, mastery of new skills and knowledge, which in essence triggers their intrinsic motivation (Ryan & Deci, 2000b). The motivation for self-mastery, with the realization of skills and knowledge serve to needs satisfaction (Ryan & Deci, 2000a). On the other hand, motivation facilitates a self-regulated authentic functioning (Deci & Ryan, 1985); an essential element for optimal functioning (Deci & Ryan, 2000).

Opportunities as task autonomy, participative decision-making, and authentic behavior, are essential for employees' well functioning and performance. Lack of discretion, control, or autonomy are found as possible reason to higher quit and dismissal rates, as

well as significant lower customer service in call centers with performance-enhancing practices, compared to organizations with high-involvement practices (Batt & Colvin, 2011). On the other hand, a meta-analytical research shows that job autonomy is positively related to work performance, job responsibility, intrinsic motivation, and job involvement, as well as well-being (Humphrey et al., 2007).

A recent study by Kuvaas and friends (2014), analyzing the mediational effect of job autonomy in the negative relationship between perceiving goals as invariable and work performance, among 737 municipality employees in Norway, argues that employees' work performance depend much on the extent of discretion and independence over alternative ways, as well as their choice of using various skills and knowledge for goal attainment. They statistically assert that when employees perceive goals as invariable – i.e. "goals in a performance management system are absolute standards, that must be met without exception"; and "no or few alternatives to goal attainment exist" (Kuvaas et al., 2014, p. 402), their perceived autonomy is blocked in advancing for goal attainment, and thus for work performance; where perceived job autonomy directly and positively effect work performance.

Results of Kuvaas and friends (2014) are valuable. The concepts autonomy and invariable goals, despite distinctions, conceptually refer to presence or absence of freedom, independence, and discretion at work, where perceived job autonomy fully mediates the negative relationship between perceived invariable goals and work performance (Kuvaas et al., 2014, p. 407). Theoretically, freedom and discretion in own choice or behavior are linked to one's intrinsic self-regulation and motivation (Deci & Ryan, 1985; Ryan & Deci, 2000b) within the self-determination theory (Ryan & Deci, 2000a). Job autonomy –such as independence and discretion in taking own way of doing job and achieving work goals, allows the person, with a self-regulated motivation, to lead a self-regulated behavior, whereby result with higher effort and quality work. This is supported with an earlier study of Dysvik and Kuvaas (2011), showing the significant positive relation between perceived job autonomy and work performance (quality and effort), among 302 Norwegian employees, where intrinsic motivation significantly moderate the relationship. They suggest that job autonomy-work quality relationship was more positive in employees with high intrinsic motivation (β=.36),

than in employees with low intrinsic motivation (β=.14).

Participative decision-making is found related and positively effecting employee outcomes. As explained previously, employees' amount of involvement in decisions (Miller & Monge, 1986), or their degree of influence and control over the process and/or decisions through voice and choice (Witt et al., 2000), has various positive organizational outcomes. These range from performance efficiency (Wang, 2003; Lam et al., 2002), motivation and morale (Denton, 1993; Huang, 1997), job satisfaction and organizational commitment (Lam et al., 2002; Wagner, 1994; Miller & Monge, 1896; Appelbaum et al., 2000), to organizational trust (Rosen & Jerdee, 1978).

A recent research on the effects of participative decision-making among Turkish textile sector employees (Bakan & Büyükbeşe, 2008), in relation to individual performance, revealed that employees' opinion on the availability of participative decision-making would have strong positive influence on job satisfaction, motivation for work, team spirit and cooperation, greater enthusiasm for producing efficient work outcomes, greater quality of group decisions, and less turnover and absenteeism, clearer understanding of organizational goals, better understanding and acceptance of organizational decisions, as well as less resistance to change within the organization. Indeed, earlier studies evidenced so, where participative decision-making found positively significantly related to employees' individual performance (Cotton et al., 1988; Miller & Monge, 1986; Wagner, 1994). Such positive relation has been further evidenced at a more recent study (Lam et al., 2002), in a study among a sample of American and Hong Kong junior bank employees. Lam and friends (2002) found significant positive correlations and regression results between perceived participative decision-making and work performance, where this relationship had been more strongly significant with the moderation of employees' sense of efficacy on participation in decision making.

The need for autonomy, under self-determination theory, may be considered as a building block for authentic behavior, participative decision-making, and job autonomy, in relation to work performance. Employees have the motivation to engage in, explore and master their skills, in their own way at work (Deci & Ryan, 2000). It is argued that, their autonomous motivational behavior that resonates with their true selves (Kernis,

2003) may bring positive results both to the process and the work outcomes. Hence, the freedom to decide for their own, and the opportunity to voice own opinion or have influence in decision-making process, is evidenced to bring positive work-related outcomes (Bakan & Büyükbeşe, 2008). It is plausible to argue that, employees' performance depend great deal on their level of autonomy –i.e. how they carry out their work tasks, their degree of freedom and discretion over their way of doing their work (Morgeson & Humphrey, 2006; Kuvaas et al., 2014; Dysvik & Kuvaas, 2011), as well as their degree of participation in decision-making –i.e. having the opportunity of voice and choice, to decide for their own task-related matters (Witt et al., 2000; Lam et al., 2002).

As stated above, individual's work performance is greatly associated with authentic functioning. Components of authentic functioning –authentic behavior and relationships (Kernis, 2003), voice and choice in decision-making (Witt et al., 2000), and autonomy (Van Den Broeck et al., 2010) may be considered as key aspects for an optimal functioning (Deci & Ryan, 2000) and employee performance –both in-role and extra-role (Lam et al., 2002; Bakan & Büyükbeşe, 2008; Wang, 2003; Kuvaas et al., 2014; Dysvik & Kuvaas, 2011). The common findings is that, providing individuals the opportunity for a free and independent self-exertion, behavior, and way of doing their work, deliver higher motivation for work effort and performance, as well as for producing better outcomes. Given the theoretical basis and empirical results, the present study is asserting that the higher is the level of perceived authentic functioning, the more productive employees will be. Hence, it is hypothesized that authentic functioning –within authenticity, autonomy, and participative decision-making, has a positive effect employee performance.

H5 Authentic functioning has positive effect on work performance.

2.6.6 Emotional Intelligence and Employee Performance

Empirical research has evidenced the positive and significant relationship between emotional intelligence and employees' performance. Various studies show that such

relation and effect is not only present in relation to task performance, but in contextual performance –i.e. organizational citizenship behavior. Studies of Carmeli and Josman (2006) and Farh and colleagues (2012) for instance, show that employees with high level of emotional intelligence had better performance on job tasks and responsibilities, than those with low emotional intelligence. Meanwhile, Cote and Miners's (2006) results show that high emotional intelligence in employees not only contributes to task performance, but to individual's organizational citizenship behavior.

More recent studies examining the contribution of emotional intelligence to performance show significant positive results (Alfonso et al., 2016; Devonish, 2016; Naqvi et al., 2016; Branscum et al., 2016; Joseph et al., 2015; Joseph & Newman 2010).

Emotional intelligence is one of the best-known predictors of job performance, that its measures showed strong criterion-related validity (Joseph & Newman 2010). Devonish's (2016) study with employees of retail and wholesale organizations located in Barbados, in the English-speaking Caribbean region, for instance, revealed that emotional intelligence and performance were positively significantly related, where it had a positive significant direct effect on both task performance and organizational citizenship behavior; while predicting the positive mediating effect of job satisfaction and work-related depression. Alfonso and friends' (2016) study focusing on organizational citizenship behavior, predicted that high scores of emotional intelligence significantly predicted citizenship behavior, where more strongly related to inter-individual citizenship behavior.

Branscum and friends' (2016) study with public health educators, analyzing Goleman's (1998) emotional intelligence dimensions in relation to job performance and career success (merit pay and rewards), found that self-management was the only significant predictor to skills of health educators. Self-management, self-motivation, and managing relationships were significant predictors to receiving merit pay increase, while self-awareness and self-motivation were significant predictors to receiving awards. Interestingly, in relation to self-rated job performance, participants who rated themselves in the top 25% performance had significantly more self-awareness and self-management.

A recent study with secondary school teachers (Naqvi et al., 2016), have emphasized the positive relationship between emotional intelligence and performance, asserting that increase in level of emotional intelligence enhances teachers' performance, as well as students' learning performance. They argue so, based on Frost and Harris's (2003) research results, that teachers' high emotional intelligence empowers their role of leadership in class; consequently provides guidance for success and high performance to students, that signifies as the basic indicator of teachers' performance (Naqvi et al., 2016, p. 220).

The rationale behind the emotional intelligence-performance relationship may be reasoned with the social and psychological resource theory (Hobfoll, 2002) and broaden-and-build theory (Fredrickson, 2001). Emotionally intelligent employees and leaders perform well, because they have the ability to identify and well manage their own areas of strength, as well as the ability to seek and develop strength of others (Neale et al., 2011). These resources, creating positive outcomes to the self and to others, bring about more strengthened performance outcomes. Increase in negative emotions, in contrast to positive ones, has a blocking affect on work performance, learning, and production (Ismail & Idris, 2009). However, emotionally intelligent people who are skillful in managing own internal impulses and resources are better able to cope with the negative affects of negative emotions (Goleman, 1998). For example, Boyatzis and Goleman's model (1996; 2001) today, in cooperation with Hay Group, is in actual practice in business and work settings. Chade-Meng Tan's (2011) book and trainings of emotional intelligence development at Google –Search Inside Yourself, emphasize the development of the eight competencies of social skills, and are considered to result with an outstanding performance and leadership skills in engineers.

Given the theoretical and empirical results, present study is asserting that the higher is level of perceived emotional intelligence, the more productive employees will be. In social and corporate contexts, it is observed that individuals who are able to gauge and manage their emotions, as well as others' emotions, in accordance to desired goals are regarded successful. Their self-management, empathy and inter-personal relationships skills facilitate the path towards goal achievement and well performance. Hence, it is hypothesized that emotional intelligence has positive effect on employee performance.

H6 Emotional intelligence has positive effect on work performance.

2.6.7 Psychological Capital and Employee Performance

Psychological Capital –i.e. PsyCap, defined as positive psychological state of development (Luthans et al., 2007a), is a positive psychological construct comprised of four constructs: self-efficacy, optimism, hope, and resilience. These states are based on some major inclusion criteria, primarily being open for development (state-like), and having positive impact on work-related outcomes, individual performance and job satisfaction (Luthans, 2002a; Luthans et al., 2007a; 2007b).

Luthans and friends, in their study (2007a) with two separate samples of high-tech manufacturing workers, and insurance service employees predicted significant positive relation between overall PsyCap and work performance. When components of PsyCap analyzed independently, all components were positively related to performance. Their results suggest that self-efficacy was highest to predict work performance among manufacturing workers; and hope was highest to predict work performance among insurance service employees. As a higher-order construct, PsyCap, in both sample analysis results, increased the multiple correlation value above its individual components. In other words, PsyCap is found more consistently related to performance, than each of the individual components (p. 564).

The meta-analytic findings of Avey and friends (2011), involving 51 independent research samples, have important implications with significant evidence to the positive relation between PsyCap and employee attitudes, behavior and performance. It analyzed studies that involved all four components of PsyCap in relation to employee outcomes, based on five categories: (1) desirable attitudes (job satisfaction, organizational commitment, psychological well-being), (2) undesirable attitudes (cynicism, turnover intention, stress, anxiety), (3) desirable behavior (organization citizenship behavior, performance), (4) undesirable behavior (deviance), and (5) performance (self-ratings, supervisor evaluations, objective measures). Besides the positive relation between desirable and negative relation with undesirable attitudes, PsyCap was positively related

to organizational citizenship behavior and performance, while negatively with deviance. Second, and most importantly, considering the variance in validity of different performance criteria, Avey and friends (2011), through further coding the performance data source, analyzed and revealed that there are meaningful similarities between self-ratings, supervisor evaluations, objective measures, in relation to PsyCap (p. 143).

Main theoretical rationale between PsyCap and employee performance is grounded on Hobfoll's (2002) social and psychological resource theory, and Fredrickson's (2001) broaden-and-build theory. Luthans and friends (2007a) themselves have drawn the PsyCap construct based on these two theories, with the emphasis on work-related outcomes. The four psychological states –hope, optimism, resilience, and self-efficacy, are individual's psychological resources in performing at various life domains. They facilitate higher level of positive functioning –such as psychological well-being, positive attitudes and behavior, and performance (Avey et al., 2011). These positive psychological resources expand or broaden individual's capability in thoughts and behavior at a given situation, allowing him/her to generate new ideas, different perspectives, and possibilities in action taking. For this particular theoretical basis, PsyCap is strongly associated with desirable performance. Second, PsyCap and work performance are strongly positively associated on the basis of positive organizational behavior (POB) –the recent research field under organizational behavior, which focuses on positive approaches in the development and management of human resources (Luthans et al., 2007b). It is clearly emphasized that POB and its field of application are to "measure, develop, and effectively manage for performance improvement" (Luthans et al., 2007a, p. 542) with a positive psychological approach.

Given the results, present study is asserting that the higher is the level of psychological capital, the more productive employees will be. Hence, it is hypothesized that psychological capital –hope, optimism, resilience, and self-efficacy, has a positive effect on employee performance.

H7 Psychological capital has positive effect on work performance.

2.6.8 Other Elements and Employee Performance

i. Psychological Flexibility (Acceptance) and Response Flexibility

As explained earlier, acceptance is a two-part process, involving willingness to experience psychological events –i.e. psychological flexibility, and behavioral choice over one's actions –i.e. response flexibility. When analyzed at work domain, it has been associated with various work-related outcomes –mental health, emotional exhaustion, learning, job satisfaction, and performance (Onwezen et al. 2014; Bond & Flaxman, 2006; Bond & Bunce, 2003; Bond et al., 2008; 2006).

Scholars (Hayes et al., 2006) assert that employees with high flexibility of acceptance and response are better able to cope with various work-related demands and emotional states. It is due to their ability of open and non-judgmental perception over events, and their skill of generating resourceful behavior based on their values and goal aspirations. Instead of dealing with or resisting to work-related stressors, those employees perceive the requirements of job demands, and are able to notice and respond to performance-related contingencies through a clear non-judgmental manner (Bond et al., 2006). Such flexibility in acceptance and behavior, allows employees to engage and continue to engage in goal-directed behavior, towards achieving their performance and personal work-related goals (Bond & Bunce, 2003).

Research studies show the positive link between psychological and response flexibility and employee outcomes. Onwezen and friends (2014), in their study with non-profit service employees found that, flexibility is positively associated with performance, and plays a distinct role in decreasing and buffering the negative effects of emotional job demands on performance. Bond and Flaxman (2006), in their longitudinal study with a sample of call center service providers in the UK found that, flexibility is positively significantly associated with employees' learning and performance; where higher levels of flexibility in Time 1 predicted better learning, job performance, as well as better mental health in Time 2. Bond and Bunce (2003), in an earlier longitudinal research with call center service providers, found that greater level of flexibility at Time 1 predicted better performance, as well as mental health at Time 2, whereas not with job satisfaction at Time 2.

The theoretical rationale behind acceptance and response flexibility, in relation to employee performance may be explained with the psychological resource theory (Hobfoll, 2002), conservation of resources theory (Hobfoll, 2011) and broaden-and-build theory (Fredrickson, 2001). The process of embracing internal experiences, having the ability to direct attentional resources towards goal-directed behavior, and maintaining the commitment to meeting own goals, even when confronted with negative or challenging feelings, thoughts, and sensations, enables employees to be less prone to exhausting own resources –as energy and attention. On the contrary, it allows employees to be more able in generating the necessary resources to effectively respond to job demands (Hayes et al., 2006). It is important for individuals to be aware of own available resources –psychological internal events and experiences, and managing them in the best possible way. It may occur as transferring available positive resources into powerful actions through expanding them –as theorized with broaden-and-build theory; or transferring negative resources into effective behavioral response through acceptance and response flexibility –as theorized with ACT (Hayes et al., 1999).

Given the theoretical basis and empirical results, the present study is asserting that the higher is the level of perceived acceptance and response flexibility, the more productive employees will be. Hence, it is hypothesized that acceptance and response flexibility has a positive effect on employee performance.

H8 Acceptance and response flexibility have positive effect on work performance.

ii. Gratitude

As previously explained, gratitude is the awareness and feeling thankful for the good things people have or experience. At work in particular, the positive awareness and perception over the available resources at work –i.e. experience, satisfaction, meaning, opportunity for development and advancement, voice, autonomy, organizational policies and procedures, etc. at work, may facilitate experience of gratitude in employees. Research has evidence on the various personal outcomes, ranging from positive relationships (Wood et al., 2008; 2009; Algoe et al., 2008; Algoe & Haidt,

2009; Algo et al., 2010; Emmons & McCullough, 2003; Froh et al., 2008; 2009; Tsang, 2006; Naito et al., 2005), to health (Wood et al., 2008c; Wood et al., 2009).

There is little research examining the relation between gratitude and work-related outcomes. However, evidence of pro-social behaviors Algoe & Haidt, 2009), helping others (Tsang, 2006), and collaborative employee motives (Butt & Choi, 2006) is believed to lead to have positive effect on performance, contextual performance in particular (Hou & Kaplan, 2015). Hou and Kaplan (2015), assert the gratitude-performance relationship grounding on affective events theory (AET; Weiss & Cropanzano, 1996), arguing that emotions generated at work are like the raw materials that over time build the affective component of job attitudes and behavior. According to the theory, individuals' attitude and behavior are largely driven by and depend on constant revision of the feelings and experiences. On the case when positive affect emerges as raw material, consequently feeling of gratitude, individuals are likely to exert pro-social behavior or desired performance.

Given the theoretical basis and empirical results, the present study is asserting that the higher is the level of perceived gratitude, the more productive employees will be. Hence, it is hypothesized that gratitude has a positive effect on employee performance.

H9 Gratitude has positive effect on work performance.

iii. Compassion

Compassion at work is an empathic reaction to another's pain and behaving in a kind way to ease the pain (Madden et al., 2012). Compassion has a fostering effect on various work-related outcomes. Presence of compassion reinforces employee relations and connections (Lilius et al., 2008), increases productivity (Dutton et al., 2007), and organizationally supportive behavior (Goetz et al., 2010). Based on broaden-and-build theory (Fredrickson, 2001; 2004), experienced compassion and compassionate behaviors generate positive emotions, where the person's thought-action repertoire is broadened. He/she generates more creative and diverse perspectives in dealing with a situation, and getting more positive outcomes (Lilius et al., 2008; Sliter et al., 2012).

Recent studies show that compassion and compassionate behavior have positive effect on performance and work-related outcomes. Experienced compassion has positive effect on emotions (Chu, 2016), creativity (Chu, 2016), and against stress and dissatisfaction (Lilius et al., 2008; Dutton et al., 2007). It leads to higher level of job performance, as well as employee creativity (De Dreu et al., 2008; Hur et al., 2016). Employees showing or receiving help and empathic kind gestures at challenging and painful moments, feel their emotional bonds with others is strengthened; while positive meaning is generated in others, positive emotions are developed within the person himself/herself (Lilius et al., 2008). Hence compassion and compassionate behavior at work develops positive emotions that allow people to cope with the situation at hand, as well as greater positive work-related behavior –i.e. task performance and organizational citizenship behavior (Chu, 2016).

Present study is asserting that the higher is the level of perceived compassion, the more productive employees will be. Hence, it is hypothesized that compassion has a positive effect on their work performance.

H10 Compassion has positive effect on work performance.

iv. Vitality

Vitality is a positive emotional state that involves energy of life (Nix et al., 1999), and feeling alive (Spreitzer et al., 2005). Empirical results show the positive effect of vitality on various personal and work-related outcomes. Given the positive and energetic state, vitality leads to greater involvement in work (Kark & Carmeli, 2009); has an reinforcing effect on the effort the individual gives to work activities (Ryan & Frederick, 1997); and leads to greater career success and job performance (Hennekam, 2016).

Individuals with higher levels of vitality are perceived as being enthusiastic and energetic, and regarded as successful employees (Shraga & Shirom, 2009). This energetic state positively effects their attitude and behavior toward their work, resulting with higher level of career satisfaction, job performance (Hennekam, 2016).

Consequently, they achieve higher organizational positions and pay, as well as less intention for retirement or leave (Hennekam, 2016).

Given the theoretical basis and empirical results, the present study is asserting that the higher is the level of perceived vitality, the more productive employees will be. Hence, it is hypothesized that vitality has a positive effect on employee performance.

H11 Vitality has positive effect on work performance.

2.6.9 Employee Wholeness and Employee Performance

Prior studies have shown that the whole is greater than the sum of its parts, and that an integrated construct has greater impact than its factors (Luthans et al., 2007a; Warr, 1994). Warr (1994) for example, has proposed a holistic perspective over employee's well-being, through his 4-dimension construct of 'integrated functioning', emphasizing that affective well-being, aspiration, autonomy, competence are factors explaining employee's well-being; however when all four are integrated in a single factor, it has greater significance (Warr, 1994; Van Horn et al., 2004; Taris & Schaufeli, 2015). A further and more recent example is Luthans, Avolio, Avey, and Norman's (2007a; 2007b) construct of psychological capital. In their attempt of a new construct development, explaining the effect of positive psychological states to performance has a similar holistic perspective. Their research results (Luthans et al., 2007a; 2007b) with two different samples show that all four factors of psychological capital –self-efficacy, hope, optimism, and resilience, have positive effect on performance, while the composite of these four facets, as a single factor construct, better predicts performance (Luthans et al., 2007a).

This study, in its attempt of explaining employee well-being, proposes a holistic model through a composite construct –employee wholeness. Its integrated dimensions are believed to have relatively greater significance to employee performance, than each one individually. Such research question is argued on the basis of two reasons: (1) prior examples of Warr (1994) and Luthans and colleagues (2007a); and (2) the strong significant correlations among the dimensions.

In fact all dimensions are inter-related with each other, rather than being separate components. To note a few, work-life balance, is highly related to satisfaction in all life domains. Vast amount of research has set forth and found significant relationship (Shockley & Allen, 2007; Carlson et al., 2014; Gradney & Cropanzano, 1999; Kossek et al., 2012; Ammons, 2013). Authentic functioning on the other hand, is related with engagement and career success. Being authentic in behavior and relationships, as well as the freedom to discretely express oneself, depends on the self-determination and intrinsic regulation (Deci & Ryan, 2000; Ryan & Deci, 2000a; 2000b). These mechanisms are closely related with individual's sense of ownership and achievement (Gardner et al., 2005), interest for and enjoyment evoked from work tasks, and the level of inherent satisfaction.

Emotional intelligence is strongly related with higher level of satisfaction with life in general (Chen et al., 2016). It is related with career success, where emotionally high employees are found to have higher sense of responsibility for their work tasks and performance (Carmeli & Josman, 2006; Farh et al., 2012). It is related with compassion, where both self-compassion and compassion towards others are higher in people with high emotional skills (Frost et al., 2006). It is as well related with psychological (acceptance) and response flexibility (Donaldson-Feilder & Bond, 2004). High skills in self-management increases adaptability skills, the ability to self-control, manage own impulses, and reactions (Goleman, 1998), whereby enhances the ability to perceive thoughts and feelings, and better facilitate and manage them (Mayer et al., 2002). Psychological and response flexibility provides the ability to approach difficult internal events more mindfully (Bond et al., 2013); where it may be asserted that emotional intelligence is related with mindfulness –as sub-component of engagement.

It is suggested that the mechanisms of mindfulness, as deliberate attention and open awareness (Brown & Ryan, 2003), accepting and non-judgmental attitude (Shapiro et al., 2006), and self-regulating one's attention (Bishop et al., 2004) to a self-directed goal are related with emotional intelligence; where these skills foster and positively effect emotional intelligence (Wang & Kong, 2014). Various further studies show the significant correlation between mindfulness, autonomy and self-regulation –the sub-component of emotional intelligence (Parto & Besharat, 2011); as well as with authentic

functioning and engagement (Leroy et al., 2013).

Psychological capital is related with satisfaction, emotional intelligence career success, autonomy, and engagement. For instance resilience and self-efficacy are strongly related with the self-management component of emotional intelligence, where at an unpleasant emotional experience, the adaptability skills intervene to direct the self towards an upward emotional state (Silver, 1982, in Diener, 2000). People tend to react strongly to good and bad events, however adapt and return to original psychological state (Brickman & Campbell, 1971, in Diener 2000). It is further related with career success and autonomy (authentic functioning), as its components are all related with career achievements. The psychological states –self-efficacy for instance, in its significant interaction with task autonomy (Skaalvik & Skaalvik, 2014), fosters progress towards achieving goals.

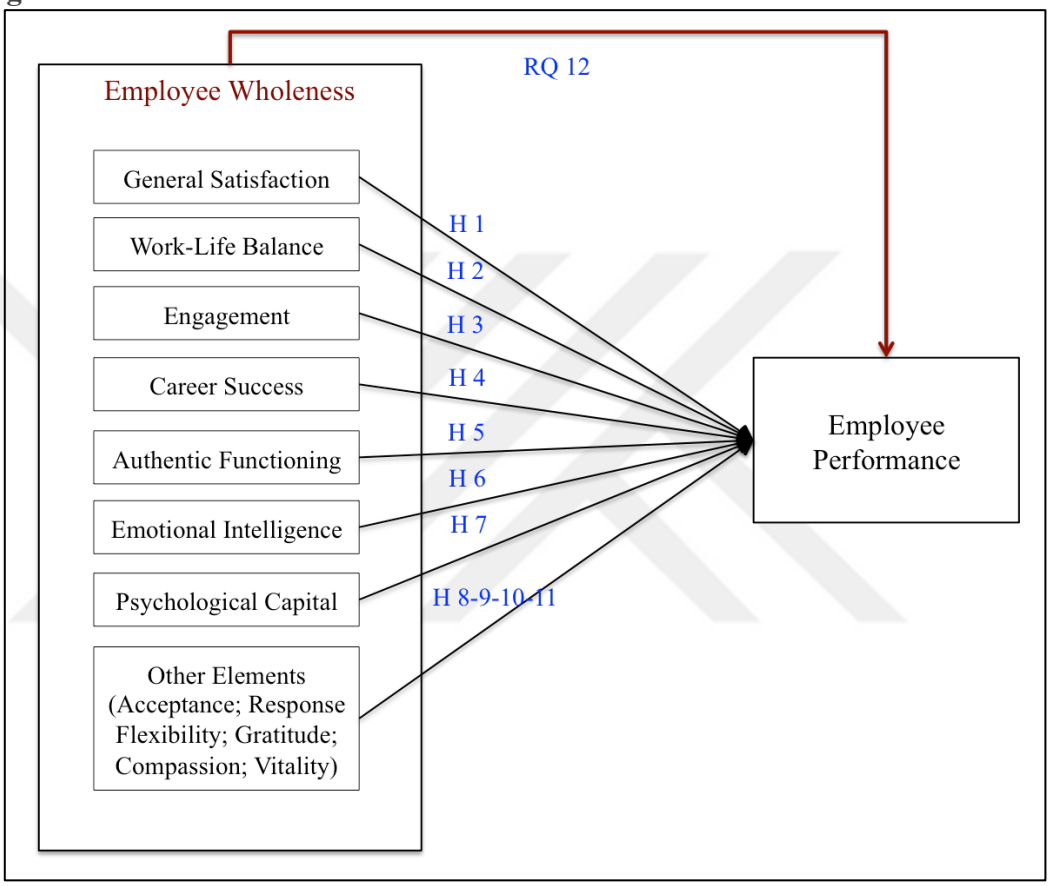
These results suggest the presence of conceptual commonalities. Literature in humanistic psychology (Rogers, 1961), positive psychology (Ryan & Deci, 2001), positive organizational behavior (Luthans & Youssef, 2007), psychological capital (Luthans et al., 2007), self-determination theory (Ryan & Deci, 2000a; Deci & Ryan, 2000), psychological well-being (Ryff, 1989), flow (Csikszentmihalyi, 1975), mindfulness (Kabat-Zinn, 2002), authenticity (Kernis, 2003), emotional intelligence (Boyatzis & Goleman, 1996, 2001) have the positive approach to human beings. They all identify the strengths, traits, characteristics, which reflect an optimal functioning and state of well-being from a eudaimonic sense, implying individual's self-actualization. Hence, in support of literature, the study assumes that the proposed dimensions strongly operate within an integrated structure, where a composite construct, rather than its individual relations, has relatively stronger effect on work performance.

RQ12 Does employee wholeness, as a composite construct, has relatively stronger positive effect on work performance, than each of its individual dimensions?

2.7. RESEARCH MODEL AND HYPOTHESIS

Below are the research questions and hypotheses the study proposes within its research model.

Figure 2.22: Research Model



RQ1 Does general satisfaction, as a higher order dimension, contribute to explain employee well-being with a whole person perspective?

RQ2 Does work-life balance contribute to explain employee well-being with a whole person perspective?

RQ3 Does engagement, as a higher order dimension, contribute to explain employee well-being, with a whole person perspective?

RQ4 Does career success, as a higher order dimension, contribute to explain employee

well-being, with a whole person perspective?

RQ5 Does authentic functioning, as a higher order dimension contribute to explain employee well-being, with a whole person perspective?

RQ6 Does emotional intelligence, as a higher order dimension, contribute to explain employee well-being, with a whole person perspective?

RQ7 Does psychological capital, as a higher order dimension, contribute to explain employee well-being, with a whole person perspective?

RQ8 Do acceptance and response flexibility contribute to explain employee well-being, with a whole person perspective?

RQ9 Does gratitude contribute to explain employee well-being, with a whole person perspective?

RQ10 Does compassion contribute to explain employee well-being, with a whole person perspective?

RQ11 Does vitality contribute to explain employee well-being, with a whole person perspective?

Hypotheses

H1 General satisfaction has positive effect on work performance.

H2 Work-life balance has positive effect on work performance.

H3 Engagement has positive effect on work performance.

H4 Career success has positive effect on work performance.

H5 Authentic functioning has positive effect on work performance.

H6 Emotional intelligence has positive effect on work performance.

H7 Psychological capital has positive effect on work performance.

H8 Acceptance and response flexibility have positive effect on work performance.

H9 Gratitude has positive effect on work performance.

H10 Compassion has positive effect on work performance.

H11 Vitality has positive effect on work performance.

RQ12 Does employee wholeness, as a composite construct, have relatively stronger positive effect on work performance, than each of its individual dimensions?

3. METHODOLOGY

The aim of this study is proposing a new model of well-being, with a holistic and multi-dimensional perspective. The study has tried to build it on a series of research and analysis activities, which involve both qualitative and quantitative research analysis. The following first section –qualitative research, involves the process of constructing the framework and finalizing the elements to contribute to employee well-being. The second section –quantitative research, involves the measures used, the setting and sample for testing the research model. The third section introduces the process utilized for data analysis.

3.1 QUALITATIVE RESEARCH

As the first step, this research process has collected and analyzed various elements assumed to explain as contributors to employee well-being. They have been collected based on series of detailed research in literature, the best business practices for creating happiness at work, and perception of professionals on employee well-being.

i. Reviewing the literature in HRM systems and practices, organizational performance, happiness, well-being, positive psychology, and their relationships.
ii. Obtaining current practices for creating happy workplaces, via "Happiness at Workplace" conferences and workshop at local and international base
    a. Happiness at Work –Alexander Kjerulf, March 26, 2015, Istanbul
    b. Happy Workplaces 2015 –Happy, May 13, 2015, London
iii. Determining perception of individuals on employee well-being, through one-to-one structural and informal interviews, predicting the determining criteria of well-being in relation to their work performance at work context. These individuals are from various cultural backgrounds, sectorial fields, and hierarchical levels, who meet at the commonality that have minimum 5 to 10 years' of work experience.

Based on the above process, a list of 38-item-individual-based elements, as illustrated below (Figure 3.1) has been retrieved, as contributors to employees' happiness. Some of these elements are as direct contributors to well-being –i.e. such as life and job satisfaction, work engagement, flow, and positive emotions. Whereas, some may be less directly related, however assumed to contribute individual's well-being –i.e. such as participation in decision making, work discipline, feeling autonomous, being authentic, attaining goals, feeling self-efficacious, etc.

Figure 3.1: Initially Proposed 38 Elements

EMPLOYEE WELL-BEING							
General Satisfaction	Work-Life Balance	Engagement	Career Success	Authentic Functioning	Emotional Intelligence	Psychological Capital	Other Elements
Life Satisfaction	Work-Life balance	Work Engagement	Career Satisfaction	Participation	Self-awareness	Self-efficacy	Acceptance
Emotional Health	Flexible working	Flow	Growth and Advancement	Authentic Behavior	Self-management	Resilience	Response Flexibility
Family Satisfaction	Segmentation & Integration	Mindfulness	Goal Attainment	Autonomy	Motivation	Optimism	Gratitude
Job Satisfaction	Work-Life Enrichment		Challenge		Empathy	Hope	Compassion
Financial Satisfaction			Competence		Social-awareness		Vitality
Physical Health			Meaning and Purpose		Social Relationships		
			Work-discipline				

All elements are individual-based aspects, which may be regarded as individual's internal resources, hence subjective. Their degree of contribution to well-being and impact over performance varies depending on personal characteristics and job types. Within this perspective, through a series of focus group sessions, the study aimed at predicting the elements effecting work performance.

3.1.1 Focus Group Research

Focus group is a qualitative method of research, originally named as "focused interviews" or "group depth interviews" (Stewart & Shamdasani, 1990). It is a group of 5-10 people brought together by a moderator, to discuss and interact on a specific topic.

The aim is to gain information, belief or understandings people hold the focused issue. Through moderation of permissive and nurturing environment for discussion, participants are expected to come to a consensus (Krueger, 1988). Upon several sessions, systematic analysis of discussions provides insights on how the topic is perceived by the group. Results cannot be explained with numbers or percentages, but need to be presented in three levels: raw data, descriptive statements, and interpretation (Krueger, 1988). Raw data refers to respondents' actual statements. Descriptive statements are the summary of respondents' comments. Interpretation is the presentation of meaning rather than the summary, through synthesis of the descriptive statements. In that perspective, results have been analyzed at descriptive statement and interpretation level.

Following the formal procedure of research (Krueger, 1988), there has been a total of 5 focus group sessions, involving 5 members at each. Brief information of each session is provided below, introducing the administration date and demographics of participants - their work field, age range, rate of gender and marital status.

i. 5 directors in trading and technology sector; 1 female and 4 males; age average 34,8 (between 27-40); 3 married, 2 single; date: February 20, 2015, Istanbul
ii. 5 University academicians in the field of Engineering; 1 female and 4 males; age average 46 (between 33-52); all married; date: March 16, 2015, Istanbul
iii. 5 PhD students professionally working in the fields of finance, education, actuary, audit, and energy; 1 female and 4 male; age average 31,4 (between 29-34); 3 married, 2 single; date: April 15, 2015, Istanbul
iv. 6 finance equity experts; 1 female and 4 male; age average 29 (between 25-30); 1 married, 4 single; date: April 16, 2015, Istanbul
v. 5 software programmers and directors; all male; age average 38,2 (between 35-41); all married; date: April, 29, 2015, Istanbul

The selection of focus group members has been on a few criteria: First, is ensuring a variety of sectors. Professionals from marketing, sales, trading, finance, equity, audit, education, actuary, and information technology sectors have been involved. Majority has more than 15 years of work experience, and is in managerial position. Second, is getting feedback from wide age range. Involved professionals' ages vary from the early years of generation Y to the late years of generation X. Third, is obtaining a balance of gender and marital status within each group, so as to obtain richness in the discussions

and feedbacks. And finally the fourth criteria, is the organizational significance in the market share. All of the professionals are affiliated to a high performing and leading organizations within their sectors.

Through the researcher's moderation, the impact degree of each element, as illustrated below (Figure 3.2) was extensively discussed over work performance. The professionals were involved in the process. They were asked to read the elements and definitions and discuss on to what degree each is affecting their work performance, rating from 1 to 5 (1- does not effect at all; 2- effects a little; 3- neither effects nor doesn't; 4-effects; 5-effects a lot). At this point, experts' opinion and feedback have greater value than their rating (Appendix 2 & 3 –Focus Group Scale – English & Turkish).

Figure 3.2: The 38 elements discussed in focus group sessions

Life satisfaction	Vitality	Work discipline	Self-efficacy
Family satisfaction	Work engagement	Autonomy	Optimism
Job satisfaction	Flow	Participation	Resilience
Financial satisfaction	Mindfulness	Authentic Behavior	Hope
Work-Life Balance	Challenge	Social relationships	Response-Flexibility
Work-Life Enrichment	Competence	Self-awareness	Acceptance
Segmentation & Integration	Career Satisfaction	Self-management	Gratitude
Flexible working	Growth & Advancement	Social-awareness	Compassion
Physical health	Goal attainment	Empathy	
Emotional health	Meaning & Purpose	Motivation	

These group discussion sessions have been carried out with the aim of predicting both a general perspective and the specific tendencies of professionals, over the elements of well-being in relation to their performance. The purpose has been to determine the elements perceived as most influential on work performance.

Aside from Krueger's (1988) formal procedure of focus group interviews, the study has used another method –Nominal Group Technique (NGT) suggested by Steward and Shamdasani (1990), to gain the perception and opinion of professionals from other

cultures. NGT is a different style of focus group method that provides the advantage of focus group analysis, within special conditions. These may be of groups that involve members challenging to bring together. As methodology, it is run by individual based interviews, where opinions are later provided to other members to allow a ground for reaction and comments (Steward & Shamdasani, 1990).

Within NGT method, for the sake of reaching other cultures and opinions, the Focus Group form has been digitally distributed to professionals outside of Turkey. A total of 60 respondents from around the world have contributed with their feedback. Among the countries are Poland, USA, Italy, Israel, Norway, Slovenia, UK, Greece, Denmark, Belgium, Germany, Portugal, Canada, France, Argentina, Vietnam, Georgia, Pakistan and the Philippines. Countries are listed according to frequency of response received from each country. Despite no expectancy of significance on results, the study considers the projection of respondents as a means for comparing and verifying the variations among cultures.

3.1.2 Major Results

The study has followed the formal procedure of result analysis, suggested by Krueger (1988), delivering mainly descriptive and interpretation level results. During the 2-hour focus group sessions, experts discussed the level of impact each element has onto their general work performance. Some have been stated as highly impacting, while some have been perceived as less or not impacting at all. By impact, experts and the study refers to having an extent of driving force to a higher or lower work performance. In other words, members sought to identify how much effect, whether positive or negative, the presence of a particular element has over their work performance.

Out of 38, 24 of the elements have been regarded as directly to impact work performance, whereas the other 14 elements have been regarded as non-impacting, as contributors to, or as negatively affecting performance. As illustrated below (Figure 3.3), the 14 elements are flexible working, segmentation and integration preference, work-life enrichment, challenge, competence, self-awareness, motivation, empathy,

social awareness, acceptance, response flexibility, gratitude, compassion, and vitality.

Figure 3.3: The Eliminated 14 Elements based on Focus Group Results

EMPLOYEE WELL-BEING							
General Satisfaction	Work-Life Balance	Engagement	Career Success	Authentic Functioning	Emotional Intelligence	Psychological Capital	Other Elements
Life Satisfaction	Work-Life balance	Work Engagement	Career Satisfaction	Participation	~~Self-awareness~~	Self-efficacy	~~Acceptance~~
Emotional Health	~~Flexible working~~	Flow	Growth and Advancement	Authentic Behavior	Self-management	Resilience	~~Response Flexibility~~
Family Satisfaction	~~Segmentation & Integration~~	Mindfulness	Goal Attainment	Autonomy	~~Motivation~~	Optimism	~~Gratitude~~
Job Satisfaction	~~Work-Life Enrichment~~		~~Challenge~~		~~Empathy~~	Hope	~~Compassion~~
Financial Satisfaction			~~Competence~~		~~Social-awareness~~		~~Vitality~~
Physical Health			Meaning and Purpose		Social Relationships		
			Work-discipline				

24 out of 38 well-being and work-related elements have been determined to impact employee performance. The 14 elements with a lesser degree of impact or significance have been mentioned in detail in the next section –i.e. Detailed Results.

3.1.2.1 General Satisfaction

Life satisfaction has been regarded as broad perspective encompassing all domains. Whereas, family and job satisfaction elements have been stated to be as the driving forces to performance. These results are supported with literature; strong correlation between life satisfaction and job satisfaction (Judge & Watanabe, 1993; Spector, 1997) and work and family life (Indumathi & Selvan, 2014), in relation to quality of work life; and individual performance (Azril et al., 2010; Bouckenooghe et al., 2013).

Financial satisfaction, on the other hand, has been considered as enabler and a comfort zone everyone wants to instrumentally reach; just as the contributing effect of "having enough money" to well-being and work performance (Pryce-Jones, 2010; Kim & Garman, 2004). Similar to former studies (Lin et al., 2014; Ford et al., 2011), physical

and emotional circumstances has been regarded as pivotal. However, absence rather than presence of health is emphasized. Having positive emotions and feeling physically healthy may be taken for granted, so the impact is greater on their absence. In conclusion, general satisfaction has been identified with six sub-dimensions.

General Satisfaction => Life S. + Family S. + Job S. + Financial S. + Physical Health + Emotional Health

3.1.2.2 Work-Life Balance

The level of satisfaction in work-life balance has been perceived as important determinant to performance. Similar to former results (Shein & Chen, 2011; Carlson et al., 2009), a positive perception over own balance between work and non-work expressed to better contribute performance. Preference of living a whole life perspective versus having life domains separate from each other, as well as experiencing conflict versus peace and balance have been considered as determining aspects. The whole-life-perspective has drawn the researcher to incorporate the two relevant elements -work-life enrichment and segmentation and integration, under a single dimension; without any sub-dimensions.

Work-Life Balance (Work-Life Enrichment + Segmentation & Integration Preference)

3.1.2.3 Engagement

The level of engagement in one's activities has been concluded to have great impact on the performance level. The concepts work engagement, flow, and mindfulness have been considered as driving force to effective and efficient performance level. Both work engagement and flow have been stated to be means for efficiency (high performance) through work enjoyment and experience of getting absorbed in the task; while mindfulness have been identified as enabler to effectiveness, through good and high work quality. Studies signify the effect of these aspects with being more attentive to well-performing (Andrews et al., 2014; Reb et al., 2015), with learning and academic performance (Demerouti et al., 2012), feeling high in health and performance (Merril et

al., 2013). In conclusion, engagement has been identified with three sub-dimensions.

Engagement => Work Engagement + Flow + Mindfulness

3.1.2.4 Career Success

When career related elements discussed, align with literature (Greenhaus et al., 1990), three main elements have been identified as directly affecting work performance: career satisfaction, growth and advancement, and goal attainment; similar to what appears in literature (Shockley et al., 2016; Hennekam, 2016; Karatepe & Vatankhah, 2015; Ölçer, 2015). When competence was discussed, was perceived as an important factor; however self-efficacy was identified as a broader concept that contributes to both performance and well-being. Similar to findings (Shockley et al., 2016; Ölçer, 2015; Greasley et al., 2005), presence of a positive perception over the essence of the work tasks and being aware of the big picture is stated to greatly contribute work performance. In the case of absence of a positive perception and awareness on the big picture, work discipline is stated to have affect over performance. Work discipline has been an element brought up by the experts. When discussed, experts referred to it as a sense of job ownership and responsibility towards the work and tasks. They identified it as an auto-control mode that dominates individual towards good performance. Literature terms it as job engagement, defining as "responsibility and accountability individual has over his/her job", and supports its significant predictor on performance (Britt et al., 2006; Britt, 1999). In conclusion career success has been identified by three sub-dimensions.

Career Success => Career Satisfaction (Growth & Advancement + Goal Attainment) + Meaning and Purpose + Work Discipline

3.1.2.5 Authentic Functioning

Autonomy and participation in decision-making was considered as determining factors to higher performance. Similar to former findings (Humphrey et al., 2007; Thompson & Prottas, 2005), autonomy was perceived as an underlying factor, taking initiative on how the work is done; and explained as 'the "auto-control" over the way of doing one's

work'. In line with literature (Scott-Ladd & Chan, 2004; Daniels & Bailey, 1999; Wang, 2003; Applelbaum et al., 2000; Bakan & Büyükbeşe, 2008), participation in decision-making was regarded as the opportunity to initiate and have the freedom to act autonomous, as well as voice, leading to better performance, commitment, communication, teamwork, enthusiasm for well-performing. Hence, participation was stated to impact performance, as well as the opportunity for autonomy. Authentic behavior, regarded as "naturally and freely exerting oneself", was found an important parameter in between autonomous and participative behavior; where absence of authenticity may cause bad outcomes. In conclusion, authentic functioning has been identified with two aspects.

Authentic Functioning => Autonomy + Participation in Decisions + Authentic Behavior

3.1.2.6 Emotional Intelligence

Some components of emotional intelligence were found to be directly related performance: self-management and social relationships. These are supported with former findings that managing own self and the relationships around have significant effect on performance (by merit pay reward) Branscum et al., 2016; Ruiz-Aranda et al., 2014). Self-management, being directly related to attitude and behavior, was regarded influential to performance, both at work and non-work domains. Self-awareness, on the other hand, was perceived as the antecedent to self-management, having no direct impact. Social relationships, specifically with co-workers, supervisor, and subordinates were considered as highly influential to performance, as well as in creating positive emotions. Other elements of emotional intelligence –i.e. social awareness and empathy, were perceived as antecedents to relationships, and having a lesser degree of impact on performance. In conclusion, emotional intelligence has been identified with two sub-dimensions.

Emotional Intelligence => Self Management + Social Relationships

3.1.2.7 Psychological Capital

Similar to findings (Luthans et al., 2013; Luthans et al., 2007a; 2007b; Avey et al., 2010), elements of psychological capital have been expressed as influential to work performance. Self-efficacy and resilience, among the four elements of PsyCap construct were regarded as "a guide towards success at challenging times and for bouncing back", and associated with self-confidence, challenge, growth and advancement. Resilience been viewed as specifically important characteristics for managerial positions. Both optimism and hope were observed to be influential to performance, with an exception to be realistic. In absence of hope, performance was stated to negatively affected. In conclusion, psychological capital has been identified with its four factors.

Psychological Capital => Self-Efficacy + Resilience + Optimism + Hope

3.1.3 Detailed Results

As illustrated below, 14 out of 38 elements have been regarded as non-influential or having neither positive nor negative effect on performance. These work-life enrichment, domain segmentation and integration preferences, flexible working, vitality, challenge, self-awareness, social awareness, empathy, response flexibility, self motivation, competence, concern for future, acceptance and commitment, gratitude, and compassion and loving kindness. Results, over each element as illustrated below (Figure 3.4), have been presented in detail in the following.

Figure 3.4: Remaining 24 Elements of Employee Well-Being based on Focus Group Results

EMPLOYEE WELL-BEING							
General Satisfaction	Work-Life Balance	Engagement	Career Success	Authentic Functioning	Emotional Intelligence	Psychological Capital	Other Elements
Life Satisfaction	Work-Life balance	Work Engagement	Career Satisfaction	Participation	~~Self-awareness~~	Self-efficacy	~~Acceptance~~
Emotional Health	~~Flexible working~~	Flow	Growth and Advancement	Authentic Behavior	Self-management	Resilience	~~Response Flexibility~~
Family Satisfaction	~~Segmentation & Integration~~	Mindfulness	Goal Attainment	Autonomy	~~Motivation~~	Optimism	~~Gratitude~~
Job Satisfaction	~~Work-Life Enrichment~~		~~Challenge~~		~~Empathy~~	Hope	~~Compassion~~
Financial Satisfaction			~~Competence~~		~~Social-awareness~~		~~Vitality~~
Physical Health			Meaning and Purpose		Social Relationships		
			Work-discipline				

Life Satisfaction: Life satisfaction is perceived as a domain that covers all the domains or aspects of one's life. When asked which of the life domains 'life' is associated with, most refer it as the 'family' domain. It is noticeable that participants who are married and having children have stronger tendency to perceive 'life' as 'family', than the single ones. Same differentiation is applicable on the age. Hence, there is an age and familial responsibility contingency over the perception of life.

When analyzing the impact of life satisfaction over performance, most rate it as influential, however indicate that family satisfaction have greater degree of impact on performance. Due its wide and general coverage, 'life satisfaction' is included in the scale, to determine the validity in determining the degree of satisfaction compared to family, job and career satisfaction.

Family Satisfaction: It is perceived as a strong aspect in affecting performance. When there is a lack in family satisfaction, such as a state of problem or discomfort in the family or home, performance is affected by "loss of concentration, problem in focusing and functioning." Whereas, no great affect over performance is indicated at the existence of family satisfaction. In other words, dissatisfaction over satisfaction has greater effect.

Job Satisfaction: It is perceived as the strongest aspect in affecting the performance, as it is directly related to performance. Whether one has satisfaction at home or in life general, as long as one does the job and tasks he/she loves doing, it has great impact. “Employees reach greater success, exert higher level of job ownership, and are more immune against external effects", participants declared.

Among these four aspects, family satisfaction and job satisfaction have been indicated as strongest impact over performance. Most experts perceive life as a single ‘life bubble’, taking the roles integrated in one dimension. They evaluate life and professional satisfaction by career and family domains.

Financial Satisfaction: It is perceived as an element totally different from the rest, “this type of satisfaction is related to creating one’s comfort zone, where every individual would wish to instrumentally reach”. Other than that, in terms of effort-outcome relationship, “if my effort does not pay off, my performance will surely get negatively affected”. Furthermore, level of happiness and feeling of content has a higher priority over the income satisfaction, “Working at a place where I am happy is more important than the wage. I’d work for less, as long as I am happy working there”; “If I am happy at my workplace, I am fit for 8 instead of 10”.

Quite parallel with Diener and Seligman’s (2004) research on money-happiness relation, financial satisfaction is neither triggering element for well-being, nor for higher performance. However, the degree of ability to do what one desires via financial means may be determining factor for both individual well-being and performance. Therefore, just as ‘life satisfaction’, this elements is included in the construct, to particularly assess its contribution.

Work-Life Balance: This item encompasses two other items: work-life enrichment and preference to segment or integrate work and non-work lives. They are perceived as enablers, mediators, to Work-Life Balance. Work-life balance is viewed as great impact on performance. Specifically, software programmers refer it as “default” pre-requisite for performance, stating, “when I maintain the balance I am happy, when I lose balance I am unhappy and my performance gets negatively affected”. Flexible working also is perceived as an enabler component to maintain the balance in life.

Work-Life Enrichment: The existence of a positive spillover creating enrichment among domains has no great effect over performance, however, when negativity and conflict is present, the balance perception is negatively affected, whereby performance is negatively affected. Work-life enrichment is perceived as a mediating effect.

Segmentation and Integration Preferences: Most perceive work and non-work lives as inseparable from each other. The younger the age is, the higher is an integral life perception. Most carry on some work related tasks or have their mind busy with work even outside of working boundaries. They have the preference to do so. This preference to merge or keeping separate enables the balance.

Flexible Working: For most, opportunity to have flexibility at working, whether in time or place, has impact on work performance. Academic experts indicate their preference in the current job for the availability of flexibility, job control, and auto-control. Although differing from job to job, even at workplaces where flexible working is out of question –equity and finance sector, experts have preference and need for flexibility. Having the ability to keep flexible working within own balance, flexibility enables their happiness. On the other hand, flexible working is perceived by one of the experts as threat to communication and cooperation among co-workers, hence notes that personally do not need flexibility to keep the balance.

Within obtained feedback, the scale assessing work-life balance is predicted to involve items for determining the level of work-life enrichment; the emotions about maintaining life responsibilities in integrated or segregated way; and the need and availability of flexible working.

Physical Health: It is perceived as highly influential, where minor un-well-being having less, whereas major incidents have great affect on performance. The positive state of physical well-being or health is less regarded as having positive impact, while negative health greatly impacts to lower performance.

Emotional Moods: Similarly with physical well-being, the absence of positive emotions lead to lower performance, while presence of positive emotions -perhaps taken for granted-, is perceived as less impacting. Nonetheless, a balanced level of emotional

state is highlighted, emphasizing its positive impact on performance, contrary to having too high level of happiness and joy “high level of happiness negatively impact performance”. As conclusion, positive emotions effect motivation, hence leading to better performance.

Vitality: It is perceived as relational with emotional well-being, while bearing a single positive facet. The relation among the two is ambiguous, as it is hard to say whether the higher emotional well-being there is, the higher vitality there will be. Nonetheless, at certain degree in overall it may impact performance. In this case, it has been concluded that the element vitality to be excluded; where assessing positive and negative emotions –as emotional well-being, would be enough.

Work-Engagement: It is perceived as very influential to performance, since it is directly related to work. Also found related to work discipline, responsibility and sense of ownership, specially when job tasks are less enjoyable, routine and motivating. Hence, energy (vigor), dedication and absorption are perceived as enablers for performance for enjoyable and challenging task, while work discipline, sense of responsibility and ownership are as enablers at times of routine and ‘paperwork’ tasks.

Flow: Among the 25 experts, practically the 5 software programmers know and experience the flow on a daily basis, where they state it as “flight” and “flying away to the moon”. They regard the flow experience as impact on performance at a maximum degree. Perception of other experts is not as distinctive as the programmers’, where some are theoretically aware of the impact of focused concentrated state over performance, stating “being focused, concentrated and absorbed into the activity seem the outcome of the previous discussed elements, and when unfocused, it is impossible to enjoy the activity.” It is clear that experiencing flow is based on job contingency and sector, where software programming and equity banking are quite distinct from each other.

Mindfulness: Most experts agree on impact of conscious awareness over behavior and thoughts on performance. Some perceive it as counter to flow state, while some –software programmers- experience it together with flow, where they experience it together with acceptance and response-flexibility. The degree of impact is said to

variate depending on what is measured as performance; how much work is completed, or how well and correct the work is done. The effect is perceived as least at the former, and highest at the latter case. Despite differentiations in practice, all agree on the importance of mindfully operating, where living on the autopilot mode would lead to unhappiness at work.

Work engagement, the flow experience, and mindfulness are complementing concepts. Mindfulness and flow involve being present at the moment, actively and attentively engaged; they are parallel to the experience individuals have when engaged to work (Reid, 2011). Hence, this study takes these concepts as complementing one another, under a single dimension, -engagement. Furthermore, work discipline is to be considered under the same heading, as sense of responsibility, ownership and auto control involve being engaged to work at routine and non-enjoyable work activities.

Challenge: It is perceived as antecedent of motivation, flow and goal attainment. At creativity and innovation requiring tasks –counter to routine tasks, it promotes higher performance, leads software programmers into flow. Challenge related items are to be embedded within engagement related items.

Career Satisfaction: It is directly related to performance and has a long-term effect, where it encompasses job satisfaction; “job satisfaction is short term, career satisfaction is long term”. “I not only need to do the job I love, but also future goals and opportunities need to be clear, leading me to my goals. When they are so, I work with stronger motivation and willingness to walk the 'extra mile'”. Career satisfaction is found as a stronger predictor in performance than job satisfaction, which has been considered more as career success.

Growth and Advancement: It is perceived as a pivotal aspect to effect performance. Goals may be achievement through growth opportunity. It is found relational with career, while considered as more global encompassing one’s enrichment. It also helps to the sense of ownership and work responsibility, discipline.

Goal Attainment: It has great effect, as it pertains the sense of accomplishment and success. “It is very effective when work tasks have goals, they bring sense of success”.

Competence: It is found relational with growth and advancement, of which is the outcome. Baring the perception of one having the required skills and ability to perform is impactful. However, it has less impact on performance, when compared with growth and advancement, and self-efficacy. Competence is an important aspect, however feedback obtained tells that self-efficacy has a broader coverage, in terms of both well-being and performance. Hence, competence is not included as element in the scale.

Meaning and Purpose: For most the meaning the work tasks have and the purpose it serves to has strong effect over the degree of performing. Especially, when it creates positive perception the performance increases, whereas when it creates a negative perception, performance decreases. An expert states, "I'd exit if the purpose of my job conflicts my perception"; while another state, "Knowing the purpose and my contribution to general outcomes simply enables me to go on with the work"; "Having the big picture has big effect on my dedication to work". Only one expert exceptionally states that, "My work discipline enables my performance, rather than my positive or negative attitude towards the purpose, or my degree of contribution to the whole; hence knowing that I am doing a highly meaningful task has no relevance with my performance level or motivation to perform better".

Work Discipline: Sense of responsibility, ownership and auto control are the three terms that have been used while discussing this element. It has been suggested to be included at the first focus group session. It is considered in association with autonomy, complementing one another. It has strong effect over performance, especially at cases where elements such as a task's meaning, purpose or the big picture lack. Members responded with "the sense of responsibility and ownership over the work tasks dominates me to perform at its best"; "and the auto control that keeps me on track". It is directly associated with the level of happiness, "it directly effects my level of 'happiness'".

Autonomy: All experts state the importance of having certain degree of autonomy and taking initiative. They clearly say, "Unless I work for a great leader, autonomy has no significance"; "I do the right thing if I do it my way"; "It is crucial at time of doing the work and having 'auto control' over my way of doing the work". It is associated with autonomy in decision-making, where clear distinction is made between autonomy and

participation. Hence, autonomy is regarded as effecting performance, in terms of how the work is done. In terms of how decisions are made are discussed in the element participation.

Participation: It is found related with autonomy. The opportunity for initiation and having the freedom to act the way one feels, responsibly and with auto control, has greater chance for participating in decision-making, goal setting, etc. Hence, while participation is regarded as very influential for performance, it is also considered as relational to level of autonomy.

Authentic Behavior: Most perceive authentic behavior as highly influential to work performance. “It is very important for me to naturally and freely exert myself”; “If I am not able to be authentic, I will deliver bad outcomes”; “My performance increases when I act authentically”. A matter of emphasis is made on cultural context; while authentic behavior is more acceptable in the Western culture, in the Turkish culture it may both have positive and negative effect; and one may be even regarded as ‘looser’. Nonetheless, all experts highlight the need for authentic behavior for high performance.

Social Relationships: All experts consider the quality of relationships with co-workers, supervisor and subordinates as highly influential to work performance. This is true both at time of work, and at breaks, for all job types. It is also been related with emotional well-being, where positive emotions create positive relationships. There is a point about software programmers’ attitude towards relationships that is worth mentioning: most experts perceive them as asocial and individually working, where quality of relationships would have no effect over their performance. However, this is a misconception! All of the five software-programming experts express the great emphasis of good relationships over their quality of work outcomes, where negatively impacting when relationships are bad. “Programmers are not asocial people, they are sensitive people. Although our work seems individual, it is teamwork. Relationship quality is very important, not at times of programming but at other domains.”

Self-Awareness: Although having impact, significance of self-awareness is less on work performance; instead self-management has been stated to effect performance. This item has received more emphasis and discussion, as it has been perceived as antecedent to

self-management, with a lesser degree of impact. Some argue, “I can perform at my best despite knowing myself and my resources”, whereas some state, “I have chosen this job -and not any other- based on knowing myself, what I can do, how stressed I can get, etc.” Based on discussions, it is emphasized that self-awareness is influential to performance, however indirectly; and mediating self-management, job-satisfaction and career satisfaction.

Self-Management: It is perceived as having greater impact over performance than self-awareness. Some do not directly relate it to performance, however state its importance both at work and at non-work domains. Since all items represent to an extent level of self-awareness, self-management measuring items are involved.

Social-Awareness: Most consider as not related to performance. It is not perceived as an intrinsic drive, where one does what needs to be done for achieving desired performance. However it is perceived as influential if one is at a managerial position, to motivate for performance. In short, it is considered not much influential, perhaps indirectly. Empathy is perceived as its antecedent. This element is considered to be excluded for assessing well-being in relation to performance. Quality of relationships is considered to a better determinant.

Empathy: It is seen as antecedent of social-awareness and relationships, and similarly has no impact over performance, unless managerial position is not at hand. Being aware of others’ and one-self is found important, “I’d rather work with people whose empathy level is high. When my empathy level is high, and I have positive social relationships, my performance increases.” This element is to be involved while assessing social relationships.

Motivation: It is perceived as “the sum of all the elements discussed”; “By default a must!”; “The lower internal motivation is, the poorer and mediocre my performance will be”. Motivation assessing items are not necessary in the scale. Since all the elements are related to the intrinsic motivation, direct motivation related items are considered unnecessary.

Self-Efficacy: The ‘I can do it!’ feeling is highly influential on performance. It is related with challenge and growth and advancement. Self-efficacy is viewed as important, for “it guides individual to success at challenging situations”. It is associated with self-confidence!

Hope: This is the opposite of concern for future, and has greater degree of impact, and primarily a positive one. Where there is no hope, performance will decline, “Similar to resilience, at absence of hope, one may fall into despair and may not accomplish or overcome challenges.” Furthermore, “in the carrot and stick case, carrot is no longer a motivator; individuals need realistic hope, with positive perception as a motivator for performing higher”.

Optimism: Realistic optimism is the desired one that positively affects performance. Over optimism may drag to dreaming. “I’d perform higher when working with an optimistic leader”; “leap of faith is pivotal for achievements, especially in risk involving tasks”.

Resilience: To some extent resilience has impact on performance. It is an important personal characteristic that at a managerial position has impact. Resilience enables individual to bounce back and maintain oneself, therefore at troublesome times it is highly important for maintaining performance.

Response-Flexibility: Although having no direct relation with performance, response-flexibility has great affect on creating positive relations and social well-being; “In terms of managing relations it is very influential, however not directly on performance”. It is also found relational with mindful thinking and behavior, “if one is not mindful, may not be flexible in response”. However, the ability of response-flexibility is found related to performance, through the inability to ‘undo’ certain acts that negatively effects performance -“I wish I had the ability to be more flexible in my responses; especially inability to ‘undo’ is quite demotivating and negatively effecting my performance”. Furthermore, experts made distinction between wording (thoughts) and actions (behavior), where they consider behavioral responsability having stronger effect on performance than the wording responsability.

Acceptance: This element is influential to a positive mindset, rather than increasing performance, “It is affective, however more related to my happiness, than my work performance; I cannot figure out whether it may affect my performance.” Nonetheless, from one hand it is associated with flow and work engagement, in relation to integrating life domains into one, creating a balance, and only then committing oneself to them to have a meaningful outcome. On the other hand, it is also associated with work discipline, sense of ownership and responsibility, specially at challenging situations, when one needs to rebound, accept, set a new strategy and commit to it, based on perceived self-efficacy, competence, motivation, and optimism. Therefore, despite its contribution to positivity, this element has been excluded from the scale, for the fact that it has not been identified as influential to work performance.

Gratitude: This element has not been found much meaningful to or relevant to work context and performance. The gratitude feeling has been discussed extensively within two dimensions: (a) employee’s gratitude towards employer organization for its investment and deeds over individual’s growth, career advancement, etc. –that is termed as loyalty, or ‘organizational commitment’; and (b) employer organization’s gratitude towards employee’s contribution to the organization –shown as feedback, rewards, etc. The second is considered to create greater impact to performance than the first. However, as neither the first nor the second type of gratitude implies the sense of appreciation and gratitude, this element is found insignificant. Therefore, this element has been excluded from the scale.

Compassion: Similar to gratitude, this element is found insignificant. The distinction with empathy is questioned. “Being compassionate may be a good quality, however in relation to goal achievement and performance, it may cause negative effect. One even needs to be ruthless sometimes.” This element is found not influential considering the given job characteristics, however performance of professions such as teacher, doctor, or nurse would definitely be affected by compassion and kindness.

Both gratitude and compassion are not to be included in assessing well-being in relation to performance. Although having strong effect on positive emotions and creating positivity around the individual, they have no quite impact within workplace context and effect to performance.

Final remaining elements, as a result of focus group research are summarized at the illustration below (Figure 3.5).

Figure 3.5: The remaining final 20 elements

EMPLOYEE WELL-BEING						
General Satisfaction	Work-Life Balance	Engagement	Career Success	Authentic Functioning	Emotional Intelligence	Psychological Capital
Life Satisfaction	Work-Life balance	Work Engagement	Career Satisfaction	Autonomy & Participation	Self-management	Self-efficacy
Emotional Health		Flow	Meaning and Purpose		Social Relationships	Resilience
Family Satisfaction		Mindfulness	Work-discipline			Optimism
Job Satisfaction						Hope
Financial Satisfaction						
Physical Health						

3.2 QUANTITATIVE RESEARCH

The quantitative research involved a two-stage process of questionnaire and data analysis. The first has been the preliminary study, focusing on item reliability of the inventory. The second phase is the regression and correlational analysis, through Structural Equation Modeling (SEM).

In light of the focus group results, measurement scale for the remaining 20 elements has been gathered. The measurement instrument of each element has been carefully studied and the most appropriate scale has been involved. Within the dimension of career success, the elements career satisfaction, growth and advancement, and goal attainment have been incorporated under a single measurement scale –i.e. career satisfaction (Greenhaus et al., 1990). Furthermore, within authentic functioning dimension, the elements authentic behavior, autonomy, and participation in decision-making have been incorporated under a single measurement scale –i.e. autonomy (Broeck et al., 2010) and participation (Vroom, 1959). This process of incorporating authentic behavior,

autonomy, and decision-making into one element –i.e. autonomy and participation; as well as career satisfaction, growth and advancement, and goal attainment into single element –i.e. career satisfaction, yielded with a total of 20 elements to be studied in explaining employee well-being with a whole person perspective, as well as positively impacting employee performance. The elements and their relevant higher-order dimensions are illustrated below (Figure 3.6).

Career Satisfaction => Growth & Advancement + Goal Attainment + Satisfaction

Autonomy & Participation => Autonomy + Participation + Authentic Behavior

Figure 3.6: The 20 Elements to be used as for measuring employee well-being

MEASUREMENT SCALES FOR EMPLOYEE WELL-BEING						
General Satisfaction	Work-Life Balance	Engagement	Career Success	Authentic Functioning	Emotional Intelligence	Psychological Capital
Life Satisfaction	Work-Life balance	Work Engagement	Career Satisfaction	Autonomy & Participation	Self-management	Self-efficacy
Emotional Health		Flow	Meaning and Purpose		Social Relationships	Resilience
Family Satisfaction		Mindfulness	Work-discipline			Optimism
Job Satisfaction						Hope
Financial Satisfaction						
Physical Health						

Although major scales have been applied with a 5-point or 7-point Likert scale, all measures in this study are rated by 6-point rating scale, measuring the extent of agreement (1=strongly disagree to 6=strongly agree), and the extent of frequency (1=never to 6=always).

Most scales of the elements used in this study have been adapted into Turkish and have been validated. A few of them have been generated by the author -i.e. physical health, financial satisfaction, and a few have been translated and back translated by the author -i.e. family satisfaction, job satisfaction, work discipline, social relationships, self-

management, flow, mindfulness, and emotional moods. Even so, each item of the scales has gone through a detailed process of analysis, check and rephrasing. At initial phase, two experts in in the study field as well as in English and Turkish have checked the translation and semantics of items. Once the draft of inventory at hand, 6 experts in research and practice in the field have examined the items in terms of their clarity –as face validity, relevant modifications have been made. At the end of the auditing process, the final version has been distributed in electronic and hard-copy version.

The examining process followed a 2-step procedure: a preliminary study at first hand, to assess the reliability of items in the construct; where later administered in full scale to test the research model. Measurement scales are provided at Appendix.

3.2.1 Measurement Instruments

The final 20 elements to contribute to employee well-being, and to impact performance have been statistically measured utilizing the following measurement instruments are explained in detail. Items are coded with relevant abbreviation, available at appendix.

3.2.1.1 Life Satisfaction

Life satisfaction, coded with LST, is measured by Diener et al.'s (1985) self report 5-item scale, from the cognitive component of subjective well-being (SWB) measure. Several studies have confirmed the good reliability and internal consistency (Pavot & Diener, 1993; Diener et al, 1985; Gröpel & Kuhl, 2009). The study used the Turkish version adapted by Köker (1991) and Yetim (1991), using 6-point Likert style, measuring the extent of agreement. Sample items are, 'In most ways my life is close to my ideal', and 'If I could live my life over, I would change almost nothing'.

3.2.1.2 Positive and Negative Emotions (Affect)

This element is the affective component (the emotional well-being) of what Diener et al. (1997) proposed in measuring subjective well-being (SWB). To measure the emotional moods, coded with PNA, the study utilized the measure Gröpel and Kuhl (2009) used with an employee sample, based on Brunstein's (1993) study. To predict the positive and negative mood, eight adjectives were used, four each, where respondents rated their extent to feeling these moods within the past week. As positive moods happy, joyful, pleased and confident, and as negative moods sad, depressed, frustrated and anxious were used, with a 6-point scale, ranging from 1=never, to 6=always.

3.2.1.3 Family Satisfaction

Family satisfaction, coded with FST is assessed using the two items out of the 3-item family role satisfaction scale developed by Edwards and Rothbard (1999) (Lu and Kao, 2013). In this study, the item 'All in all, the family life I have is great' has been omitted from the original 3-item scale, involving the items 'My family life is very enjoyable' and 'In general, I am satisfied with my family life'. The satisfaction with family life has been translated into Turkish and back translated into English to verify item validity, and has been used with 6-point Likert scale, measuring the extent of agreement.

3.2.1.4 Job Satisfaction

Job satisfaction, coded with JST, is measured with 4-item scale used by Glaveli et al. (2013; 2011), assessing extent of satisfaction with one's job in general, salary, as well as perception of success and job security. Glaveli et al. have used 5-point Likert scale, rating level of agreement. Sample items 'All in all, I am satisfied with my job' and 'I feel that my future at this job is safe'. The scale has been translated into Turkish and back translated into English. 6-point Likert scale was used, where higher scores indicated a higher degree of satisfaction.

3.2.1.5 Financial Satisfaction

A 2-item scale, developed by author, measures financial satisfaction, coded with MST. Apart from the degree of satisfaction in earning, the items are formulated so as to predict the level of satisfaction of financial circumstances individual is in, and the degree of importance one gives to money. Respondents rated their level of agreement based on 6-point Likert scale, the higher score represents the higher level of satisfaction. Items used are:

> *In overall, I think I have enough money to do what I want*
> *Having a lot of money is important in my life (to be reverse coded).*

3.2.1.6 Physical Health

To measure physical health, coded with HST, the study used a self-generated items, focusing on both subjective and objective indicators over feeling physically healthy. As subjective measure, respondents graded their level of agreement on a 6-point Likert scale to the first item: "In general I feel healthy". To obtain objective response, the study measured the frequency of individuals engaging in sports, visiting the doctor's or taking a sick leave from work. Respondents rated the number of times ranging from none to five times and more (i.e. 0-1-2-3-4-5+).

> *How many times a week do you do sports to stay healthy and fit?*
> *How many times in the past four months have you visited the doctor for health reason?*
> *How many times in the past four months did you take a sick leave?*

3.2.1.7 Work-Life Balance

Assessing work-life balance, coded with WLB, involving a few sub-constructs has been taken into consideration: a whole-life perspective, integration versus segmentation of life work and non-work life, a balance perception based on resource allocation to life domains, a negative or positive spillover through domains –i.e. interference and

enrichment, and a general perception of balance. These sub-constructs have been gathered from two scales, developed and validated by Apaydın (2011) and Vatansever (2008) in Turkey, in Turkish. Vatansever (2008) used 6-point Likert scale, and Apaydın (2011) used a 5-point Likert scales, ranging from strongly disagree to strongly agree.

In assessing a general balance perception with a holistic view, this study has used the five items out of the 20-item scale from Vatansever (2008:146). The first item predicts a whole-life perspective, the second and third items represent segmentation and integration preference, the fourth signifies the satisfaction out of a balanced allocation of resources, and finally the last item determines a general balance perception.

> *I can spend 24 hours in a happy and efficient way,*
> *I live my life without separating into work and non-work life,*
> *I prefer to keep work life at work,*
> *I am satisfied with time and quality I spare for myself, my relations and responsibilities',* and
> *I feel there is a balance in my life.*

Furthermore, for assessing harmony in work and non-work life, the study has used four items from Apaydın's 20-item Work-Life Balance Scale (2011:120). The author has rephrased the first item, through combining Apaydın's original item –I am able to balance my work and personal life, and Greenhaus et al.'s (2004) item emphasizing domain interference –I can balance my work and family responsibilities so that one does not upset the other. The second and third items indicate the satisfaction from life as a holistic view, through well planning and enjoyment in performing responsibilities. Finally the last item, determines the level of positive spillover, as enriching contribution to other life domain.

> *I can balance my work and personal responsibilities so that one does not upset the other,*
> *I can fulfill all my responsibilities by well planning my life,*
> *At work and my personal life, I do tasks that I love doing,* and
> *The skills and knowledge I gain at work facilitate me in managing my family responsibilities.*

The scales were rated with a 6-point Likert scale, ranging from strongly agree to strongly disagree, where higher scores indicated a higher degree of balance perception and satisfaction.

3.2.1.8 Work-Engagement

Work engagement, coded with WE, within the three engagement scales -factors vigor, dedication and absorption, is measured by Schaufeli et al.'s (2002) 17-item Utrecht Work Engagement Scale (UWES). The scale is comprised of six items representing vigor (sample item: "When I get up in the morning, I feel like going to work"), five items representing dedication ("To me, my job is challenging"), and six items measuring absorption ("When I am working, I forget everything else around me"). All items within Schaufeli et al.'s (2002) construct development and validation study were rated on a 7-point frequency scale, ranging from 0=never to 6= always. This study has utilized a 6-point rating scale, ranging from 1=never to 6=always, as has been utilized by Turgut (2011) within the adapted and validated Turkish version.

3.2.1.9 Flow

Flow, coded with FL, is measured by the two scales of the Work-Related Flow inventory (WOLF), developed and validated by Bakker (2008); work enjoyment and intrinsic work motivation, excluding the absorption dimension. As the absorption dimension is already measured within the Utrecht Work Engagement scale in wide coverage, the absorption measuring items have been excluded in measuring flow. In measuring work enjoyment, one item "My work gives me a good feeling" has been eliminated from the scale, due to ambiguity at the face validity phase. Hence, three items have been used to measure work enjoyment ("I do my work with a lot of enjoyment"), and 5 items were used to measure intrinsic motivation ("I get my motivation from the work itself, and not from the reward for it").

In order to further emphasize the level of focus into the task at hand, the study selected one item from Martin and Jackson's (2008) flow inventory – "I am completely focused on the task at hand". Furthermore, to predict the level of intrinsic motivation as the extent of rewarding experience, one more item is selected from Martin and Jackson's (2008) inventory –"The experience is extremely rewarding". The item has been

reworded and used as “The experience I get from when I am work, is the reward itself.”

A total of 10 items are used to measure flow. Both Bakker (2008) and Martin and Jackson (2008) have used 7-point scale, where former rated by frequency, ranging from 1=never to 7=always; whereas the latter rated by agreement, ranging from 1=strongly disagree to 7=strongly agree.

This study used a 6-point rating scale of frequency, ranging from 1=never to 6=always. The items have been translated into Turkish, and Back translated into English, where a face validity check has been applied.

3.2.1.10 Mindfulness

There are various scales used to measure mindfulness, as trait or state. The Freiburg Mindfulness Inventory (Buchheld, et al, 2001); Kentucky Inventory of Mindfulness Skills (KIMS; Baer et al., 2004); Five-Facet Mindfulness Questionnaire (Baer et al., 2006); Philadelphia Mindfulness Scale (Cardaciotto et al., 2008); Toronto Mindfulness Scale-Trait Version (Davis et al, 2009); the Langer Mindfulness Scale (Langer, 1989); Southampton Mindfulness Questionnaire (Chadwick et al., 2008); the Toronto Mindfulness State Scale (TMS; Lau et al., 2006); the Mindfulness Attention Awareness Scale (MAAS; Brown & Ryan, 2003); and the Cognitive and Affective Mindfulness Scale – Revised (CAMS-R; Feldman et al, 2007).

Coded with MND, the 15-item Mindfulness Attention and Awareness Scale (MAAS) is used (Brown & Ryan, 2003). Items are free of any metaphorical and idiomatic language. They focus on the attentional and awareness aspects of mindfulness, with a state-like perspective. It is among the most widely used scale in relation to well-being (Kong et al., 2014; Montes et al. 2014; Lichtenberg Heard, 2010; Özyeşil, 2011; Özyeşil et al., 2011).

The authors and experts have rephrased and re-adapted the translated and adapted Turkish items (Özyeşil et al. 2011), during the face-validity phase. Respondents rated using 6-point Likert scale, ranging from ‘never’ to ‘always’.

I could be experiencing some emotion and not be conscious of it until some time later.

I break or spill things because of carelessness, not paying attention, or thinking of something else.

I find it difficult to stay focused on what's happening in the present.

I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.

I tend not to notice feelings of physical tension or discomfort until they really grab my attention

I forget a person's name almost as soon as I've been told it for the first time.

It seems I am "running on automatic" without much awareness of what I'm doing.

I rush through activities without being really attentive to them.

I get so focused on the goal I want to achieve that I lose touch with what I am doing right now to get there.

I do jobs or tasks automatically, without being aware of what I'm doing.

I find myself listening to someone with one ear, doing something else at the same time.

I go someplace and then wonder why I went there.

I find myself preoccupied with the future or the past.

I find myself doing things without paying attention.

I snack without being aware that I'm eating

3.2.1.11 Career Satisfaction

As aforementioned, this study considers career success as the positive perception and satisfaction over one's accomplishment, goal achievement, progress, growth, and advancement. To ensure assessment of these aspects, it utilized Greenhaus and friends' (1990) five-item Career Satisfaction (CS) scale, coded as CS, that involves career achievement and goals, professional advancement, and development of new skills. To

the author, Greenhaus and friends' (1990) scale majorly emphasizes the extent of satisfaction in career achievement, and the satisfaction over the progress meeting career goals, income, professional advancement and development of new skills; while this study focuses on level of progress and achievement. Hence, it employed the scale with slight modifications. In cooperation with experts in the face validity process, the first item has been kept as original –'I am satisfied with the success I have achieved in my career', and four of the items have been rephrased. As a sample item, the original item has been rephrased from 'I am satisfied with the progress I have made toward meeting my overall career goals', to 'I have made progress towards meeting my overall career goals.'

I am satisfied with the success I have achieved in my career
I have made progress toward meeting my overall career goals
I have made progress toward meeting my goals for income
I have made progress toward meeting my goals for professional advancement
I have made progress toward meeting my goals for the development of new skills

This scale is regarded as the most commonly applied measure for career satisfaction and career success (DiRenzo, 2010), with .80 and above alpha coefficients, have been utilized with 5-Likert scale, indicating their level of agreement. To obtain the Turkish version, the items have been translated and back-translated by the author, and undergone the face validity process. Respondents graded their level of agreement using a 6-Likert scale, ranging from strongly disagree and strongly agree.

3.2.1.12 Meaning and Purpose

To measure the sense of meaning and purpose, coded as WM, the Turkish version of Steger et al.'s (2012) Work and Meaning Inventory (WAMI) has been used (Akın et al., 2013). The scale predicts three primary aspects: (1) psychological meaningfulness (PM) in work, which is the positive meaning one derives from work, (2) meaning making (MM) through work, which involves meaningful life linked with meaningful work, and (3) greater good (GG) motivations, that is the motivation to make positive impact on others' good. The 10-item scale involves four items predicting PM, one item predicting

MM, and five items predicting GG. Both the Turkish and original versions have been measured using a 5-Likert scale, ranging from agree to disagree. Items delivered below, sign with asterisk (*) is reverse coded. The items were rated with a 6-point Likert scale, indicating level of agreement. Higher scores indicated a higher degree of meaning and purpose in life.

Positive meaning (PM)

I have found a meaningful career
I understand how my work contributes to my life's meaning
I have a good sense of what makes my job meaningful
I have discovered work that has a satisfying purpose

Meaning making (MM)

I view my work as contributing to my personal growth

Greater good (GG)

My work helps me better understand myself
My work helps me make sense of the world around me
*My work really makes no difference to the world **
I know my work makes a positive difference in the world
The work I do serves a greater purpose

This study, involves nine items of the WAMI scale (Akın et al, 2013; Steger et al, 2012), eliminating the third item -'My work really makes no difference to the world' within the GG subscale. The item is eliminated for few reasons. As to the author and experts, it overlaps with 'I know my work makes a positive difference in the world'; and when the Turkish version is analyzed, the item does not seem to convey the meaning it aims.

Considering organizations' high involvement in social responsibility activities (SRA), measuring the extent of employees' engagement in SRA is thought to be essential and adequate. Hence, the study added two self-generated items, measuring the impact of SRA to meaningful life: The first, 'Engaging in social responsibility activities contributes to my life's meaning', was rated with a 6-point Likert scale, ranging from 'strongly agree' to 'strongly disagree'. The second item, 'What is the number of social responsibility projects you have actively taken part in the past three years?', was rated by indicating the number of social responsibility projects –i.e. 0, to 1,2, 3, 4, and '5+).

3.2.1.13 Work-Discipline

As described earlier, work-discipline, coded as WD, in the Turkish context refers to the personal state-like characteristics that involve individual's responsibility, commitment, and the sense of ownership towards his/her job and performance. Britt (1999), in his study, used a five-item scale to measure, as he terms, the 'soldiers' engagement in their job' (701), emphasizing the sense of responsibility, commitment, and job ownership, as well as the impact of one's performance over one's affectivity and self-identification.

I feel responsible for my job performance
I am committed to my job
How I do in my job influences how I feel
How I do in my job matters a great deal to me
I consider my job part of who I am

The current study has used Britt's items, for their highly relevance to the operationalization and measurement of work-discipline, excluding "How I do in my job influences how I feel", for few reasons. First, there are already relevant statements measuring the level of affectivity in relation to job doing. And second, there has been loss of meaning when translated into Turkish. In order to further emphasize job ownership and work discipline, two self-generated items have been included.

I have a sense of ownership to my job
Work discipline is important for me

Britt and Britt et al. (1999, 2001) have measured the scaled by a 5-point Likert scale. The current study has utilized 6-point Likert scale, ranging from 'strongly disagree' to 'strongly agree'.

3.2.1.14 Autonomy and Participation

This study considers autonomy and participation, coded as AUT, as a broader concept covering inter-related concepts: (1) autonomy, as the ability to have freedom over own choices and actions, as the basic need to self-actualization; (2) authentic behavior, as the freedom to act and be as one wishes; and (3) participation, as the ability to have voice and self-expression in decision making process. To measure these criteria, the study has

taken the 7-item autonomy assessing subscale, of the 23-item Work-related Basic Need Satisfaction Scale (W-BNS), constructed and validated by Van den Broeck et al. (2010), and used by Doğan and Eryılmaz (2012) in Turkey. The autonomy related W-BNS scale items are below, where signified with asterisk (*) are reverse coded.

Autonomy

I feel free to express my ideas and opinions in this job
I feel like I can be myself at my job
*At work, I often feel like I have to follow other people's commands**
*If I could choose, I would do things at work differently**
The tasks I have to do at work are in line with what I really want to do
I feel free to do my job the way I think it could best be done
*In my job, I feel forced to do things I do not want to do**

Additionally, in reference to measuring the extent of participation in decision-making, two items have been added. These items are the adapted version of the Vroom's Participation in Decision Making scale (1959), which have been used by Erim (2009) in the Turkish context. As a few items of the original 5-item scale overlaps with Van den Broeck et al.'s (2010) autonomy related items, participation assessing items have been carefully selected, and been rephrased to emphasize individual's participation in decision-making process.

Participation

In my job, I can express my opinions in decision-making processes
My opinions are valued in decisions related to my job

Van den Broeck et al (2010) have used a 5-point Likert scale ranging from 'totally agree' to 'totally disagree'. Erim (2009) has used a 6-point Likert scale, ranging from 'always' to 'never'. In the current study, responses were made on a 6-point Likert scale, ranging from 'strongly disagree' to 'strongly agree'.

3.2.1.15 Self-Management

In measuring self-management, coded as SM, as the sub-concept of Emotional Intelligence, the study has used the Emotional Competency Inventory (ECI) developed by Boyatzis and Goleman (1996, 2001), which was used by May and Carter (2012) and Yıldırım (2007). Upon synthesising previous studies (May & Carter, 2012; Boyatzis, 2009; Yıldırım, 2007; Boyatzis & Goleman, 1996; 2001), the study has adapted 12 items to measure the four competencies of self-management: achievement orientation, adaptability, emotional self-control, and positive outlook.

Achievement orientation

I strive to improve my performance
I seek to improve myself by setting measurable and challenging goals
I seek ways to do things better

Adaptability

I have difficulty adapting to uncertain and changing conditions
I adapt overall strategy, goals, or projects to fit the situation
I adapt to shifting priorities and rapid change

Emotional self-control

I act appropriately even in emotionally charged situations
I remain calm in stressful situations
I control impulses appropriately in situations

Positive outlook

I see the positive in people, situations, and events more often than the negative
I see possibilities more than problems
I see opportunities more than threats

Although previous studies used 5-point Likert scale (May & Carter, 2012; Yıldırım, 2007), the current study utilized a 6-point Likert scale, ranging from ‘totally disagree’ to ‘totally agree’.

3.2.1.16 Social Relationships

By social relationships, coded as SR, the study refers to the level of perception over the quality of one's relationship with the people he/she works. As to author's research, criteria for social relationship quality have been considered as trustworthy relationship, good communication, and cooperation. Hence, on these basis, the study have taken Yang and Lin's (2009) 3-item Relational Capital scale as anchor, and utilized a rephrased and modified version.

Yang and Lin (2009), in their study, have measured the internal relationship (among employees) at organizational-level analysis. As this study focuses on employee-level analysis, the original items were rephrased. For example, the first item "Our employees trust each other with open communication", was split into two items, to emphasize and separately measure the trust and communication criteria (I have a trustworthy relationship with people I work; I have open communication with people I work). The original and modified versions are below. Respondents graded their level of agreement based on a 6-point Likert scale, ranging from 'strongly disagree' to 'strongly agree'.

Original scale (Yang & Lin, 2009; 1984):

Our employees trust each other with open communication.
Our employees enhance their capabilities through interactions.
Our employees discover and solve problems through mutual collaboration.

Modified and revised scale:

I have trustworthy relationship with people I work.
I have open communication with people I work.
I enhance my capabilities through interactions with people I work.
I solve problems through mutual cooperation with people I work.

3.2.1.17 Self-Efficacy

Self-efficacy, coded as SE, is measured with the 6-item scale of Luthans et al.'s (2007a) Psychological Capacity Questionnaire (PCQ-24) It measures the self-efficacy as

dimension of Psychological Capital. Luthans et al. (2007a) adapted self-efficacy items from Parker (1998) (DiRenzo, 2010; 104). The study utilized the Turkish version that has been adapted and validated by Çetin & Basım (2012). Sample item "I feel confident analyzing a long-term problem to find a solution." Respondents graded their level of agreement on a 6-point Likert scale, ranging from strongly disagree to strongly agree.

3.2.1.18 Resilience

Resilience, coded as R, is measured with the 6-item scale of Luthans et al.'s (2007a) Psychological Capacity Questionnaire (PCQ-24). It measures the resilience sub dimension of Psychological Capital. Luthans et al. (2007a) adapted resilience items from Wagnild and Young (1993) (DiRenzo, 2010; 104). The study utilized the Turkish version that has been adapted and validated by Çetin & Basım (2012). Sample item "I can be 'on my own', so to speak, at work if I have to." Respondents graded their level of agreement on a 6-point Likert scale, ranging from strongly disagree to strongly agree.

3.2.1.19 Optimism

Optimism, coded as O, is measured with the 6-item scale of Luthans et al.'s (2007a) Psychological Capacity Questionnaire (PCQ-24). It measures the optimism sub dimension of Psychological Capital. Luthans et al. (2007a) adapted optimism (O) items from Scheier and Carver (1985) (DiRenzo, 2010; 104). The study utilized the Turkish version that has been adapted and validated by Çetin & Basım (2012). Sample item "I always look at the bright side of things regarding my job." Respondents graded their level of agreement on a 6-point Likert scale, ranging from strongly disagree to strongly agree.

3.2.1.20 Hope

Hope, coded as H, is measured with the 6-item scale of Luthans et al.'s (2007a) Psychological Capacity Questionnaire (PCQ-24). It measures the hope sub dimension of Psychological Capital. Luthans et al. (2007a) adapted hope items from Snyder et al.

(1996) (DiRenzo, 2010; 104). The study utilized the Turkish version that has been adapted and validated by Çetin & Basım (2012). Sample item "I can think of many ways to reach my current work goals." Respondents graded their level of agreement on a 6-point Likert scale, ranging from strongly disagree to strongly agree.

3.2.1.21 Employee Performance

Measuring employee performance, coded as EP, as the most challenging task, has been achieved through a 3-item self-generated scale. The objective has been to ensure rating objectivity and to eliminate common source bias.

Upon extensive research on measuring employee performance, tools available varying from in-role behavior, to extra-role behavior (Giacapolli et al. 2013; Williams & Anderson, 1991). The author came to the conclusion that this study is aiming to predict the relation between employees' well-being to their performance. With the consideration that organizations already have their own unique and specific measures for performance appraisal, this study aims to base its measurement on organizations' own performance appraisal results. The performance appraisal result of employees is usually signified with a point, a ratio, or percentile within a grade system. Meaningful to the organization itself, the result may be a point out of a 100-point scale, a percentage (%) out of the targeted objectives, or a grade within a distribution scale. Common among all these various result measures, they all fall into a range of distribution from "far below the expected" to "far above the expected."

The study has used a broad rating scale that may be applicable for various sorts of performance appraisal point system. It ranges within a 5-grade rating scale (i.e. 1=far below the expected, 2=below the expected, 3=as expected, 4= above the expected, and 5=far above the expected). Such scale is believed to ensure subjective rating, as well as opportunity for obtaining objective results, that can be applied as standard measure at all organizations.

To predict employees' performance, the self-generated items have been configured in three dimensions: (1) the last (or the recent) performance appraisal result; (2) the last

result in comparison to past three years' results; and (3) the last result in comparison to co-workers' results. Respondents rated their current performance appraisal result - whether organizationally signified as a point out 100, or a percentage, or a grade, by selecting among the 5-grade rating scale ranging from "far below the expected" to "far above the expected".

3.2.1.22 Demographics

Demographic information, coded as D, has been collected based on two major categories: individual's personal background (age, gender, marital status, education level, years of work experience, and current position) and the type of organization he/she is affiliated to (field of work and firm size).

3.2.2 Preliminary Study

A preliminary study was carried out to predict the reliability and inter-item correlation of items of the proposed new construct scales, between January 29th and March 20th, 2016. In other words, this process involved only the scales that are believed to contribute to the holistic well-being of employees. It did not involve the items measuring the dependent variable, employee performance.

i. Sample

The sample is comprised of 56 professionals working in various sectors (consultancy, technology, IT, education, finance, media, energy, tourism, service, health, telecommunication, aviation, and automotive), 58.9% men and 41.1% women, of which 83.9% at managerial position and 16.1% at non-managerial position, and 62.5% married and 37.5% single.

ii. Procedure

The results provided whether items were meaningful and clear for respondents. Based on the reliability analysis, inter-item correlations –the Coefficient Alphas based on standardized items, and 'Coefficient Alphas if item deleted' rates have been taken into consideration. In reference to previous research, the author has regarded items with Coefficient alphas ranging between .70 to .80 as acceptable and adequate (Metz, 2011; Heard, 2010, p.76). However, the study has sought ways to increase the reliability rate by excluding items below .70.

iii. Results

A total of 10 items have been excluded from the initial scale, due to low reliability rate (Chronbach's Alpha): three items of Optimism, three items of Physical Health, two items of Positive Emotional Mood, one item of Financial Satisfaction, and one item of Work and Meaning. The deleted items are provided in detail below.

3.2.2.1 Optimism

When 6-item scale is computed, Chronbach's Alpha rate was predicted as .638. Upon deletion of "*In this job, things never work out the way I want them to*", Chronbach's Alpha resulted with .689. As second item deletion, "*If something can go wrong for me work-wise, it will*", Chronbach's Alpha resulted with .72. Once a third item is deleted, "*I approach this job as if "every cloud has a silver lining*", Chronbach's Alpha resulted with .832.

Optimism scale has been resulted with a 3-item scale with Chronbach's Alpha reliability of .832. The finalized 3-item Optimism scale comprised of "When things are uncertain for me at work, I usually expect the best", "I always look on the bright side of things regarding my job", and "I'm optimistic about what will happen to me in the future as it pertains to work".

3.2.2.2 Physical Health

The 4-item self-generated scale used to measure physical health has been comprised of two different item types: subjective and objective perception. Comprised of differences, the items have been computed separately.

The subjective perception over physical health –i.e. "In general I feel healthy", as being a single item, has not been computed for reliability. However, the 3-item scale assessing objective perception over physical health has delivered low reliability result (Chronbach's Alpha .294), therefore they have been removed from the scale. Hence, the study has concluded to measure physical health with the single-item "In general I feel healthy."

3.2.2.3 Positive and Negative Emotions (Affect)

When 4-item scale is computed, Chronbach's Alpha rate was predicted as .787. When the item "Confident" was deleted, Chronbach's Alpha resulted with .83. Upon deletion of the second item "Pleased" Chronbach's Alpha resulted with .851.

Positive emotion mood scale has been resulted with a 2-item scale, with a Chronbach's Alpha of .851. The 2-item Positive Emotional Mood scale comprised of "Happy" and "Joyful".

3.2.2.4 Financial Satisfaction

The 2-item self-generated scale, when computed revealed Chronbach's Alpha of .002. This result may be of several reasons: for being self-generated items, for being only two items, and for assessing only financial sources of satisfaction. For these reasons, the author has run a series of computations, merging these two items with other relevant scales: (1) job satisfaction, (2) family-job-financial satisfaction, to predict any flows within item correlations and reliabilities.

Job – Financial Satisfaction: The computation of the 4-item Job Satisfaction (Chronbach's Alpha .743) and 2-item Financial Satisfaction resulted with Chronbach's Alpha .764. When the item "Having a lot of money is important in my life" of Financial Satisfaction deleted, Chronbach's Alpha resulted with .816.

Job – Family– Financial Satisfaction: The computation of the 4-item Job Satisfaction (Chronbach's Alpha .743), the 2-item Family Satisfaction (Chronbach's Alpha .888) and the 2-item Financial Satisfaction resulted with Chronbach's Alpha .762. When the item "Having a lot of money is important in my life" of Financial Satisfaction is deleted, Chronbach's Alpha resulted with .789. When further computed, by deleting "In general, I am satisfied with my family life" of Family Satisfaction, Chronbach's Alpha resulted with .793. However, as inter-item correlation and reliability of Family Satisfaction scale has been satisfactory, further item deletion concluded to be unnecessary.

In conclusion, in both merged computations –job and family satisfaction, one particular item is excluded -"Having a lot of money is important in my life". Hence, the initially 2-item Financial Satisfaction scale is measured with a single item, "In overall I think I have enough money to do what I want."

3.2.2.5 Meaning and Purpose

The 11-item scale for measuring meaning and purpose, at initial stage revealed a satisfactory rate of reliability (.866), however excluding eight sets of data out of 56, delivering Chronbach's Alpha rate for 48 data cases. Upon computing further by deleting the self-generated item "How many social responsibility projects have you taken actively part in the past three years?", the Chronbach's Alpha rate resulted with .89, involving all 56 date set. When further computed, by deleting the second self-generated item "Engaging in social responsibility activities contributes to my life's meaning", the Chronbach's Alpha rate resulted with .896, again involving all 56 data set. In light of the statistical results, the author has come to the conclusion that in terms

of content, the contribution of engaging in social responsibility activities to meaning and purpose in life and work is a valuable item of measurement. However, assessing the number of social responsibility projects does not firmly contribute to meaning and purpose, therefore has been concluded to the deletion of the item. Hence, the study has moved on with a 10-item scale comprised of the nine items of the Work and Meaning Inventory (WAMI) (Steger et al., 2012; Akın et al., 2013), and one self-generated item.

3.2.3 Summary of Preliminary Study Results

A total of 10 items have been eliminated at preliminary study; summarized below.

Optimism

O2 *In this job, things never work out the way I want them to*
O5 *If something can go wrong for me work-wise, it will*
O6 *I approach this job as if 'every cloud has a silver lining'*

Physical Health

HST7 *How many times a week do you do sports to stay healthy and fit?*
HST8 *How many times in the past four months have you visited the doctor for health reason?*
HST9 *How many times in the past four months did you take a sick leave?*

Positive and Negative Emotions (Affect)

PNA3 *Confident*
PNA4 *Pleased*

Financial Satisfaction

MST14 *Having a lot of money is important in my life*

Meaning and Purpose

WM11 *How many social responsibility projects have you taken actively part in the past three years?*

The inter-correlation and reliability (Chronbach's Alpha) of the scales used, after the preliminary study are summarized below (Table 3.1).

Table 3.1: Internal reliability coefficients at preliminary research

Scale	Final Number of Items	Reliability Coefficients (Chronbach's Alpha)
Life Satisfaction	5	.886
Family Satisfaction	2	.888
Job Satisfaction	4	.743
Financial Satisfaction	1	-
Physical Health	1	-
Work-Life Balance	9	.865
Meaning and Purpose	10	.89
Career Success	5	.857
Work Discipline	6	.924
Social Relationships	4	.908
Autonomy	9	.869
Self-Management	12	.903
Self-Efficacy	6	.955
Hope	6	.902
Resilience	6	.824
Optimism	3	.832
Work Engagement	17	.903
Flow	9	.937
Mindfulness	15	.913
Positive Emotions	2	.851
Negative Emotions	4	.876

3.3 DATA ANALYSIS

The purpose of the analysis was to determine if there were significant relationships between the dimensions of employee well-being and the construct as a whole (independent variable) with the dependent variable, employee performance. Where a series of statistical analyses took place –exploratory factor analysis with SPSS, confirmatory factor analysis, and structural equation modeling (SEM) with AMOS 22.

i. Procedure

Questionnaire administration took place in two ways: via electronic questionnaire link – Survey Monkey, and paper-based fill-in. Total of 476 electronic, and 100 paper-based questionnaire data has been obtained, through a course of three-months-time, between April 19th and June 29th, 2016. Paper-based fill-in procedure took place through author's direct contact with employees; while electronic data collection has taken place through direct contact with human resources representatives of global firms and social network canals. The obtained data rate has been 91% (524 out of 576 respondents fully completed the questionnaire). Missing values have been replaced by mean.

ii. Utilized Statistical Analysis

Descriptive analysis was used for examining demographic information. As first step, using SPSS – AMOS program, item internal consistencies (Chrobach's Alpha) were computed for the employee well-being. According to professional advice, when item number is high, in order to observe artificial increase in Cronbach alpha, a split-half reliability analysis is suggested. As second step, to obtain a scale of minimum number of items and maximum internal consistency, items –within proposed dimensions, have been computed through as series of factor analyses. There are two factor analytical approaches, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA).

It is important to predict the suitability of data for factor analysis. One indicator is the sample size. Generally larger samples tend to minimize error probability and maximize accuracy, and increase generalizability of results (Osborne & Costello, 2004). 300 represent a good, 500 very good, and 1000 and more as excellent sample size. Some views assert that sample size needs to be larger than variables (Osborne & Costello, 2004), suggesting that 2 to 1 subject-item ratio for exploratory factor analysis yields acceptable clear results (Kline, 1981, in Kline, 1993). Another indicator is the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy. KMO indicates the common variance among variables that varies between 0 and 1, where values greater than .5 are acceptable, .5 - .7 are mediocre, .7 - .8 are good, .8 - .9 are great, and above .9 are

excellent (Kaiser, 1974). Bartlett's test of sphericity is another indicator to data factorability. Bartlett's test value has to be significant ($p<.05$).

As second step, a process of exploratory factor analysis (EFA) and reliability analysis has been run for each proposed dimension: satisfaction, work-life balance, engagement, career success, authentic functioning, and emotional intelligence. Factor loadings, KMO and explained variance of scales have been obtained. EFA seeks to uncover an underlying structure in a large set of measured variables, is computed to predict the variables associated with relevant factor. In the factor analysis process "the variance associated with scores on a variable is decomposed in a common variance […] and unique variance (Briggs & Cheek, 1986, p. 108), where the least number of factors that maximize the amount of common variance is obtained.

Some researchers consider loadings .30 and above as important (Haase, 2007); and many researchers consider loadings lower than .50 as acceptable (Hair et al., 2010). Hence, operating Varimax Rotation, factor loadings smaller than .50 have been suppressed and eliminated. Furthermore, based on professional's advice, and with attempt to guard meaning consistency, items loaded in two separate factors with close weights have been eliminated. Summary of retrieved factors and variance explained is presented in the finding section. More detailed results (reliability and exploratory factor analysis) for each proposed dimension have been provided in the appendix.

As third step, a confirmatory factor analysis (CFA) is used to check if factor loadings conform to the prediction of EFA. While EFA allows determining the factor model, CFA allows evaluating the goodness of factor model fit to the data (Bryant & Yarnold, 1995). Once goodness of model fit is obtained for each proposed dimension, on the basis of values of GFI (>,85), CFI (>,95), RMSEA (<,0100), SRMR (<,080), and CMIN/DF (<5), goodness of model fit for the seven proposed dimensions is obtained. This analysis is run to predict inter-relation among the latent variables –i.e. proposed elements and among the dimensions (McKenzie, 2001). Construct validity has been determined via Multicollinearity check (Appendix 7). And finally through series of structural (regression) equations (SEM-AMOS), the research model is tested from a confirmatory approach (Byrne, 2010).

In cases when there are missing values in the data, there are various ways of handling missing values. Researcher may delete cases of variables, or estimating missing values by replacing with mean or expectation maximization (Tabachnick & Fidell, 2001). In present study', missing values have been replaced by mean.

iii. Sample

A total of 576 responses have been obtained. 44,1% male, and 55,9% are female; 42% single, and 58% married. 44,1% is between age ranges of 31 to 40; 22,7% is between 26 to 30 years old; 22,3% is between 41 to 50; 6,3% is 25 and younger; and 4,6% is 51 and older. 59% has an undergraduate degree, 29,4% has Master's (28,1%) and Doctorate's (1,3%) degrees; and 11,6% has college (6,3% high school; 5,3% vocational higher education) degree. 49,8% are in a non-managerial position, and 41,1% are in a managerial position. The sample shows a range of sectorial fields, focusing on service provision. Major fields are finance, telecommunication, electronics and technology, IT, hospitality and entertainment, advertising and PR, engineering and architecture, aviation and ground handling, energy, consultancy, education, health, sales and marketing, insurance, textile, etc.

Demographics details are presented below (Table 3.2).

Table 3.2: Demographics of Main Sample (n=576)

Variable		Frequency	Percent %
Gender	Male	254	44,1
	Female	322	55,9
Age	25 and younger	36	6,3
	26-30	130	22,7
	31-40	254	44,1
	41-50	129	22,3
	51 and older	27	4,6
Marital Status	Single	242	42
	Married	334	58
Education Level	High School	30	5,3
	Vocational Higher Education	36	6,3
	Undergraduate	341	59
	Postgraduate	162	28,1
	Doctorate	7	1,3
Position	Managerial	270	46,8
	Non-managerial	306	53,2
Years of work	2 and under	28	4.8
	2 to 5	93	16,2
	6 to 10	134	23,3
	11 to 20	217	37,6
	21 to 30	85	14,7
	31 and over	19	3,4
Tenure	1 and under	97	16,8
	2 to 4	210	36,5
	5 to 10	152	26,5
	11 to 15	61	10,7
	16 to 20	33	5,7
	21 and higher	23	4,0

4. FINDINGS

This section presents the research findings, indicating results of research questions and hypothesis, in light with the findings of focus group (qualitative analysis), and research model testing (quantitative analysis).

4.2 QUANTITATIVE RESEARCH FINDINGS

In attempt for testing the research model, the following section explains in detail the procedure and findings of the statistical analysis –exploratory factor analysis (EFA), confirmatory factor analysis (CFA), and research model, in addition to specifications and goodness of fit (GOF) indices of research models within structural equation modeling (SEM). It involved a series of analysis to predict whether the data is suitable for factor analysis. As first step, split-half reliability analysis is computed, where from a total number of 136 items, the Guttman split-half coefficient is found as ,899, and Cronbach Alpha of two parts is found as ,964 and ,954. As second step, in order predict suitability of data within proposed dimensions, a series of exploratory and confirmatory factor analysis, with structural equation modeling (SEM) using AMOS 20.0 is run.

4.2.1 Exploratory Factor Analysis Results

The following table (Table 4.1) summarizes the factors, factor loadings, reliability coefficients, and their explained variance for each dimension. Satisfaction is explained in four factors: life in general, emotions, non-work life and work-life, with a total explained variance 65,069%, Cronbach's alpha ,893, and KMO ,861. Work-life balance is explained as a single factor with explained variance 63,211%, Cronbach's alpha ,900, and KMO ,897. Engagement is explained with three factors: enjoyment, absorption, and awareness, with a total explained variance 60,560%, Cronbach's alpha ,908, and KMO

,934. Career success is explained in three factors: meaning, work discipline, and career satisfaction, with a total explained variance 71,983%, Cronbach's alpha ,940, and KMO ,923. Authentic functioning is explained in two factors: authentic behavior and choice, with a total explained variance 67,134%, Cronbach's alpha ,865, and KMO ,843. And emotional intelligence is explained in three factors: self-regulation, social skills and motivation, with a total explained variance 70,159%, Cronbach's alpha ,910, and KMO ,889. Detailed results of the internal consistency analysis, factor loadings of each item have been presented at the Appendix 1.

Table 4.1: Summary of retrieved factors

Dimension	Factor	Explained Variance %	Cronbach Alpha	Total E. Variance %	KMO	Total Cronbach Alpha
General Satisfaction	Life in General	22,893	,875	65,069	,681	,893
	Emotions	20,272	,857			
	Non-Work Life	11,655	,957			
	Work Life	10,249	,650			
Work-Life Balance	Balance			63,211	,897	,900
Engagement	Enjoyment	33,097	,949	60,560	,934	,908
	Absorption	13,932	,874			
	Awareness	13,531	,808			
Career Success	Meaning	29,109	,933	71,983	,923	,940
	Work Discipline	23,326	,928			
	Career Satisfaction	19,548	,870			
Authentic Functioning	Authentic Behavior	42,511	,892	67,134	,843	,865
	Choice	24,623	,788			
Emotional Intelligence	Self-regulation	26,740	,880	70,159	,889	,910
	Social Skills	22,484	,903			
	Motivation	20,935	,856			

Due to low or no factor loadings, 24 items have been excluded from the research model. These are (HST6) from general satisfaction, (WLB2, WLB3) from work-life balance, (WE2, WE3, WE4, WE5, WE6, FL3, FL4, FL8, MND1, MND2, MND3, MND4, MND5, MND8, MND12, MND13) from engagement, (WM1, WM10, WD4) from career success, and (SM4, SM6) from emotional intelligence.

General satisfaction

HST6 *In general, I feel healthy.*

Work-Life Balance

WLB2 *I live my life without separating into work and non-work life.*

WLB3 *I prefer to keep work life at work.*

Engagement

MND1 *I could be experiencing some emotion and not be conscious of it until some time later.*

MND2 *I break or spill things because of carelessness, not paying attention, or thinking of something else.*

MND3 *I find it difficult to stay focused on what's happening in the present.*

MND4 *I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.*

MND5 *I tend not to notice feelings of physical tension or discomfort until they really grab my attention*

MND8 *I rush through activities without being really attentive to them.*

MND12 *I go someplace and then wonder why I went there.*

MND13 *I find myself preoccupied with the future or the past.*

WE2 *At my work, I feel bursting with energy.*

WE3 *At my work I always persevere, even when things do not go well.*

WE4 *I can continue working for very long periods at a time.*

WE5 *At my job, I am very resilient, mentally.*

WE6 *At my job I feel strong and vigorous.*

FL3 *I would still do this work, even if I received less pay.*

FL4 *I find that I also want to work in my free time.*

FL8 *I am completely focused on the task at hand.*

Career success

WM1 *I have found a meaningful career.*

WM10 *Engaging in social responsibility activities contributes to my life's meaning.*

WD4 *I consider my job part of who I am.*

Emotional intelligence

SM4 *I have difficulty adapting to uncertain and changing conditions.*

SM6 *I adapt to shifting priorities and rapid change.*

4.2.2 Specifications for Goodness of Fit in Research Model

The confirmatory factor analysis and the suitability of used models are determined with various indicators: chi-square (CMIN), the relative chi-square (CMIN/DF), goodness of fit (GFI), comparative fit index (CFI), standardized root mean residual (RMSR), and root mean square error of approximation (RMSEA). A good model fit is signified when CMIN/DF is (<5), GFI (>.85), CFI (>.95), SRMR (<.080), and RMSEA (<.010) (Hair et al., 2010; Schumaker & Lomax, 2004; Hu & Bentler, 1998; Hooper et al., 2008). As illustrated below (Table 4.2), these indices are traditional and rule-of-thumb values for good or acceptable fit.

Table 4.2: Traditionally Recommended Standards of Model Fit

	Fit Index	Good Fit	Acceptable Fit
1	**CMIN**	-	-
2	***CMIN/DF***	**0** $< x^2/df <$ **2**	$2 < x^2/sd <$ *3*
3	**RMSEA**	0< RMSEA <0,05	0,05< RMSEA < 0,08
4	**GFI**	0,95 < GFI < 1,00	0,90 < GFI < 0,95
5	**CFI**	0,97 < CFI < 1,00	0,95 <CFI < 0,97
6	**SRMR**	0< SRMR <0,05	0,05< SRMR < 0,10

GFI=Goodness of Fit; RMSEA= Root Mean Square Error of Approximation; CFI= Comparative Fit Index; SRMR= Standardized Root Mean Residual; Source: Hair et al., 2010; Schumaker & Lomax, 2004; Hu & Bentler, 1995.

Despite commonly agreed values for acceptable and good fit, there are various literature findings suggesting that indices other than GFI may be taken into consideration for determining goodness of model fit. Scholars state that there are alternative for determining the model fit (as summarized at Table 4.3), rather than relying on the rule-of-thumb conventional cutoff criteria (Hu & Bentler, 1999; Hooper, Coughlan & Mullen, 2008; Greenspoon &Saklofske, 1998; Forza & Filippini, 1998).

Table 4.3: Thresholds for Alternative Indices for Model Fit

Fit Index	Recommended Threshold Levels	Acceptable Threshold Levels	Description
CMIN	-	-	
CMIN/DF	< 2 (Tabachnik & Fidell, 2007)	< *3* (Kline, 2005)	
RMSEA	<,05/,06 (McCallum et al., 1996)	< ,08 (Hu & Bentler, 1999)	"On of the most informative indices" (Diamantopoulos & Siguaw, 2000; 85).
SRMR	<,05 (Diamantopoulos & Siguaw, 2000)	< ,08 (Hu & Bentler, 1999)	It resolves problems related to questionnaires with items varying levels (1-5/1-7), and more meaningful to interpret (Klein, 2005).
NFI	>,95 (Hu & Bentler, 1999)	>,90 (Bonnet, 1980)	It is sensitive to sample size, underestimating fit for small samples (Mulaik et al., 1989), and not recommended to rely only on this index (Klein, 2005).
TLI (NNFI)	>,95 (Hu & Bentler, 1999)	>,80 (Hooper et al., 2008)	Alternative to NFI. May indicate poor fit despite other indices indicating good fit (Klein, 2005; Tabachnik & Fidell, 2007).
CFI	> ,95 (Hu & Bentler, 1999)	>,90 (Hooper et al., 2008)	Is the revized form of NFI. Works well even with small sample size (Tabachnik & Fidell, 2007).
PGFI/PNFI	-	>,50-,90 (Mulaik et al., 1989)	No recommended threshold for this index. It may range between ,50-,90, on the basis that other indices achieve values over ,90 (Mulaik et al., 1989).

Scholars suggest considering Chi-square (CMIN), degree of freedom (DF), Relative Chis-Square (CMIN/DF), and standardized Root Mean Square (SRMR), supplemented with Trucker-Lewis Index (TLI) –known as Non-Normed Fit Index (NNFI), comparative fit index (CFI), Gamma Hat, McDonald's Centrality Index (Mc), Parsimony Goodness-of Fit Index (PGFI), Parsimony Normed Fit Index (PNFI), or Root Mean Square of Approximation (RMSEA) as alternative indices for model fit.

Simply said, these suggestions provide other model-fit indices as alternative to Goodness of Fit (GFI) cutoff criteria, (>,90/>,95), as been traditionally recommended (Hail, Black, Babin & Anderson, 2010; Miles & Shevlin, 1998). Scholars have sought for alternative indices for the fact that the GFI value shows sensitivity; goes downward when large degree of freedom in comparison to sample size (Sharma et al., 2005), goes upward when number of parameters increase (McCallum & Hong, 1997), and shows upward bias with large sample size (Miles & Shevlin, 1998). Thus, it is suggested that this index should be used with caution (Hooper et al., 2008), even should not be used at all (Sharma et al., 2005).

As alternative to GFI, Hooper et al. (2008), Hu and Bentler (1999), Greenspoon and Saklofske (1998), and Forza and Filippini (1998) provide threshold regions for the above-mentioned indices. The below table (Table 4.3) summarizes the threshold levels, indicating indices specifications. Accordingly, RMSEA and SRMR, despite their recommended good fit of <,05 (McCallum et al., 1996; Diamantopoulos & Siguaw, 2000), may be acceptable at the threshold levels of <,08 (Hu & Bentler, 1999).

4.2.3 Results of Confirmatory Factor Analysis

With the confirmatory factor analysis (CFA), the measurement models of each dimension are analyzed, using AMOS 22.0 program. The normality measures – skewness and kurtosis levels, have been checked, observed to be within the cut-off level –lower than -1,5 and 1,5. Goodness of model fit for each scale is checked, and observed a good fit. Results of confirmatory factor analysis eliminated six items (PNA1, PNA2, MND15, WM2, CS5, R1), yielding good model fit for each dimension.

General Satisfaction

PNA1 *Happy*

PNA2 *Joyful*

Engagement

MND15 *I snack without being aware that I'm eating.*

Career success

WM2 *I view my work as contributing to my personal growth.*

CS5 *I have made progress toward meeting my goals for the development of new skills.*

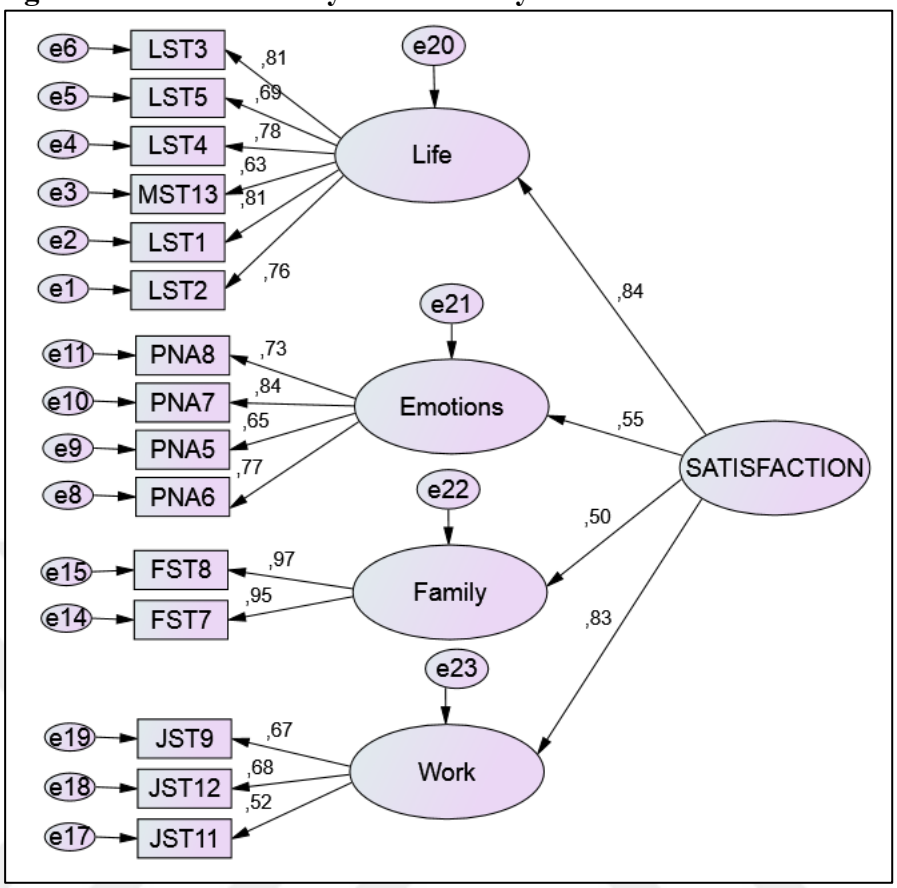
Psychological capital

R1 *When I have a setback at work, I have trouble recovering from it, moving on.*

4.2.3.1 General Satisfaction

The 19-item general satisfaction scale's CFA item factor weight values are between (,50-,84). PNA1 and PNA2 (of emotions) have been eliminated. Despite EFA factor loading results, HST6 (health satisfaction) has been included in the CFA to re-check its contribution in the model; however again eliminated. Confirmatory factor analysis of general satisfaction scale is found to have a fit model, based on values CMIN (207,667), CMIN/DF (2,533), GFI (,955), CFI (,973), SRMR (,0383), and RMSEA (,052).

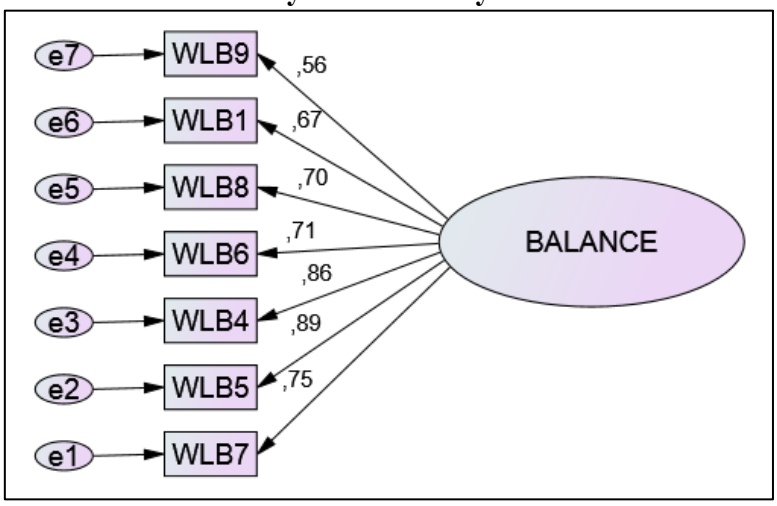
Figure 4.1: Confirmatory Factor Analysis of General Satisfaction



4.2.3.2 Work-Life Balance

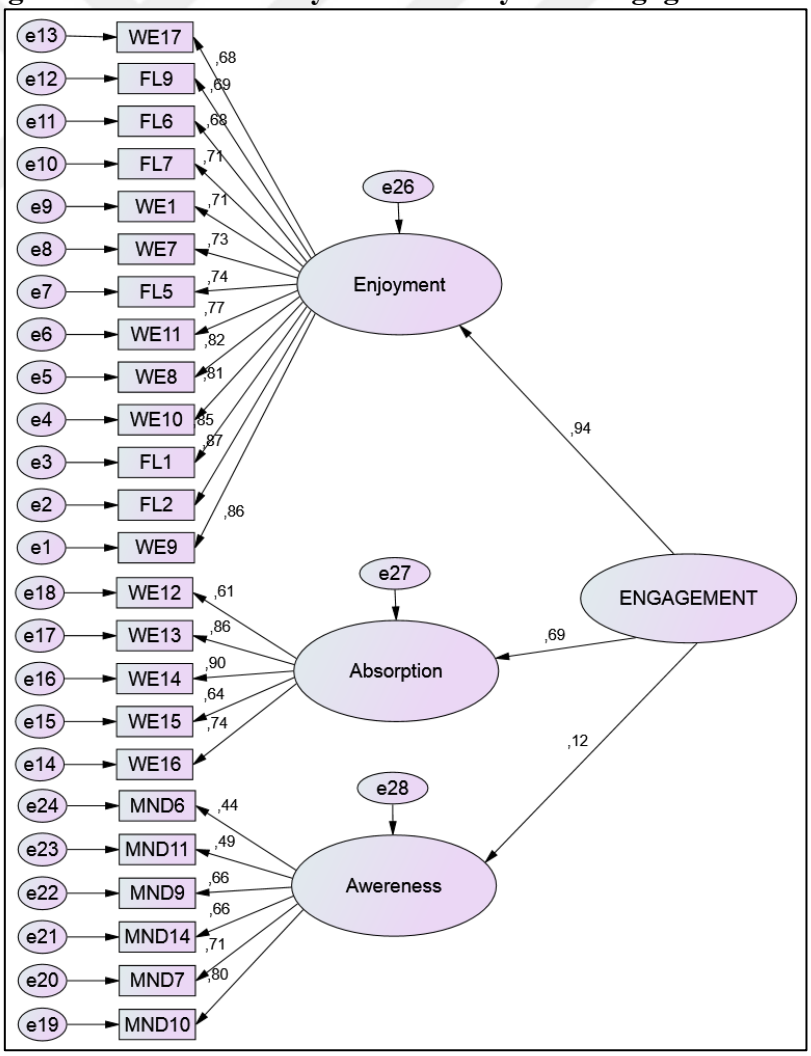
The 7-item work-life balance scale's CFA item factor weight values are between (,56-,89). No item has been omitted. The confirmatory factor analysis for Work-Life Balance scale is found to have a good fit model, based on values CMIN (12,863), CMIN/DF (1,608), GFI (,994), CFI (,998), SRMR (,0195), and RMSEA (,033).

Figure 4.2: Confirmatory Factor Analysis of Work-Life Balance



4.2.3.3 Engagement

Figure 4.3: Confirmatory Factor Analysis of Engagement

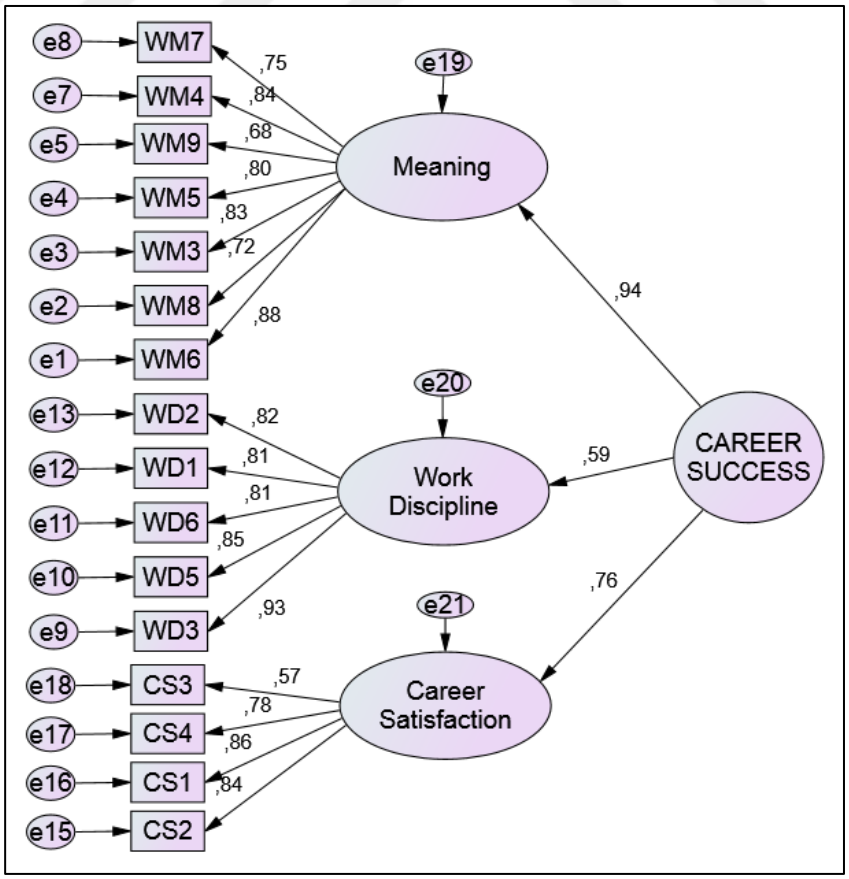


The 25-item engagement scale's CFA item factor weight values are between (,44-,90). One item has been omitted from analysis, from the third factor (awareness –MND15). The confirmatory factor analysis for Engagement scale is found to have a fit model, based on the values of CMIN (468,248), CMIN/DF (2,045), GFI (,936), CFI (,974), SRMR (,0149), and RMSEA (,043).

4.2.3.4 Career Success

The 18-item career success scale's CFA item factor weight values are between (,57-,93). Two items have been omitted from analysis; from first factor (meaning -WM2) and from third factor (career satisfaction -CS5). The confirmatory factor analysis for Career Success scale is found to have a good fit model, based on the values of CMIN (146,216), CMIN/DF (1,805), GFI (,970), CFI (,991), SRMR (,0280), and RMSEA (,037).

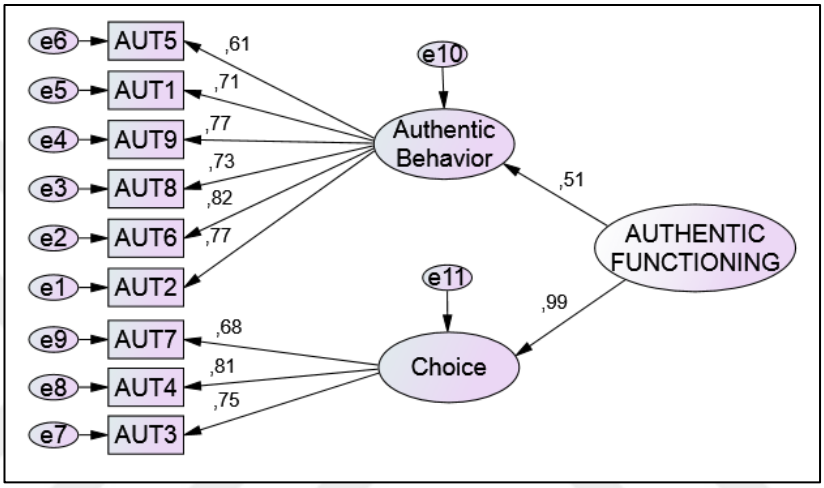
Figure 4.4: Confirmatory Factor Analysis of Career Success



4.2.3.5 Authentic Functioning

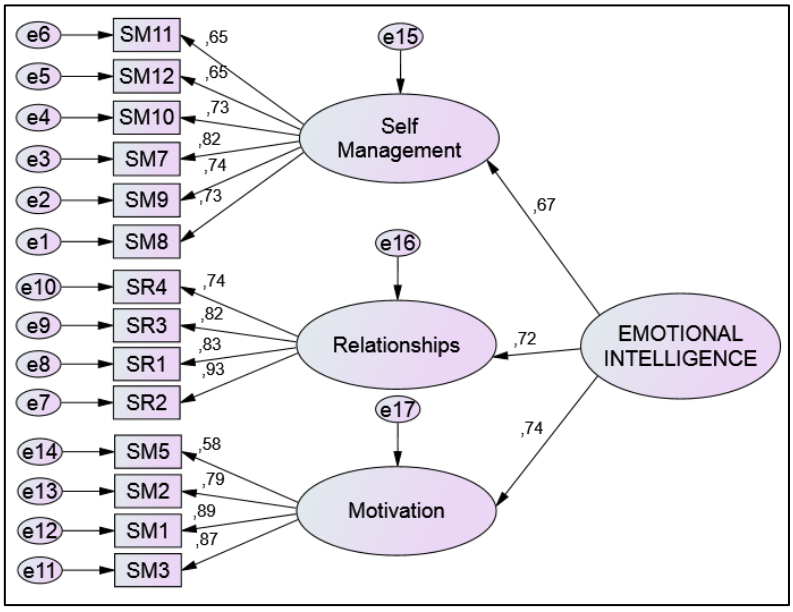
The 9-item authentic functioning scale's CFA item factor weight values are between (,61-,82). No item has been omitted from analysis. The confirmatory factor analysis Authentic Functioning scale is found to have a good fit model, based on the values of CMIN (25,229), CMIN/DF (1,402), GFI (,990), CFI (,997), SRMR (,0280), and RMSEA (,026).

Figure 4.5: Confirmatory Factor Analysis of Authentic Functioning



4.2.3.6 Emotional Intelligence

Figure 4.6: Confirmatory Factor Analysis of Emotional Intelligence

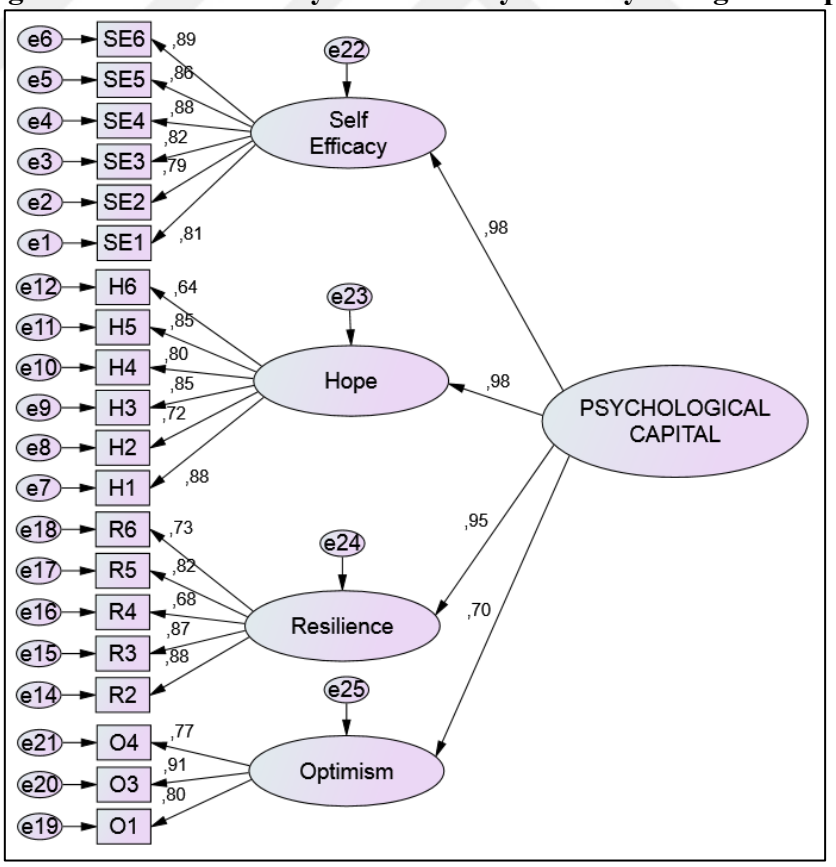


The 15-item emotional intelligence scale's CFA item factor weight values are between (,58-,93). No item has been omitted from analysis. The confirmatory factor analysis for Emotional Intelligence is found to have a fit model, based on the values of CMIN (103,602), CMIN/DF (1,698), GFI (,975), CFI (,992), SRMR (,0321), and RMSEA (,035).

4.2.3.7 Psychological Capital

The 21-item psychological capital scale's CFA item factor weight values are between (,64-,91). One item has been omitted from analysis; from third factor (resilience -R1). The confirmatory factor analysis for Psychological Capital is found to have a fit model, based on the values of CMIN (343,415), CMIN/DF (2,336), GFI (,945), CFI (,978), SRMR (,0731), and RMSEA (,048).

Figure 4.7: Confirmatory Factor Analysis of Psychological Capital

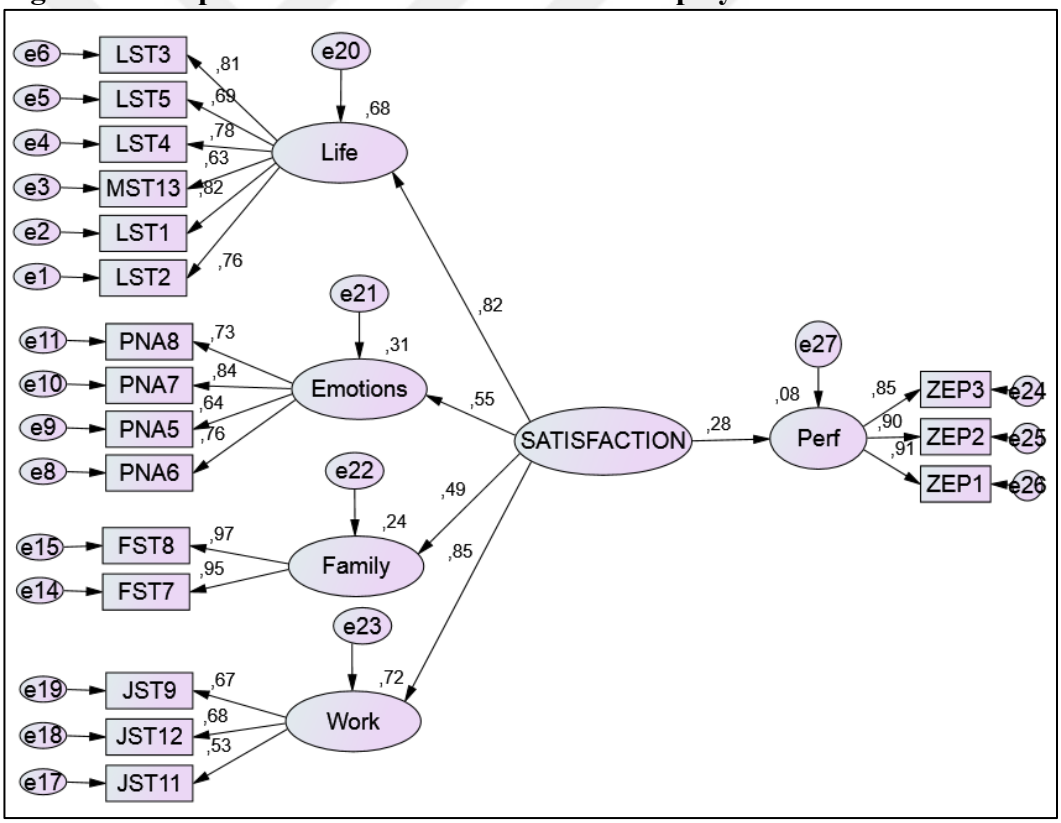


4.2.4 Results of Path Analysis

As hypothesized, the dimensions satisfaction, work-life balance, engagement, career success, authentic functioning, emotional intelligence, and psychological capital, significantly predict employee performance. Below, the results of regression analyses, showing model fitness and significant prediction are presented. The suitability of models is determined based on the cutoff and threshold levels that are previously provided at Table 3 and Table 4.

4.2.4.1 General Satisfaction and Employee Performance

Figure 4.8: Impact of General Satisfaction on Employee Performance



As proposed in the first hypothesis (H1), general satisfaction has positive effect on work performance. The model, analyzing the impact of satisfaction dimension on employee performance, is found significant and valid. The CMIN (268,937) and CMIN/DF (2,134) values, as well as GFI (,952), CFI (,976), RMSEA (,044), and SRMR (,0399)

show that the analyzed model is acceptable. The regression weights (,284 p<0,001) of estimate values show that, general satisfaction significantly predicts employee performance, explaining performance by estimate value of (,081). Hence the first hypothesis is approved.

Table 4.4: Estimate Values of General Satisfaction Effecting Performance

Endogenous	Path	Exogenous	Estimate	Std. Estimate	C.R. (Z)	P	R^2
Performance	<---	SATISFACTION	,634	,284	5,248	***	,081
Life	<---	SATISFACTION	1,560	,825	8,314	***	
Emotions	<---	SATISFACTION	1,308	,555	7,683	***	
Family	<---	SATISFACTION	1,313	,493	7,521	***	
Work	<---	SATISFACTION	1,000	,846			
LST1	<---	Life	1,067	,815	19,857	***	
MST13	<---	Life	1,030	,628	17,006	***	
LST4	<---	Life	1,032	,777	18,485	***	
LST5	<---	Life	1,143	,688	16,291	***	
LST3	<---	Life	1,076	,806	19,361	***	
PNA5	<---	Emotions	,714	,644	19,814	***	
PNA7	<---	Emotions	1,283	,844	17,362	***	
PNA8	<---	Emotions	1,068	,730	16,413	***	
FST7	<---	Family	1,000	,949			
FST8	<---	Family	1,004	,967	24,019	***	
JST11	<---	Work	1,000	,530			
JST12	<---	Work	1,962	,683	10,298	***	
JST9	<---	Work	1,419	,668	9,770	***	
LST2	<---	Life	1,000	,757			
PNA6	<---	Emotions	1,000	,763			
ZEP3	<---	Performance	,941	,853	28,077	***	
ZEP2	<---	Performance	,992	,899	30,596	***	
ZEP1	<---	Performance	1,000	,906			

**** p<0,001 ** p<0,01*

4.2.4.2 Work-Life Balance and Employee Performance

As proposed in the second hypothesis (H2), work-life balance has positive effect on work performance. The model, analyzing the impact of work-life balance dimension on employee performance, is found significant and valid. The CMIN (48,422) and CMIN/DF (1,728) values, as well as GFI (,984), CFI (,994), RMSEA (,036), and SRMR (,0258) show that the analyzed model is acceptable. The regression weights (,199

p<0,001) of estimate values show that, work-life balance significantly predicts employee performance, explaining performance by estimate value of (,040). Hence, the second hypothesis is approved.

Figure 4.9: Work-Life Balance and Employee Performance

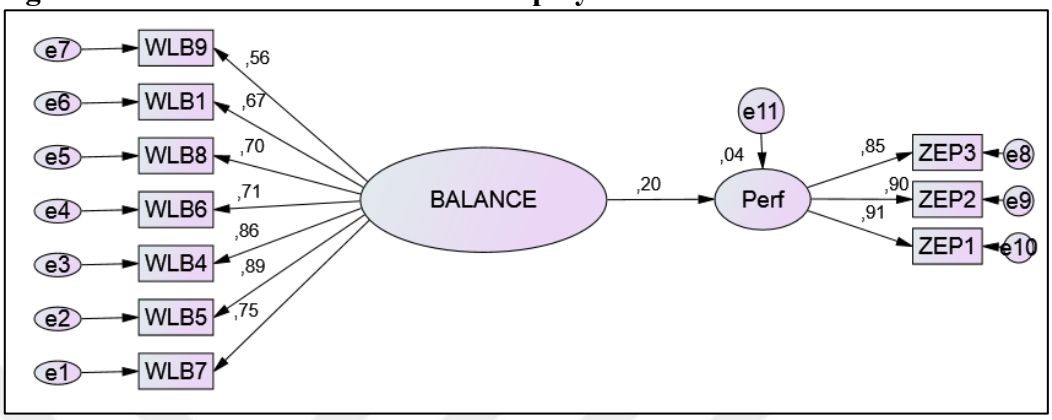


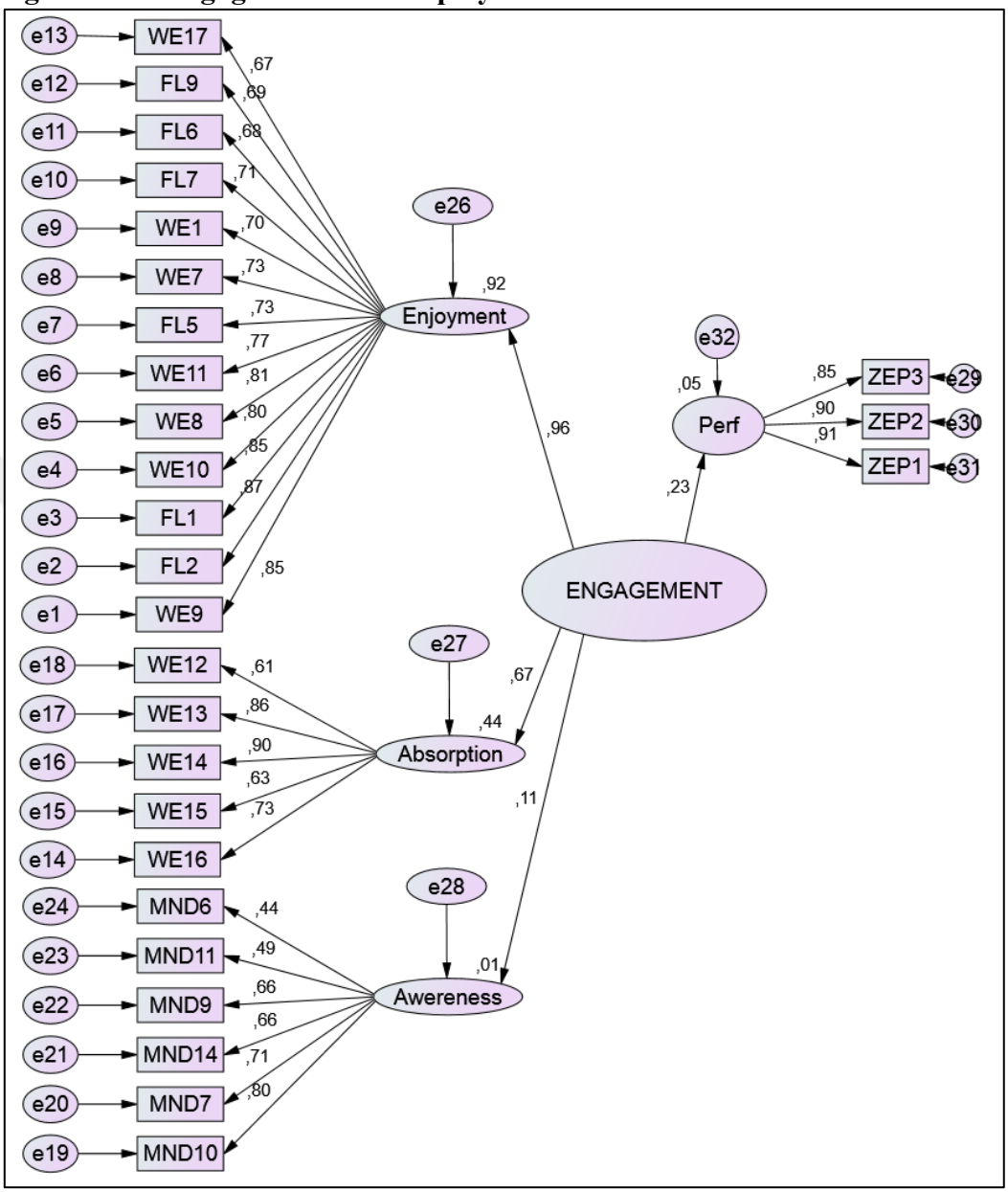
Table 4.5: Estimate Values of Work-Life Balance Effecting Performance

Endogenous	Path	Exogenous	Estimate	Std. Estimate	C.R. (Z)	P	R^2
Performance	<---	BALANCE	,202	,199	4,361	***	,040
WLB7	<---	BALANCE	1,000	,745			
WLB5	<---	BALANCE	1,172	,894	21,198	***	
WLB4	<---	BALANCE	1,186	,860	20,617	***	
WLB6	<---	BALANCE	,967	,712	21,759	***	
WLB8	<---	BALANCE	,926	,697	20,539	***	
WLB1	<---	BALANCE	,902	,671	15,851	***	
WLB9	<---	BALANCE	,797	,562	13,929	***	
ZEP3	<---	Performance	,939	,852	28,034	***	
ZEP2	<---	Performance	,992	,900	30,523	***	
ZEP1	<---	Performance	1,000	,907			

**** p<0,001 ** p<0,01*

4.2.4.3 Engagement and Employee Performance

Figure 4.10: Engagement and Employee Performance



As proposed in the third hypothesis (H3), engagement has positive effect on work performance. The model, analyzing the impact of engagement dimension on employee performance, is found significant and valid. The Chi (542,713) and CMIN/DF (1,809) values, as well as GFI (,934), CFI (,977), RMSEA (,038), and SRMR (,0409) show that the analyzed model is acceptable. The regression weights (,234 p<0,001) of estimate values show that, engagement significantly predicts employee performance, explaining performance by estimate value of (,055). Hence, third hypothesis is approved.

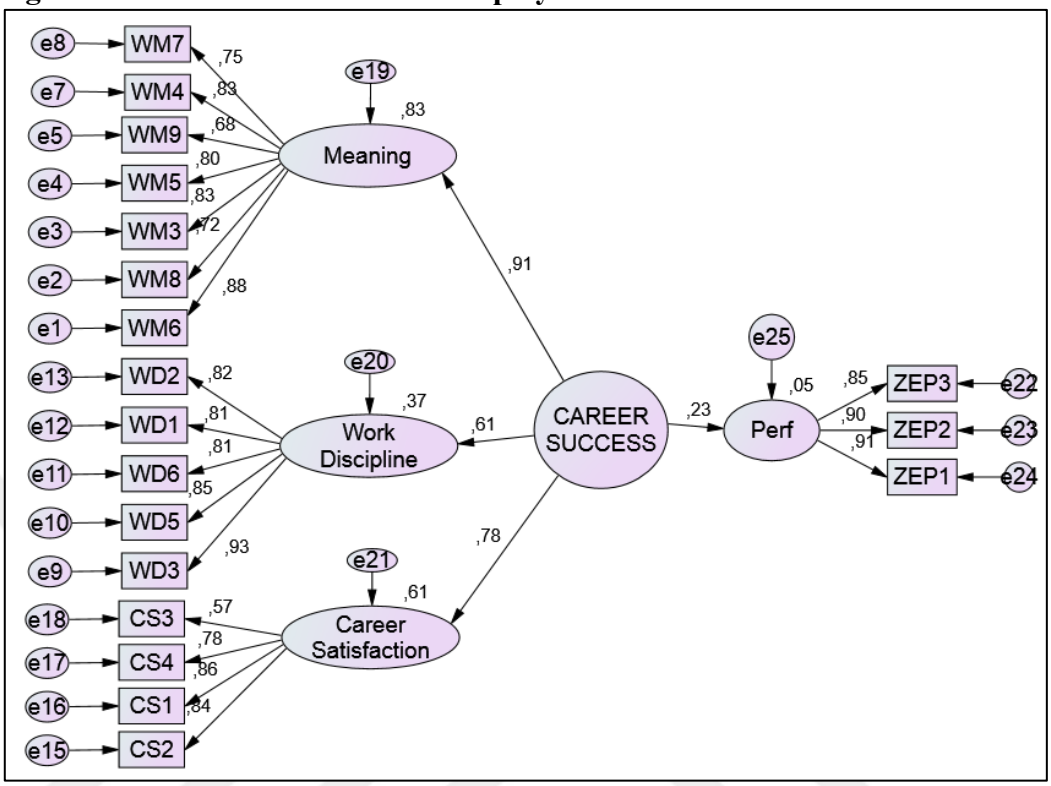
Table 4.6: Estimate Values of Engagement Effecting Performance

Endogenous	Path	Exogenous	Estimate	Std. Estimate	C.R. (Z)	P	R^2
Performance	<---	ENGAGEMENT	,237	,234	5,115	***	,055
Enjoyment	<---	ENGAGEMENT	1,000	,960			
Absorption	<---	ENGAGEMENT	,632	,667	11,468	***	
Awareness	<---	ENGAGEMENT	,134	,115	2,352	,019	
WE9	<---	Enjoyment	1,000	,854			
FL2	<---	Enjoyment	,968	,869	27,703	***	
FL1	<---	Enjoyment	,951	,848	26,369	***	
WE10	<---	Enjoyment	,960	,802	24,329	***	
WE8	<---	Enjoyment	1,094	,814	25,044	***	
WE11	<---	Enjoyment	1,016	,768	22,551	***	
FL5	<---	Enjoyment	1,134	,734	20,990	***	
WE7	<---	Enjoyment	,955	,728	21,061	***	
WE1	<---	Enjoyment	,891	,704	22,111	***	
FL7	<---	Enjoyment	1,039	,710	19,912	***	
FL6	<---	Enjoyment	1,021	,678	18,639	***	
FL9	<---	Enjoyment	,959	,688	18,922	***	
WE17	<---	Enjoyment	,713	,672	18,235	***	
WE16	<---	Absorption	1,000	,733			
WE15	<---	Absorption	,973	,634	18,829	***	
WE14	<---	Absorption	1,064	,899	21,112	***	
WE13	<---	Absorption	1,083	,860	20,153	***	
WE12	<---	Absorption	,887	,609	15,538	***	
MND10	<---	Awareness	1,000	,802			
MND7	<---	Awareness	,871	,710	15,998	***	
MND14	<---	Awareness	,701	,663	14,650	***	
MND9	<---	Awareness	,738	,655	14,852	***	
MND11	<---	Awareness	,568	,490	11,005	***	
MND6	<---	Awareness	,553	,440	9,284	***	
ZEP3	<---	Performance	,940	,852	28,065	***	
ZEP2	<---	Performance	,990	,899	30,573	***	
ZEP1	<---	Performance	1,000	,907			

**** p<0,001 ** p<0,01*

4.2.4.4 Career Success and Employee Performance

Figure 4.11: Career Success and Employee Performance



As proposed in the fourth hypothesis (H4), career success has positive effect on work performance. The model, analyzing the impact of career success dimension on employee performance, is found significant and valid. The CMIN (214,719) and CMIN/DF (1,677) values, as well as GFI (,963), CFI (,990), RMSEA (,034), and SRMR (,0332) show that the analyzed model is acceptable. The regression weights (,225 $p<0,001$) of estimate values show that, career success significantly predicts employee performance, explaining performance by estimate value of (,051). Hence, the fourth hypothesis is approved.

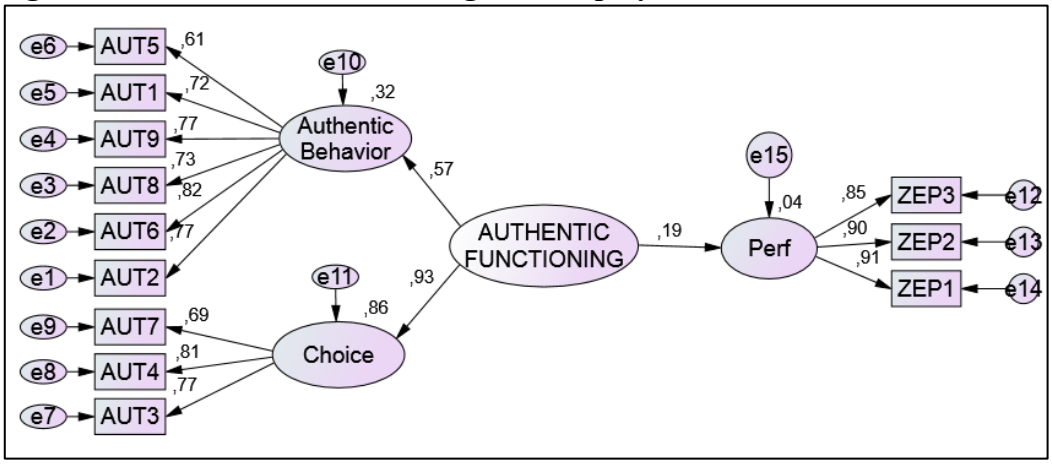
Table 4.7: Estimate Values of Career Success Effecting Performance

Endogenous	Path	Exogenous	Estimate	Std. Estimate	C.R. (Z)	P	R^2
Performance	<---	CAR. SUCCESS	,244	,225	4,682	***	,051
Meaning	<---	CAR. SUCCESS	1,212	,910	11,761	***	
Work Discipline	<---	CAR. SUCCESS	,653	,606	11,744	***	
Car. Satisfaction	<---	CAR. SUCCESS	1,000	,780			
WM8	<---	Meaning	,903	,722	23,220	***	
WM3	<---	Meaning	,889	,831	25,590	***	
WM5	<---	Meaning	,971	,797	23,936	***	
WM9	<---	Meaning	,868	,677	18,856	***	
WM4	<---	Meaning	,845	,835	23,323	***	
WD3	<---	Work Discipline	1,000	,934			
WD5	<---	Work Discipline	,877	,853	30,543	***	
WD6	<---	Work Discipline	,815	,810	27,478	***	
WD1	<---	Work Discipline	,913	,814	27,463	***	
WD2	<---	Work Discipline	1,034	,816	28,017	***	
CS2	<---	Car. Satisfaction	1,000	,844			
CS1	<---	Car. Satisfaction	1,009	,860	24,126	***	
CS4	<---	Car. Satisfaction	,878	,780	17,885	***	
CS3	<---	Car. Satisfaction	,711	,573	13,661	***	
WM7	<---	Meaning	,843	,753	21,657	***	
WM6	<---	Meaning	1,000	,876			
ZEP3	<---	Performance	,939	,852	28,056	***	
ZEP2	<---	Performance	,989	,898	30,557	***	
ZEP1	<---	Performance	1,000	,908			

**** p<0,001 ** p<0,01*

4.2.4.5 Authentic Functioning and Employee Performance

Figure 4.12: Authentic Functioning and Employee Performance



As proposed in the fifth hypothesis (H5), authentic functioning has positive effect on work performance. The model, analyzing the impact of authentic functioning dimension on employee performance, is found significant and valid. The CMIN (72,888) and CMIN/DF (1,657) values, as well as GFI (,980), CFI (,993), RMSEA (,034), and SRMR (,0591) show that the analyzed model is acceptable. The regression weights (,191 p<0,01) of estimate values show that, authentic functioning significantly predicts employee performance, explaining performance by estimate value of (,037). Hence, the fifth hypothesis is approved.

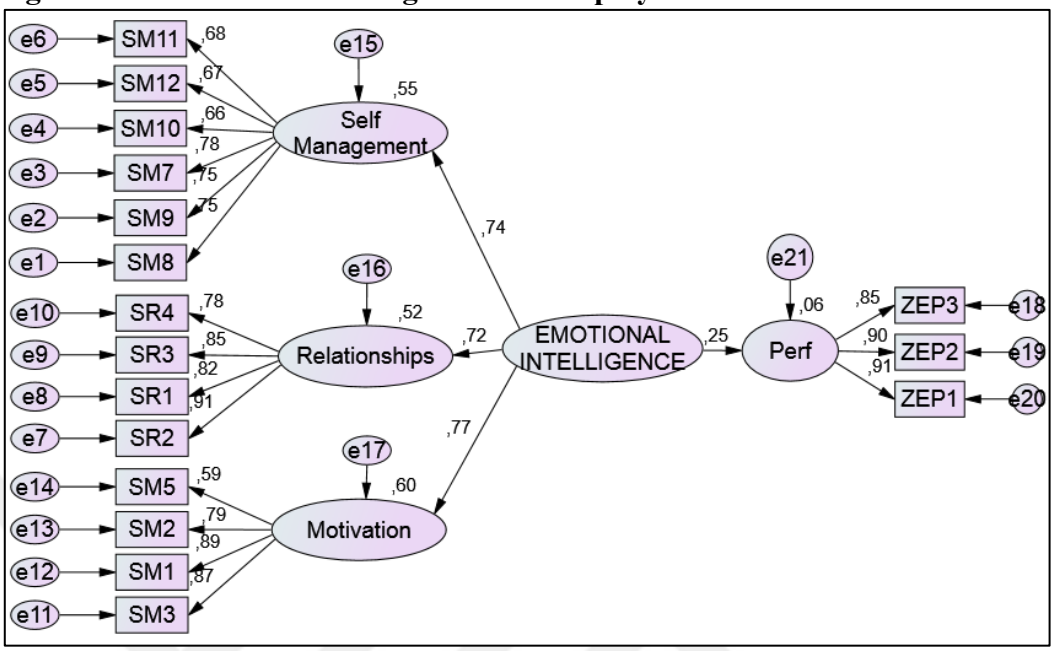
Table 4.8: Estimate Values of Authentic Functioning Effecting Performance

Endogenous	Path	Exogenous	Estimate	Std. Estimate	C.R. (Z)	P	R^2
Performance	<---	AUTH. FUNCT.	,174	,191	3,220	**	,037
Auth.Behavior	<---	AUTH. FUNCT.	,555	,566	7,700	***	
Choice	<---	AUTH. FUNCT.	1,000	,927			
AUT2	<---	Auth.Behavior	1,000	,767			
AUT6	<---	Auth.Behavior	1,103	,820	18,490	***	
AUT8	<---	Auth.Behavior	,889	,726	16,219	***	
AUT9	<---	Auth.Behavior	1,027	,774	17,176	***	
AUT1	<---	Auth.Behavior	,949	,716	22,093	***	
AUT5	<---	Auth.Behavior	,757	,611	13,891	***	
AUT3	<---	Choice	1,000	,774			
AUT4	<---	Choice	1,159	,806	15,408	***	
AUT7	<---	Choice	,884	,688	14,590	***	
ZEP3	<---	Performance	,939	,852	28,025	***	
ZEP2	<---	Performance	,992	,900	30,506	***	
ZEP1	<---	Performance	1,000	,907			

**** p<0,001 ** p<0,01*

4.2.4.6 Emotional Intelligence and Employee Performance

Figure 4.13: Emotional Intelligence and Employee Performance



As proposed in the sixth hypothesis (H6), emotional intelligence has positive effect on work performance. The model, analyzing the impact of emotional intelligence dimension on employee performance, is found significant and valid. The CMIN (318,643) and CMIN/DF (2,845) values, as well as GFI (,940), CFI (,968), RMSEA (,057), and SRMR (,0504) show that the analyzed model is acceptable. The standardized regression weights of estimate values (,254 p<0,001) show that, emotional intelligence significantly predicts employee performance, explaining performance by estimate value of (,064). Hence, the sixth hypothesis is approved.

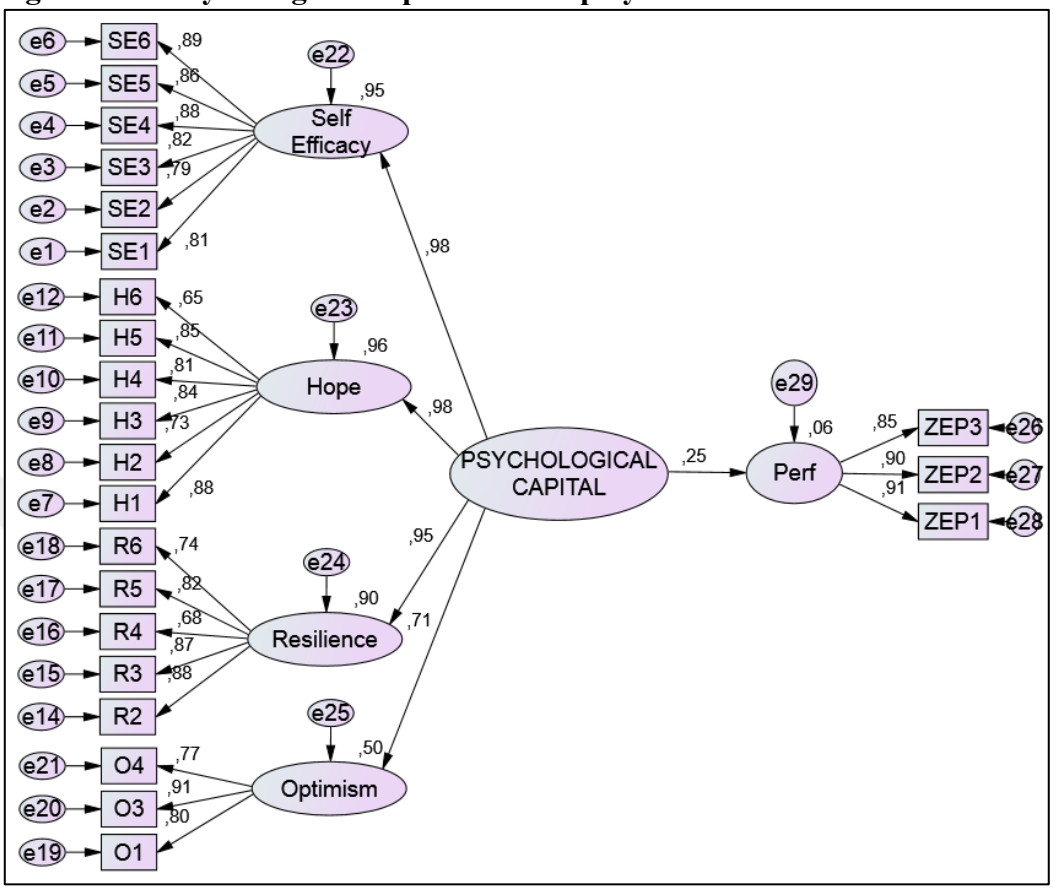
Table 4.9: Estimate Values of Emotional Intelligence Effecting Performance

Endogenous	Path	Exogenous	Estimate	Std. Estimate	C.R. (Z)	P	R^2
Performance	<---	EMOT. INTELL.	,371	,254	4,935	***	,064
Self-Management	<---	EMOT. INTELL.	1,106	,745	10,618	***	
Relationships	<---	EMOT. INTELL.	1,207	,719	11,110	***	
Motivation	<---	EMOT. INTELL.	1,000	,773			
SM8	<---	Self-Management	1,000	,747			
SM9	<---	Self-Management	,970	,748	30,223	***	
SM7	<---	Self-Management	,937	,779	17,547	***	
SM10	<---	Self-Management	,804	,655	14,081	***	
SM12	<---	Self-Management	,787	,674	13,981	***	
SM11	<---	Self-Management	,771	,680	14,156	***	
SR2	<---	Relationships	1,000	,908			
SR1	<---	Relationships	,957	,824	26,978	***	
SR3	<---	Relationships	,961	,848	27,366	***	
SR4	<---	Relationships	,856	,776	23,137	***	
SM3	<---	Motivation	1,000	,867			
SM1	<---	Motivation	1,050	,889	26,711	***	
SM2	<---	Motivation	1,063	,791	22,950	***	
SM5	<---	Motivation	,737	,590	15,049	***	
ZEP3	<---	Performance	,940	,853	28,078	***	
ZEP2	<---	Performance	,990	,898	30,590	***	
ZEP1	<---	Performance	1,000	,907			

**** p<0,001 ** p<0,01*

4.2.4.7 Psychological Capital and Employee Performance

Figure 4.14: Psychological Capital and Employee Performance



As proposed in the seventh hypothesis (H7), psychological capital has positive effect on work performance. The model, analyzing the impact of psychological capital dimension on employee performance, is found significant and valid. The CMIN (429,304) and CMIN/DF (2,084) values, as well as GFI (,939), CFI (,978), RMSEA (,043), and SRMR (,0676) show that the analyzed model is acceptable. The standardized regression weights of estimate values (,251 p<0,001) show that, psychological capital significantly predicts employee performance, explaining performance by estimate value of (,063). Hence, the seventh hypothesis is approved.

Table 4.10: Estimate Values of Psychological Capital Effecting Performance

Endogenous	Path	Exogenous	Estimate	Std. Estimate	C.R. (Z)	P	R^2
Performance	<---	PSYCAP	,230	,251	4,978	***	,063
Self-Efficacy	<---	PSYCAP	,852	,976	23,861	***	
Hope	<---	PSYCAP	,941	,980	27,032	***	
Resilience	<---	PSYCAP	1,000	,949			
Optimism	<---	PSYCAP	,710	,705	14,321	***	
SE1	<---	Self-Efficacy	1,000	,805			
SE2	<---	Self-Efficacy	1,056	,791	19,032	***	
SE3	<---	Self-Efficacy	1,068	,819	20,009	***	
SE4	<---	Self-Efficacy	1,078	,877	22,170	***	
SE5	<---	Self-Efficacy	1,066	,864	21,413	***	
SE6	<---	Self-Efficacy	1,064	,886	22,237	***	
H1	<---	Hope	1,000	,883			
H2	<---	Hope	,947	,725	18,642	***	
H3	<---	Hope	,942	,845	24,152	***	
H4	<---	Hope	,886	,806	19,644	***	
H5	<---	Hope	,910	,845	23,816	***	
H6	<---	Hope	,829	,645	15,553	***	
R2	<---	Resilience	1,000	,885			
R3	<---	Resilience	,869	,867	27,504	***	
R4	<---	Resilience	,784	,676	16,885	***	
R5	<---	Resilience	,851	,818	23,910	***	
R6	<---	Resilience	,750	,735	19,426	***	
O1	<---	Optimism	1,000	,800			
O3	<---	Optimism	1,111	,912	21,583	***	
O4	<---	Optimism	1,021	,771	18,710	***	
ZEP3	<---	Performance	,939	,854	28,061	***	
ZEP2	<---	Performance	,988	,899	30,563	***	
ZEP1	<---	Performance	1,000	,910			

**** p<0,001 ** p<0,01*

As summary, all seven dimensions, independently, significantly predict work performance. General satisfaction (,284 p<0,001) is the highest dimension to predict performance; later, emotional intelligence (,254 p<0,001), psychological capital (,251 p<0,001), engagement (,234 p<0,001), career success (,225 p<0,001), authentic functioning (,191 p<0,01), and work-life balance (,199 p<0,001). Again, the highest in explaining performance is general satisfaction with its R2 (,081), later is the emotional intelligence (,064), psychological capital (,063), engagement (,055), career success (,051), authentic functioning (,040), and work-life balance (,037). The results of the path analyses are presented as summary at the below table (4.12).

Table 4.11: Employee Wholeness Dimensions Effecting Performance - Summary

Endogenous	Path	Exogenous	Unstand. Estimate	Stands. Estimate	C.R. (Z)	P	R^2
Performance	←	Gen. Satisf.	,634	,284	4,361	***	,081
Performance	←	Balance	,202	,199	5,115	***	,040
Performance	←	Engagement	,234	,234	4,682	***	,055
Performance	←	Career Succ.	,244	,225	3,220s	***	,051
Performance	←	Auth. Funct.	,174	,191	3,220	**	,037
Performance	←	Emot. Intell.	,371	,254	4,935	***	,064
Performance	←	PsyCap	,230	,251	4,978	***	,063

**** p<0,001 ** p<0,01*

2.2.5 Correlation Among Dimensions

As to the correlation among dimensions, the table below (Table 4.13) shows that *performance* is significantly and positively correlated with all seven dimensions. It is the highest correlated with general satisfaction (,240 p<0,01), where later with career success (,230 p<0,01), psychological capital (,223 p<0,01), emotional intelligence (,217 p<0,01), authentic functioning (,213 p<0,01), engagement (,189 p<0,01), and work-life balance (,183 p<0,01).

General satisfaction, as presented in table 4.13, is significantly positively correlated with other dimensions –work-life balance (,621 p<0,01), career success (,591 p<0,01), psychological capital (,499 p<0,01), emotional intelligence (,476 p<0,01), engagement (,467 p<0,01), and authentic functioning (,437 p<0,01); and with performance (,240 p<0,01).

Work-life balance is significantly positively correlated with all other dimensions – general satisfaction (,621 p<0,01), career success (,557 p<0,01), emotional intelligence (,454 p<0,01), psychological capital (,447 p<0,01), authentic functioning (,409 p<0,01), and engagement (,365 p<0,01); and with performance (,183 p<0,01).

Engagement is significantly positively correlated with all other dimensions –career success (,635 p<0,01), emotional intelligence (,560 p<0,01), psychological capital (,536 p<0,01), general satisfaction (,467 p<0,01), authentic functioning (,386 p<0,01), and

work-life balance (,365 p<0,01); as well as with performance (,189 p<0,01).

Career success is significantly positively correlated with all other dimensions – emotional intelligence (,671 p<0,01), psychological capital (,638 p<0,01), engagement (,635 p<0,01), general satisfaction (,591 p<0,01), work-life balance (,557 p<0,01), and authentic functioning (,469 p<0,01); as well as with performance (,230 p<0,01).

Authentic functioning is significantly positively correlated with all other dimensions – career success (,469 p<0,01), emotional intelligence (,462 p<0,01), general satisfaction (,437 p<0,01), work-life balance (,409 p<0,01), engagement (,386 p<0,01), psychological capital (,383 p<0,01); and with performance (,213 p<0,01).

Emotional intelligence is significantly positively correlated with all other dimensions – psychological capital (,841 p<0,01), career success (,671 p<0,01), engagement (,560 p<0,01), general satisfaction (,476 p<0,01), authentic functioning (,462 p<0,01), and work-life balance (,454 p<0,01); and with performance (,217 p<0,01).

Psyhcological capital is significantly positively correlated with all other dimensions – emotional intelligence (,841 p<0,01), career success (,638 p<0,01), engagement (,536 p<0,01), general satisfaction (,499 p<0,01), work-life balance (,447 p<0,01), and authentic functioning (,383 p<0,01); and with performance (,223 p<0,01).

Table 4.12: Correlation Between Dimensions (N=576)

	VARIANCE	Mean	Std. Dev.	1	2	3	4	5	6	7	8
1	EMPLOYEE PERFORMANCE	3.4028	.79479	1							
2	GENERAL SATISFACTION	4.0803	.70300	,240**	1						
3	WORK-LIFE BALANCE	3.6084	.95779	,183**	,621**	1					
4	ENGAGEMENT	4.2479	.62746	,189**	,467**	,365**	1				
5	CAREER SUCCESS	4.2991	.83487	,230**	,591**	,557**	,635**	1			
6	AUTHENTIC FUNCTIONING	3.8451	.92789	,213**	,437**	,409**	,386**	,469**	1		
7	EMOTIONAL INTELLIGENCE	4.5612	.75175	,217**	,476**	,454**	,560**	,671**	,462**	1	
8	PSYCHOLOGICAL CAPITAL	4.5732	.77580	,223**	,499**	,447**	,536**	,638**	,383**	,841**	1

*** Correlation is significant at (P<0,01) * (P<0,05) 1:pearson correlation*

Additionally, multicollinearity among dimensions has been checked (Appendix 7), to check if dimensions are correlated to the extent that multicolinearity exists. Results show -VIF range (VIF<5) that multicolinearity does not exist.

2.2.6 Correlation Among Dimension Factors

As to the correlation among factors, the table below (Table 4.14) shows that correlation among the factors of *general satisfaction* –life in general, emotions, family, and work are significantly positively correlated with each other. The highest correlation is observed with life in general and work (,539 p<0,01), with family (,400 p<0,01), and emotions (,366 p<0,01); work is positively correlated with emotions (,346 p<0,01), and family (,305 p<0,01); and family is significantly correlated with emotions (,215 p<0,01). Performance is the highest correlated with work (,228 p<0,01), later with life in general (,198 p<0,01), emotions (,168 p<0,01), and family (,113 p<0,01).

All factors of the *engagement* dimension are significantly correlated. Enjoyment is positively correlated with absorption (,547 p<0,01) and awareness (,106 p<0,05); absorption is negatively correlated with awareness (-,143 p<0,01). Performance is the highest correlated with enjoyment (,229 p<0,01), absorption (,090 p<0,01), and awareness (,056 p<0,01).

Factors of the *career success* dimension are all significantly and positively correlated with each other. The highest correlation is observed with meaning and purpose and career satisfaction (,642 p<0,01), later with work discipline (,519 p<0,01); career satisfaction and work discipline (,438 p<0,01). Performance is the highest correlated with career satisfaction (,224 p<0,01), later with meaning and purpose (,176 p<0,01), and work discipline (,173 p<0,01).

Factors of the authentic functioning dimension are significantly and positively correlated (,401 p<0,01). Performance is significantly correlated with authentic behavior (,242 p<0,01) and choice (,124 p<0,01).

Factors of the *emotional intelligence* dimension are all significantly and positively correlated with each other. The highest correlation is observed with self-management and motication (,528 p<0,01), later with social relationships and motivation (,505 p<0,01), and self-management and social relationships (,472 p<0,01). Performance is the highest correlated with motivation (,197 p<0,01), social relationships (,188 p<0,01), and self-management (,147 p<0,01).

Table 4.13: Correlation Between Factors (N=576)

	VARIANCE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	EP	1																				
2	LIFE	,198**	1																			
3	EMOTIONS	,168**	,366**	1																		
4	FAMILY	,113**	,400**	,215**	1																	
5	WORK	,228**	,539**	,346**	,305**	1																
6	BALANCE	,183**	,578**	,417**	,327**	,499**	1															
7	ENJOYMENT	,229**	,438**	,350**	,188**	,579**	,479**	1														
8	ABSORPTION	,090**	,251	,041	,159**	,341**	,182**	,547**	1													
9	AWARENESS	,056**	,006	,245**	,071	,074	,060	,106*	-,143**	1												
10	MEANING	,176**	,477**	,264**	,193**	,578**	,543**	,736**	,398**	,017	1											
11	W. DISCIPLINE	,173**	,276**	,162**	,232**	,466**	,309**	,607**	,401**	,088*	,519**	1										
12	CAREER SATISF.	,224**	,607**	,292**	,248**	,579**	,513**	,582**	,297**	,003	,642**	,438**	1									
13	A. BEHAVIOR	,242**	,425**	,330**	,212**	,554**	,519**	,592**	,247**	,159**	,541**	,478**	,543**	1								
14	COICE	,124**	,148**	,293**	,029	,235**	,191**	,222**	-,056	,183**	,169**	,065	,233**	,401**	1							
15	S. MANAGEMENT	,147**	,275**	,268**	,212**	,393**	,395**	,412**	,228**	,176**	,384**	,385**	,350**	,448**	,032	1						
16	RELATIONSHIPS	,188**	,244**	,275**	,175**	,444**	,422**	,505**	,216**	,159**	,436**	,570**	,420**	,704**	,239**	,472**	1					
17	MOTIVATION	,197**	,304**	,164**	,230**	,466**	,280**	,541**	,371**	,143**	,508**	,697**	,417**	,482**	,045	,528**	,505**	1				
18	SELF EFFICACY	,214**	,260**	,217**	,227**	,426**	,304**	,468**	,250**	,165**	,395**	,584**	,383**	,516**	,058	,628**	,513**	,697**	1			
19	HOPE	,221**	,308**	,273**	,256**	,524**	,394**	,598**	,322**	,173**	,528**	,629**	,496**	,554**	,101*	,629**	,567**	,744**	,792**	1		
20	RESILIENCE	,153**	,275**	,187**	,249**	,396**	,331**	,393**	,223**	,166**	,389**	,511**	,358**	,482**	,001	,728**	,501**	,658**	,769**	,749**	1	
21	OPTIMISM	,177**	,378**	,302**	,228**	,488**	,476**	,494**	,284**	,120**	,480**	,368**	,410**	,508**	,108**	,614**	,458**	,458**	,475**	,596**	,554**	1

*** Correlation is significant at (P<0,01); * (P<0,05) 1:pearson correlation*

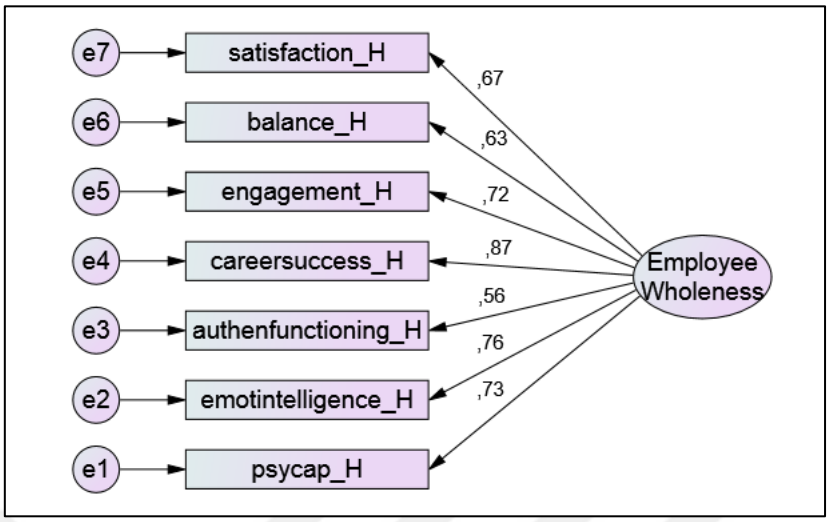
Factors of the psychological capital dimension are all significantly and positively correlated with each other. The highest correlation is between self-efficacy and hope (,792 p<0,01) and resilience (,769 p<0,01), and lowest with optimism (,475 p<0,01); hope is correlated with resilience (,749 p<0,01) and optimism (,596 p<0,01); and resilience with optimisim (,554 p<0,01). Performance is the highest correlated with hope (,221 p<0,01), self-efficacy (,214 p<0,01), optimism (,177 p<0,01), and resilience (153 p<0,01).

4.2.7 Results of the Well-Being Model Analysis

Upon obtaining good model fit at the confirmatory factor analyses, the main research model is analyzed within a structural equation modeling (SEM). SEM allows two important aspects: (1) to analyze and show the causal relation of the variables through a series of structural (regression) equations; and (2) to analyze the simple structural regression models within various structural relationships, which at the same time enables to present the conceptualized theory of study in a clearly illustrated model (Byrne, 2010).

The previous section (4.2.4) has presented the simple structural regression equations – the causal relation between each dimension and performance, and their results (4.2.5 & 4.2.6). This section (4.2.7) presents the structural relation of the dimensions within a higher-order construct. The next section (4.2.8) presents the causal effect of the dimensions within a higher-order construct, in relation to performance. At this phase, the 'path analysis with observed variables' procedure has been followed (Bayram, 2013; p.119). The scores of latent variables have been computed and transformed into observed variables; hence the seven dimensions have been analyzed as observed variables.

Figure 4.15: Employee Wholeness Model



The study, in its attempt of proposing a new model of employee well-being, with a holistic perspective, has set forth its research questions, whether the proposed dimensions may contribute to explain employee well-being with a whole person perspective. As the third step, to seek answers, the dimensions have been analyzed within a structural equation research model.

According to the cutoff and threshold levels of model goodness fit (illustrated at Table 4.2 and 4.3 above), the model is statistically significant -CMIN/DF (2,803). This value is within "good fit" level. The other indices for goodness of model fit are within good range, based on the CMIN (30,835), GFI (,986), CFI (,991), TLI (,983), RMSEA (,056), and SRMR (,0206) values.

Table 4.14: Employee Wholeness Model

Endogenous	Path	Exogenous	Estimate	Std. Estimate	C.R. (Z)	P
satisfaction_H	<---	E. Wholeness	,836	,671	15,105	***
balance_H	<---	E. Wholeness	1,075	,634	14,023	***
engagement_H	<---	E. Wholeness	,802	,721	16,279	***
careersuccess_H	<---	E. Wholeness	1,295	,875	19,301	***
auth. functioning_H	<---	E. Wholeness	,928	,564	12,702	***
emotintelligence_H	<---	E. Wholeness	1,015	,762	29,261	***
psycap_H	<---	E. Wholeness	1,000	,727		

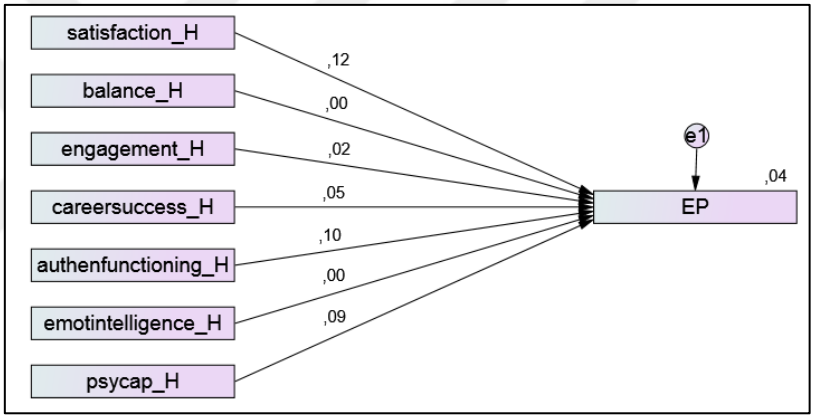
**** p<0,001 **p<0,01*

4.2.8 Results of Main Research Model

As suggested earlier, the dimensions of the construct together, as a higher integrated construct, would relatively have a stronger effect on work performance, in exchange to the effect of each individual dimension. The model of analysis shows that employee wholeness has positive effect on work performance, and has greater effect than its each individual dimension.

To determine that, the model is analyzed in two ways: first taking the seven dimensions in a path analysis, analyzing their regression weights within a single model (Figure 4.16).

Figure 4.16: Dimensions Effective Employee Performance



Statistically the model is found insignificant, with CMIN/DF (68,752). Goodness of fit values way beyond acceptable threshold levels, with GFI (,581), CFI (,459), TLI (,158), RMSEA (,343), and SRMR (,3696). Furthermore, the regression weights are found insignificant (Table 4.15).

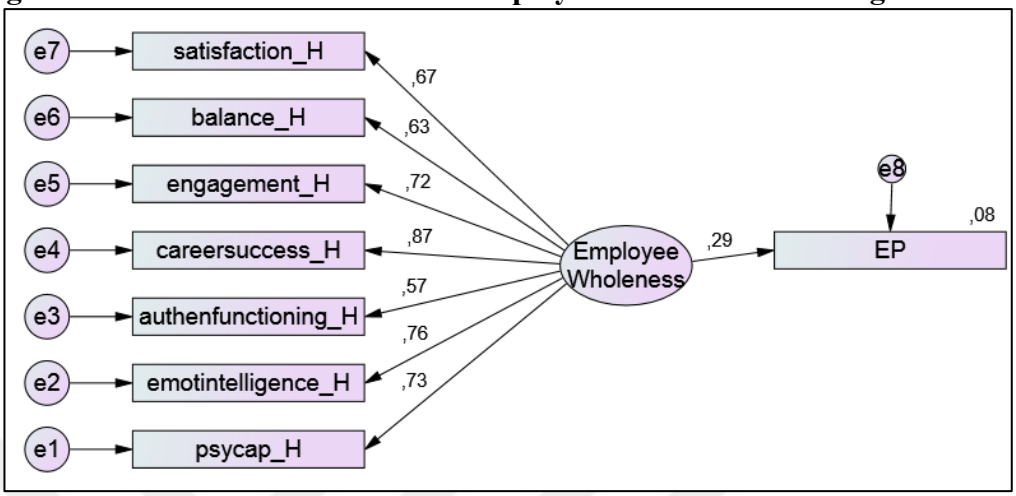
Table 4.15: Dimensions Effecting Performance

Endogenous	Path	Exogenous	Estimate	Std. Estimate	C.R. (Z)	P	R^2
Performance	<---	satisfaction_H	,135	,122	2,105	,035	,000
Performance	<---	balance_H	-,003	-,004	-,072	,943	,000
Performance	<---	engagement_H	,026	,021	,382	,702	,000
Performance	<---	careersuccess_H	,044	,047	,706	,480	,000
Performance	<---	auth. functioning_H	,085	,102	2,074	,038	,000
Performance	<---	emotintelligence_H	,004	,003	,042	,966	,000
Performance	<---	psycap_H	,085	,085	1,090	,276	,000

**** p<0,001 ** p<0,01*

As second step of path analysis, the proposed seven dimensions have been analyzed through a higher integrated construct –employee wholeness (Figure 4.17).

Figure 4.17: Main Research Model-Employee Wholeness Effecting Performance



Statistically the model is found significant, with CMIN/DF (2,219). The goodness of model fit is within "good fit" range, with CMIN (37,722), GFI (,985), CFI (,991), TLI (,985), RMSEA (,046), and SRMR (,0220). The regression weights (,285 p<0,001) show that, employee wholeness significantly predicts employee performance, explaining performance by (,081).

While employee wholeness predicts performance with a regression weight of ,285 (p<0,001), explaining it by ,081 (R^2), the highest to explain employee wholeness is career success (,872 p<0,001), later emotional intelligence (,762 p<0,001), psychological capital (,728 p<0,001), general satisfaction (,674 p<0,001), work-life balance (,635 p<0,001), and finally authentic functioning (,567 p<0,001).

Table 4.16: Main Research Model - Employee Wholeness Effecting Performance

Endogenous	Path	Exogenous	Estimate	Std. Estimate	C.R. (Z)	P	R^2
Performance	<---	E. Wholeness	,401	,285	6,452	***	,081
satisfaction_H	<---	E. Wholeness	,838	,674	15,191	***	
balance_H	<---	E. Wholeness	1,074	,635	14,056	***	
engagement_H	<---	E. Wholeness	,800	,720	16,296	***	
careersuccess_H	<---	E. Wholeness	1,289	,872	19,369	***	
auth. functioning_H	<---	E. Wholeness	,931	,567	12,781	***	
emotintelligence_H	<---	E. Wholeness	1,014	,762	29,307	***	
psycap_H	<---	E. Wholeness	1,000	,728			

*** *p<0,001* ** *p<0,01*

It is plausible to assert that as a higher integrated construct, employee wholeness has relatively a stronger effect on work performance, in exchange to the effect of each individual dimension. When the regression weight of employee wholeness is compared with the weights of its individual dimensions, as a higher-order construct - employee wholeness, has relatively more effect on performance. The table below (4.15) presents the summary as comparison among the regression weights, significance of regression analyses.

Table 4.17: Comparison between Main Research Model (1) and Simple Structural Regression Models (2-8)

SEM Model	Endogenous	Path	Exogenous	Estimate	Std. Estimate	C.R. (Z)	P	R^2
1	**Performance**	**<---**	**E. Wholeness**	**,401**	**,285**	**6,452**	***	**,081**
2	Performance	<---	satisfaction_H	,634	,284	5,248	***	,081
3	Performance	<---	balance_H	,202	,199	4,361	***	,040
4	Performance	<---	engagement_H	,237	,234	5,115	***	,055
5	Performance	<---	careersuccess_H	,244	,225	4,682	***	,051
6	Performance	<---	auth. functioning_H	,174	,191	3,220	**	,037
7	Performance	<---	emotintelligence_H	,371	,254	4,935	***	,064
8	Performance	<---	psycap_H	,230	,251	4,978	***	,063

**** p<0,001 ** p<0,01*

5. DISCUSSION

This chapter involves the interpretation of the research findings, their rationale to the research assumptions. The study has sought to identify whether a multi-dimensional model of well-being, encompassing various positive psychology and work-related elements, integrated within a composite construct, may potentially explain employee well-being, as well as predict work performance. It has prompted various research questions and hypothesis, assuming that a holistic model of well-being –the researcher terms it as employee wholeness, may more significantly explain well-being, whereby, may relatively have stronger effect on work performance, than its individual dimensions. In search of finding answers, the researcher has integrated various concepts and models of well-being (Diener, 2000; Ryff, 1989; Seligman, 2011; Huppert & So, 2013; Zheng et al., 2015), and has taken several composite constructs as example (Luthans et al., 2007a; Warr, 1994), as well as, as guidelines of criteria for construct development (Luthans et al., 2007a). The results of a series of research analysis – extensive literature review, focus group interviews, data collection and analysis, indeed, have shown that such a holistic model does explain well-being, and predict performance.

5.1 EMPLOYEE WHOLENESS

Based on the theoretical and empirical findings, it may be inferred that the proposed construct –employee wholeness, is a valid construct for explaining employee well-being, with a whole person perspective. The "whole person" perspective has been numerously mentioned in literature, referring to well-being (Seligman, 2011; Huppert & So, 2013; Warr, 1994; Van Horn et al., 2004), or being integral and unimpaired (Salzberg, 2014). As to researcher of this study, being "whole" is a state of being. It is feeling good, with the various positive and negative experiences one encounters in daily life, with a balanced perspective. It is considering life, experiences, the available resources, and person's potentials as a whole; without separating them into fractions

that function independently. It is feeling integral among various life roles and responsibilities, maintaining a satisfactory balance. It is feeling healthy and sound in all ways –physically, mentally, and emotionally; remembering that each aspect of health and life domain contributes to the other. It is having a sense of purposeful meaning, satisfactory and fulfilling achievements, and despite all odds, being fully engaged and committed to life.

Employee wholeness model is comprised of subjective and state-like elements. These state-like elements are subject to change and development, which depend on person's awareness and willingness. Hence, the model suggests that employee's well-being with a whole person perspective relies on the subjective elements –that is, the internal resources of individuals, rather than the external factors. For this very reason, despite various well-being practices and provisions implemented at organizations, it is important to realize the power of the internal resources of individuals in evoking positivity in individuals and work environment.

When the "whole person" perspective is analyzed placing employees at focal point, it involves considering the individual within his/her role of work context, in combination with the non-work context. Despite being a new term in the organizational behavior and management, employee wholeness, appears in a few different links, emphasizing similar sense. Googling "employee wholeness" yields three significant links: (1) a health care plan –named as "Wholeness Plan"-, provided by the Loma Linda Medical Center to its employees; (2) a LinkedIn article Wholeness and Work Life Integration, dated January 29, 2015, by Marie Edwards; and (3) a short web-article by Dan Putt, August 4, 2015, under the title Wholeness, Not Happiness.

Loma Linda Medical Center refers to employee wholeness as:

> *"Employee Spiritual Care promotes a Christ-centered environment by nurturing spirituality and encouraging wholeness in LLU Medical Center employees and supports them as they care for others. Wholeness means the lifelong, harmonious development of the physical, intellectual, emotional, relational, cultural, and spiritual dimensions of a person's*

life, unified through a loving relationship with God and expressed in generous service to others."

Marie Edwards (2015) refers to employee wholeness as:

"Wholeness sees the entire human being in an employee. Wholeness addresses one of the biggest drivers in unhealthy living: stress, both in the workplace and at home."

Dan Putt (2015) refers to wholeness at workplace as:

"... the current workplace happiness movement is misguided. The optimization for workplace happiness is a huge mistake.
... the goal should be wholeness, not just happiness. Happiness is just one part of our existence, wholeness is to embrace all that is within us. It's to embrace our shadow qualities, to embrace our self-doubt, fear, anxiety, as well as the brightness, joy, and curiosity. It is all welcome. To welcome and embrace our wholeness, is to welcome and embrace all that makes us human. It is to allow our employees, and ourselves the full human experience. It is to allow ourselves to be human at work."

These findings from practice world indeed show that, employee wholeness as construct, theoretically, empirically, and practically may find its place in today's organizational management, organizational psychology, and positive psychology.

5.2 DIMENSIONS AND FACTORS OF EMPLOYEE WHOLENESS

The study, initially assumed that a total of 38 elements would explain well-being; among these would distinctively impact employees' work performance. Proposed in an 8-dimension research model, upon qualitative focus group interview research, a total of 20 elements within a 7-dimension model have been retrieved (explained in section 5.3 Figure 5.1).

5.2.1 The Eliminated Elements

It is, in particular important to mention of the eliminated elements. Some elements have been eliminated at the qualitative research phase –flexible working, segmentation and integration of domains, work-life enrichment, challenge, competence, self-awareness, motivation, empathy, social awareness, acceptance, response flexibility, gratitude, compassion, and vitality.

Despite having been eliminated from the initial model, some of these elements have found their representation. For instance, the elements self-awareness, motivation, empathy, and social awareness have found meaningful representation in the final model. These elements, with the exemption of self-awareness, appear in the initial version of emotional intelligence (Goleman, 1995), where later are encompassed in the revised version of (Boyatzis & Goleman, 1996) (for comparison see Figure 2.17). Regarding the element self-awareness, the entire model of wholeness, with its dimensions and factors, serve to bring insight for awareness over individual's state of being; in relation to the level of general satisfaction, balance, engagement, success in one's career, emotional abilities and psychological states.

Furthermore, elements challenge and competence found meaningful representation, encompassed within career satisfaction (items Appendix 1. Table 4), and self-efficacy. Despite the positive effect of competence on performance, qualitative study results reveal that self-efficacy –through its broader perspective, is viewed more strongly effective in predicting performance. Indeed, theoretically self-efficacy (Bandura, 1999) encompasses concepts as competence and confidence within its self-reflection and self-regulation capabilities (Luthans, 2005). Elements work-life enrichment and domain segmentation/integration –perceiving with a whole life perspective, with the exemption of flexible working, have somewhat found meaningful representation within work-life balance (items Appendix 1. Table 2).

Surprisingly, psychological (acceptance) and response flexibility, gratitude, compassion, and vitality, were the eliminated elements that have not found any representation. This may be for several reasons: (1) as somewhat recent concepts within positive psychology, they might have not yet received significance and broad

understanding; (2) although valuable concepts, they might have not yet found their place in the work context; or (3) they simply might have not found significance within this particular research framework, while they may in future ones.

5.2.2 Research Questions and Hypotheses

Based on above-mentioned findings –eliminated elements, the respective research questions (RQ8, RQ9, RQ10, and RQ11) and the hypotheses (H8, H9, H10, and H11) have been rejected; stating that psychological and response flexibility, gratitude, compassion, and vitality, do not contribute to explain employee's well-being with a whole person perspective; nor have significant positive effect on work performance. Hence, research questions RQ8-RQ11, and hypotheses H8-H11 have been rejected.

On the other hand, the other research questions (RQ1, RQ2, RQ3, RQ4, RQ5, RQ6, and RQ7) have been approved through the qualitative and quantitative research findings. The quantitative research results show that the dimensions general satisfaction (,671 *p<0,001*), work-life balance (,634 *p<0,001*), engagement (,721 *p<0,001*), career success (,875 *p<0,001*), authentic functioning (,564 *p<0,001*), emotional intelligence (,762 *p<0,001*), and psychological capital (,727 *p<0,001*) significantly and positively contribute to employee's well-being. Additionally, these dimensions significantly and positively influence work performance. As a result, the hypotheses (H1, H2, H3, H4, H5, H6, and H7) have been approved; asserting that each dimension individually –i.e. general satisfaction (,284 *p<0,001*), work-life balance (,199 *p<0,001*), engagement (,234 *p<0,001*), career success (,225 *p<0,001*), authentic functioning (,191 *p<0,01*), emotional intelligence (,254 *p<0,001*), and psychological capital (,251 *p<0,001*), has positive effect on employee work performance; each explaining performance respectively, by R^2 (,081), (,040), (,055), (,051), (,037), (,064), and (,063).

5.2.2.1 General Satisfaction

With a more in-depth analysis, study results show that factors of *general satisfaction* are highly correlated (life and job satisfaction ,539 p<0,01; life and family satisfaction ,400 p<0,01), supporting the previous results indicating the significant correlation between life satisfaction and job satisfaction (Judge & Watanabe, 1993; Spector, 1997); and satisfaction between life in general and family life (Azril et al., 2010). The EFA results show interesting results, such as financial satisfaction (MST13), and one item of job satisfaction (JST10) have factor loaded within Diener's (1985) self-reported 5-item Satisfaction with Life scale. This shows that, the emphasis of having enough money to do what one wants to do in life, as well as satisfaction with salary, are among significant indicators to life satisfaction (see Appendix 1. Table 1). Hence, results support the assertions that financial means –hence contentment with present means, are enablers to maintaining or improving quality of life (Kahneman & Deaton, 2010); for a happy and well-lived life; and are instrumental resources that ensure safety and protection against negative life experiences (Senik, 2014).

In relevance to work performance, satisfaction both in general and within particular domains are found influential to work performance. As predicted, and similar with previous findings (Indumathi & Selvan, 2014), satisfaction with the work life –feelings successful and safe at work, has positive relation with work performance (,228 p<0,01). Meanwhile, similar to previous findings –being free from financial stress and worry (Kim & Garman, 2004), free from emotional fatigue, stress, depression, etc. (Ford et al., 2011), feeling emotionally healthy (Lin et al., 2014), and having positive perception over job and life in general (Bouckenooghe et al., 2013), satisfaction in general significantly correlates with work performance. Satisfaction in life, family, work, financial means and emotional health conditions, together as a higher order dimension – as general satisfaction, significantly correlates with work performance (,249 p<0,01); significantly predicts work performance (,284 p<0,001); and significantly explains employee wholeness (,674 p<0,001) in its effect on work performance.

Given the findings, RQ1 and hypothesis H1 have been approved.

5.2.2.2 Work-Life Balance

Research results show that a positive perception of balance among life domains and responsibilities –i.e. *work-life balance*, seems to have strong correlation with various aspects. Previous studies mention the high correlation between work-life/family balance and life satisfaction; stating that having a positive sense of balance is positively related with positive subjective and emotional outcomes (Gröpel & Kuhl, 2009); with positive work outcomes (Carlson et al., 2014); as well as directly significant positive relation with in-role work performance (Lim et al., 2012). Present study results, in fact, supports previous findings, where balance perception has been significantly correlated with all factors, while strongly with satisfaction with life in general (,578 $p<0,01$), meaning and purpose (,543 $p<0,01$), authentic behavior (,519 $p<0,01$), and career satisfaction (,513 $p<0,01$). Furthermore, work-life balance significantly correlates with performance (,183 $p<0,01$); significantly predicts work performance (,199 $p<0,001$); and it significantly explains employee wholeness (,635 $p<0,001$), in its effect on work performance. Thus, it is plausible to state that these results, in a way, are in accord with Friedman et al.'s (2000) 'whole person' perspective, asserting that aspects of work and personal life together are influential in enhancing employees' well-being and performance.

Given the findings, RQ2 and hypothesis H2 have been approved.

5.2.2.3 Engagement

Further, research results show significant correlations among the factors of *engagement* –work enjoyment, absorption, and awareness; as well as their relation with performance (,229 $p<0,01$; ,090 $p<0,01$; ,056 $p<0,01$, respectively), quite parallel with literature (Leroy et al., 2013; Reid, 2011). As a latent variable, engagement is significantly positively correlated with performance (,189 $p<0,01$). It supports previous findings, with the fact that the sense of energy and joy from work tasks, absorption into the activities, and the sense of presence and awareness, positively effecting personal and work outcomes, creating a state of higher level of attentiveness towards work (Schaufeli et al., 2002; Brown & Ryan, 2003; Simbula & Guglielmi, 2013; Reb et al., 2015).

Furthermore, engagement positively effects performance (,234 p<0,001); and significantly explains employee wholeness (,635 p<0,001), in its effect on work performance. These results, with the support of former findings in the field (Nakamura & Csikszentmihalyi, 2002; Fagerlind, 2013; Shapiro et al., 2002; Keng et al., 2011; Skaalvik & Skaalvik, 2014), confirm that it is plausible to suggest engagement as a higher dimension, explains employees' well-being, with a "whole person" perspective.

Given the findings, RQ3 and hypothesis H3 have been approved.

5.2.2.4 Career Success

Similar to former studies, in terms of progress made towards goals (Carlson et al., 2014), meaningful work (Shockley et al., 2016; Dik & Duffy, 2009; Arnold et al., 2007), satisfaction in career achievements (Di Renzo, 2010), and work discipline (Britt & Bliese, 2003), present study found that *career success* is positively related to well-being and performance. These factors, supporting former study results (Hennekam, 2016; Shockley et al., 2016; Karatepe & Vatankhah, 2015; Karatepe, 2012), that career success significantly correlates with work performance. Further findings show, similar to Hennekam's (2016) inter-correlation findings among career success and career satisfaction, in addition to the good CFA model fit, there is a significant positive inter-correlation among its factors –meaning and purpose, work discipline, and career satisfaction (highest with meaning and career satisfaction ,642 p<0,01; meaning and work discipline ,519 p<0,01; and work discipline and career satisfaction ,438 p<0,01); as well as with performance (highest with career satisfaction ,224 p<0,01; meaning ,176 p<0,01; and work discipline ,173 p<0,01). Career success, as a higher order dimension, while significant in explaining employee wholeness in relation with performance, it ranks first in explaining well-being among other dimensions (,872 p<0,001) (Table 4.16). Such result brings the conclusion that positive perceptions over one's career, finding meaning in work, a strong sense of responsibility towards work outcomes, have great influence to perceived well-being and work outcomes. These results statistically support the theoretical suggestion of a higher dimension –career success, integrates the conceptualization of Greenhaus et al. (1990), Shockley et al. (2016), and Britt (1999).

Given the findings, research question RQ4 and hypothesis H4 have been approved.

5.2.2.5 Authentic Functioning

It is observed that *authentic functioning* is positively related with performance (,213 p<0,01) and satisfaction (,437, p<0,01). Further, although its factors have been assumed to factor load into autonomy and participation, exploratory factor analysis results shows that respondents perceive autonomy and participation –hence authentic functioning as authentic behavior and choice (Appendix 1, Table 5). Correlation table (Table 4.13) shows that the factors are both significantly related with performance (,242 p<0,01; ,124 p<0,01). These show similarities to former studies. Leroy et al., (2015) have maintained that authentic behavior and relationships, as acting in accord with own true self and forming trustworthy relationships through such authentic behavior, foster positive outcomes. Similarly, the factor analysis results show that (Table 4.8), feeling free to behave as one is (,767 p<0,001), expressing opinion in decision-making (,820 p<0,001), and being free to do the job on own way (,716 p<0,001) are strong indicators in explaining well-being, as well as performance. These indicators convey the results of Van den Broeck et al. (2010), emphasizing the positive impact of task autonomy, as well as autonomous motivation –as opposed to controlled motivation, on well-being and performance. On the other hand, the sense of freedom choice in following own actions (,806 p<0,001) and way of doing work (,774 p<0,001), have strong impact on employee outcomes. As to former research results (Scott-Ladd et al., 2005; Thompson & Prottas, 2005; Witt et al., 2000), opportunity for choice and voice –as participation in decision-making process, being involved and engaged in decision-making, elevates level of satisfaction and fulfillment from work, and a sense of motivation for productivity and better work outcomes. Further, present results support earlier study results on the relationship between job autonomy-work performance (Dysvik & Kuvaas, 2011), choice-performance efficiency (Wang, 2003; Lam et al. 2002), choice and voice-job satisfaction and organizational commitment (Lam et al., 2002), participative decision making-individual performance (Bakan & Büyükbeşe (2008). Lastly, freedom of discretion on own choice behavior –authentic behavior and choice, are found significantly correlated with each other (,401 p<0,01), supporting Deci and Ryan's

(1985) view that these are related to one's intrinsic self-regulation and motivation. Hence, it is plausible to accept that authentic functioning as a higher order dimension is able to explain employee well-being with a whole person perspective, and predicts work performance.

Given the findings, research question RQ5 and hypothesis H5 have been approved.

5.2.2.6 Emotional Intelligence

According to the results of focus group research, *emotional intelligence* has been analyzed in two main elements –self-management and social relationships. The exploratory factor analysis results show that respondents perceive motivation as distinct from self-management, yielding with three factors –self-management (as self-regulation), social relationships, and motivation (Appendix 1, Table 6). A significant positive correlation among the factors are observed, suggesting that the factors are strong in complementing one-another (,528 p<0,01; ,505 p<0,01; ,472 p<0,01), to form a higher order dimension. Its factors motivation (,197 p<0,001), social relationships (,188 p<0,01), and self-management (,147 p<0,01) are significantly related with performance; as well as emotional intelligence as a higher order dimension (,217 p<0,01). These results support former studies' findings, suggesting that high level of emotional intelligence have positive effect on task performance (Devonish, 2016; Cote & Miners, 2006), job tasks and responsibilities (Farh et al., 2012), and organizational citizenship behavior (Devonish, 2016; Cote & Miners, 2006). Further distinctive results are observed in support to previous findings; especially in relation to managing own emotions and behavior, self-motivation, and relationships. Branscum et al.'s (2016) findings are quite parallel with present results, suggesting that self-regulation, motivation and managing relationships are significant predictors to performance, to the extent that predicts merit pay increase. Last but not the least, emotional intelligence as a higher order dimension is highly correlated with general satisfaction (,476 p<0,01), supporting previous results (Vergera et al., 2015; Higgs & Dulewics, 2014; Ruiz-Aranda et al., 2014; Palmer et al., 2002). Furthermore, within the research model – employee wholeness predicting performance (Table 4.16), emotional intelligence ranks

second most dominant in explaining well-being (,762 p<0,001), and predicting performance, after career success (,872 p<0,001).

These results suggest that emotional intelligence, at present study's case as self-management, social relationships, and motivation, are important factors in contributing to positive outcomes of employees. It is observed and supported by former findings that, high level of emotional intelligence support employees' maintaining positive moods, combating with stressful situations, positive judgments over life experiences, as well as stronger will and motivation for doing best at work goals. Hence, it is plausible to suggest that emotional intelligence, as a higher order dimension, contributes to employee well-being, and predicts work performance.

Given the findings, research question RQ6 and hypothesis H6 have been approved.

5.2.2.7 Psychological Capital

Study results show that psychological capital, and its factors, reveals similar results with previous studies. As first indication, all four factors are significantly correlated with each other, which supports Luthans et al.'s (2007a) suggestion that these are inter-related concepts that work within a composite structure. The highest to correlate is the self-efficacy and hope (,792 p<0,01), where both highest correlating with performance (self-efficacy with ,214 p<0,01 and hope with ,221 p<0,01). These results are parallel to Luthans et al.'s (2007a; 2007b) findings, that self-efficacy and hope were highest to predict performance in two samples. Furthermore, similar to results of Avey et al. (2011; 143), performance –as self-rated measure, delivers significant positive relations with psychological capital. In relation to well-being, psychological capital is highly correlated with satisfaction in general –as significance to most dominant contributor of well-being (,499 p<0,01); while hope (,524 p<0,01), optimism (,488 p<0,01), and self-efficacy (,426 p<0,01) are most strongly related with satisfaction in work life (Table 4.14). This result is quite predictable, as psychological capital is a measure, specifically developed to assess and enhance work-related outcomes. So, the results once again show the strong positive relation between psychological capital and performance, as

well as well-being. The correlation between psychological capital –as a higher order dimension, and performance is significant and positive (,223 p<0,01), at the third highest correlated dimension after general satisfaction (,240 p<0,01) and career success (,230 p<0,01). Furthermore, within the research model –employee wholeness predicting performance (Table 4.17), psychological capital ranks the third (,728 p<0,001), after career success (,872 p<0,001) and emotional intelligence (,762 p<0,001), in explaining employee wholeness (Table 4.16). This shows that psychological capital is a distinctive dimension in explaining well-being and predicting performance. Based on the results, it is plausible to suggest that psychological capital as a higher order dimension, is positively and significantly explains well-being with a whole person perspective, and predict performance.

Given the findings, research question RQ7 and hypothesis H7 have been approved.

5.2.2.8 Employee Wholeness

The final research question (RQ12), has sought to find whether employee wholeness, as a composite construct, has relatively stronger positive effect on work performance, than each individual dimension. It has been approved. Employee wholeness –as a composite construct, in relation to performance, shows relatively greater regression weight than each of its individual dimensions (Table 4.17). All factors of respective dimensions are significant in explaining employee wholeness. As shown, employee wholeness predicts performance with a regression weight of (,285 p<0,001), explaining performance by R^2 ,081. On the other hand, when compared with other dimensions – general satisfaction (,284 p<0,001), emotional intelligence (,254 p<0,001), psychological capital (,251 p<0,001), engagement (,234 p<0,001), career success (,225 p<0,001), work-life balance (,199 p<0,001), and authentic functioning (,191 p<0,001), employee wholeness –as a higher-order composite construct (,285 p<0,001) predicts performance at a higher regression weight than its individual dimensions.

The slight difference of ,001 between the two regression weights (employee wholeness-performance with ,285 and general satisfaction-performance with ,284), rightfully, yield

ground for discussion. The research model has been analyzed through various SEM analyses: (1) as the proposed research model, where dimensions are analyzed as observed variables in relation to performance (Figure 4.17); (2) as a SEM model, where factors are analyzed as observed variables (Appendix 6, Figure 6.1); (3) and, as multi-level SEM, where observed variables and latent variables (factors and dimensions) are analyzed in relation to performance within a multi-level model (Appendix 6, Figure 6.2). When regression weights of the three SEM models are compared, while the first yielded (,285 p<0,001) with %8,1 variance, the second yielded (,290 p<0,001) with %8,4 variance, and the third (,291 p<0,001) with %8,4 variance. The regression weights show difference when variables are computed into observed variables, where variables' regression power decreases. Hence, it is important to compare the regression weights of simple regression path analysis of general satisfaction-performance (,284 p<0,001) (Figure 4.8/Table 4.4) with the multi-level SEM model (,291 p<0,001) (Appendix 6, Figure 6.2/Table 6.2); yielding difference by ,007.

When the slight difference in regression weight is further researched, through excluding general satisfaction dimension in the model (Appendix 6, Figure 6.3/Table 6.3), the regression weight is found (,279 p<0,001), with R^2 ,078. When compared to the other regression weights –i.e. emotional intelligence (,254 p<0,001) with R^2 ,064, psychological capital (,251 p<0,001) with R^2 ,063, engagement (,234 p<0,001) with R^2 ,055, career success (,225 p<0,001) with R^2 ,051, work-life balance (,199 p<0,001), and authentic functioning (,191 p<0,001) with R^2 ,037, employee wholeness has stronger effect. This result again shows that employee wholeness as a composite construct has relatively stronger effect on performance, than its individual dimensions.

Given the results, it is plausible to say that employee wholeness, as a higher-order composite construct has relatively stronger effect on work performance, than each of its individual dimensions.

Hence, the final research question (RQ12) has been approved.

5.3 DOMINANT DIMENSIONS AND FACTORS IN RELATION TO WELL-BEING AND PERFORMANCE

A significant finding worth mentioning, different than what has been initially assumed, is the number of sub-factors and factor loading of items in the exploratory and confirmatory analysis. As illustrated below table (Table 5.1), the first dimension – general satisfaction, for example, has yielded 4 factors –life in general, emotions, family (as non-work life), and work life; financial satisfaction; where financial satisfaction factor loaded into *life in general*, and physical health has been eliminated. While work-life balance has loaded in a single factor and engagement in three factors –work enjoyment, absorption, and awareness, authentic functioning has loaded in two factors – authentic behavior and choice. And finally emotional intelligence has loaded in three factors –self-management, social relationships, and motivation. The factors listed at the below illustration are shown according to their degree of variance.

Figure 5.1: Dimensions and Factors of Employee Wholeness as Result of EFA

DIMENSIONS AND FACTORS OF EMPLOYEE WHOLENESS						
General Satisfaction	Work-Life Balance	Engagement	Career Success	Authentic Functioning	Emotional Intelligence	Psychological Capital
Life in General	Work-Life Balance	Enjoyment	Meaning	Choice	Motivation	Hope
Work Life		Absorption	Career Satisfaction	Authentic Behavior	Social Relationships	Self-efficacy
Emotions		Awareness	Work Discipline		Self-management	Resilience
Family Life						Optimism

According to the research model analysis results, career success (,872 *p<0,001*), emotional intelligence (,762 *p<0,001*), psychological capital (,728 *p<0,001*), and engagement (,720 *p<0,001*) are among the highest dimensions to explain employees' well-being (Figure 4.15), as well as in predicting work performance (Figure 4.17 / Table 4.16). According to the confirmatory factor and path analyses (Figure 4.8 to 4.14), it is observed that among its dimensions, meaning (,910 *p<0,001*) under career success, motivation (,773 *p<0,001*) under emotional intelligence, hope (,980 *p<0,001*) and self-

efficacy (,976 *p<0,001*) under psychological capital, and work enjoyment (,960 *p<0,001*) under engagement have been the highest factors to explain their respective dimensions. This brings the inference that; these factors are among the most determining ones in identifying well-being and predicting performance. With a closer focus to these factors and dimensions, it is plausible to assert that employees seek for and need (1) meaning and purpose; (2) motivation; (3) a sense of 'I can do it!' and feeling of hope; and (4) enjoyment in work. These dominant factors, as the new model of employee well-being; employee wholeness (summarized at figure 5.2), have been discussed below.

Figure 5.2: Dominant Dimensions and Factors as Result of CFA and SEM Analysis

THE NEW MODEL OF EMPLOYEE WELL-BEING – EMPLOYEE WHOLENESS						
Career Success	Emotional Intelligence	Psychological Capital	Engagement	General Satisfaction	Work-Life Balance	Authentic Functioning
Meaning	**Motivation**	**Hope**	**Enjoyment**	**Work Life**	**Balance**	**Choice**
Career Satisfaction	**Self-management**	**Self-efficacy**	Absorption	**Life in General**		Authentic Behavior
Work Discipline	Social Relationships	Resilience	Awareness	Emotions		
		Optimism		Family Life		

As been summarized at the below table (Table 5.1), the factor meaning and purpose, under the dimension career success is among the strongest dominance to predict performance. The rationale behind the effect of *meaning and purpose* in employees' positive work outcomes, similar to other research findings (Greasley et al., 2005; Spreitzer et al., 1997), is the sense of the contribution they give to their environment through their work; the difference they make to the world at large through their work and goal achievements. The work they do, and the essence helps them better understanding their own selves and finding life's meaning. Literature supports this positive relation, stating that people with greater level of meaning and calling report higher level of well-being (Arnold et al., 2007), and work outcomes (Harpaz & Fu, 2002). While meaning and purpose (,910 *p<0,001*) distinctively contributes to employee's well-being and performance, the sense of advancement, progress, and achievements –as career satisfaction (,780 *p<0,001*); as well as the high sense of

responsibility towards work performance –as work discipline (,606 *p<0,001*) accounts a great deal (Figure 4.11).

Further rationale may be of the fact that individuals' level of *motivation* to adapt and perform adds to their sense of positive perception, hence producing positive outcomes. Happy, healthy, and well-doing individuals seek to create alternatives to do things better in their lives; they give importance to perform at their best, and even they set their own goals and challenges for growth and advancement. While motivation (,773 *p<0,001*) seems to distinctively contribute to positive outcomes, self-management (,745 *p<0,001*) and social relationships (,719 *p<0,001*) have similar degree of relevance (Figure 4.13). Accordingly, the ability to self-maintain and self-regulate at emotionally demanding situations; the awareness of the opportunities and possibilities that lie underneath challenging problems; as well as the open, trustworthy, and fulfilling social relationships with people seems to play important role to positive employee outcomes.

The 'I can do it!' sense –*self-efficacy*, and *hope* in a way represent psychological states with individual's both emotional and cognitive sides. It is feeling confident about the way of doing the work and feeling confident, hopeful, and ready of the potential outcomes. In a way, it represents a fully accountable person who knows what he/she does, and is fully in charge of both the process and the outcomes of own work activities; involving capability of resilience and bouncing back, when encountered with obstacles, or drawbacks. Hence, in addition to hope (,980 *p<0,001*) and self-efficacy (,976 *p<0,001*), resilience (,949 *p<0,001*), and optimism (,710 *p<0,001*) contribute to positive outcomes (Figure 4.14).

Perhaps not the final, however based on study results, the last most distinctive factor to influence work performance is the *enjoyment* from the work activities, and the sense of joy one takes during and after work tasks. It reminds the famous words of Confucius "choose a job you love, and you will never have to work a day in your life", and reapproves the fact that enjoying at work, having positive and energetic feelings during work, in particular while at the very moments of carrying the work activities, individuals' level of work performance get significantly influenced. Considering the opposite, in cases where employees lack the sense of enthusiasm, the challenge, and a meaningful purpose to get up in the morning, will surely exert low level of

performance, at every domain of life. Such people will probably portrait an individual who tries to self-maintain through external resources or motivators, and perhaps whose performance would rely on external rewards and punishments. It is not surprising that organizations have been measuring employees' level of engagement in relation to identifying their level of happiness. Although joy of work (,960 *p<0,001*) is among the distinctive factor in representing the dimension engagement (Figure 4.10), it is worthwhile to mention absorption (,667 *p<0,001*). Getting totally immersed in work activities, being completely detached from external world, and loosing sense of time in a way that time flies (space and time) are remarkable state of beings (flow state) which enhance the level of enjoyment, happy and positive emotions, and sense of energy.

Table 5.1: Estimate Values of Dominant Dimensions and Factors

Endogenous	Path	Exogenous	Estimate	Std. Estimate	C.R. (Z)	P
Performance	<---	E. Wholeness	,401	,285	6,452	***
CAR.SUCCESS	<---	E. Wholeness	1,289	,872	19,369	***
Meaning	**<---**	**CAR.SUCCESS**	**1,212**	**,910**	**11,761**	***
Car. Satisfaction	<---	CAR.SUCCESS	1,000	,780		
Work Discipline	<---	CAR.SUCCESS	,653	,606	11,744	***
EMOT.INTELL	<---	E. Wholeness	1,014	,762	29,307	***
Motivation	**<---**	**EMOT.INTELL**	**1,000**	**,773**		
Self-Management	<---	EMOT.INTELL	1,106	,745	10,618	***
Relationships	<---	EMOT.INTELL	1,207	,719	11,110	***
PSYCAP	<---	E. Wholeness	1,000	,728		
Hope	**<---**	**PSYCAP**	**,941**	**,980**	**27,032**	***
Self-Efficacy	**<---**	PSYCAP	**,852**	**,976**	**23,861**	***
Resilience	<---	PSYCAP	1,000	,949		
Optimism	<---	PSYCAP	,710	,705	14,321	***
ENGAGEMENT	<---	E. Wholeness	,800	,720	16,296	***
Enjoyment	**<---**	**ENGAGEMENT**	**1,000**	**,960**		
Absorption	<---	Engagement	,632	,667	11,468	***
Awareness	<---	Engagement	,134	,115	2,352	*
SATISFACTION	<---	E. Wholeness	,838	,674	15,191	***
Work	**<---**	**SATISFACTION**	**1,000**	**,846**		
Life	<---	SATISFACTION	1,560	,825	8,314	***
Emotions	<---	SATISFACTION	1,308	,555	7,683	***
Family	<---	SATISFACTION	1,313	,493	7,521	***
BALANCE	<---	E. Wholeness	1,074	,635	14,056	***
Balance (WLB5)	**<---**	**BALANCE**	**1,172**	**,894**	**21,198**	***
AUTH.FUNCT.	<---	E. Wholeness	,931	,567	12,781	***
Choice	**<---**	**AUTH.FUNCT.**	**1,000**	**,927**		
Auth.Behavior	<---	AUTH.FUNCT.	,555	,566	7,700	***

**** p<0,001 ** p<0,01 *p<0,05*

5.4 EMPLOYEE WHOLENESS AS A NEW CONSTRUCT

The study has applied the procedure Luthans and friends (2007a) has followed; a series of multivariate normality analysis, to predict that all items were below the cutoff level of skewness and kurtosis; then a series of confirmatory analysis, to predict good model fit and significant factor loadings to respective latent variable; and finally, a series of regression analysis, to predict construct's relation to work performance.

Among the first significant findings is that a holistic, composite construct model of well-being does have stronger significance in explaining well-being and predicting performance, than its individual parts. SEM analyses result (Figure 4.15) show that, the seven dimensions –general satisfaction, balance, engagement, career success, authentic functioning, emotional intelligence, and psychological capital, operate within a "good model fit", and significantly explain the proposed construct –employee wholeness.

As second step, it was important to predict whether the construct was more "useful" than its individual dimensions, in relation to work performance. When dimensions were analyzed, within individual SEM model, in relation to work performance (Figures 4.8 - 4.14), each dimension received significant positive effect on work performance, within "good model fit". When they were analyzed as latent variable –second order dimensions of a composite construct –i.e. employee wholeness (Figure 4.17), results have shown as assumed: a "good model fit", statistically significant relations among variables, and significant positive effect on work performance have been observed. It is important to emphasize that, when the dimensions have been analyzed individually, as independent variables within a single SEM model (Figure 4.16), neither an acceptable model fit, nor statistical significance among the variables have been observed. The inter-correlation among dimensions and the factors (Table 4.12-Table 4.13) are observed as significant and positive. Multicollinearity analysis results (Appendix 7), additionally, show that correlations among factors are within acceptable coefficients. So statistically these seven dimensions are highly related and support one-another in explaining well-being, as well as in predicting performance; and they operate under a single composite construct.

These statistical results support the theoretical basis of the proposed model, that

employee well-being may be explained with a holistic composite construct. The wholeness model has been grounded on the Gestalt psychology and Holism theory, maintaining that systems function as a whole; and it is needed to view them as a whole, rather than a collection (Oshry, 2008). Indeed, the model –employee wholeness, statistically works as a whole, rather than a collection of dimensions, effecting work performance. Hence, these findings are in accord with what Luthans and friends (2007a) have found, that a composite construct may be more "useful" than its individual dimensions.

Taking Luthans, Avolio, Avey, and Norman's (2007a) criteria of inclusion, the research has set forth a construct that "is grounded on theory and research, has valid measurement scales, relatively unique to the field of organizational behavior, state-like and open to development, and has positive impact on psychological and work-related outcomes" (p. 542). Analysis results show that the proposed model meets Luthans and friends' (2007a) all five-inclusion criteria.

The proposed construct meets the first inclusion criterion, as it is grounded on various theories and research. While the theoretical implications are explained next in section 5.1, the statistical findings show that research supports the theoretical basis of the proposed model, in terms of its construct, its dimensions, their second order factors and the measurement items.

The construct meets the inclusion criterion that each of its elements is a state-like, rather than stable trait-like characteristics. It is pivotal to emphasize the importance of state-like psychological and work-related characteristics, rather than trait-like stable ones, in relation to personal and work-outcomes. These dimensions and their factors are the internal resources of individuals that are subject to change and development. Upon adequate intervention and services –such as training, mentoring, or coaching, these characteristics are expanded and broadened, that causes to positive effect on personal and work-related outcomes (Fredrickson, 2004). However, when trait-like stable characteristics are considered in relation to work outcomes, the super-trait characteristic conscientiousness for example, leaves no room for development and change. Although this highly associated trait conscientiousness, as antecedent to performance, is suggested to better interact with state-like concept 'self-concept clarity', in relation to

goal striving and achievement (Fite et al., 2017). For this particular reason, when employers seek to increase performance and well-being, it may be effective to focus on the state-like characteristics, rather than only on the stable ones.

And finally, it meets the criteria that it is measurable; and that has positive relation with positive psychological, mental and physical states. Qualitative research identified the particular elements positively impacting work performance, whereby yielding a 20-element construct, each with positive impact on work-related outcomes. Quantitative research identified that construct elements are valid in measurement, yielding meaningful and significant results.

To author's knowledge and findings, the construct meets the final inclusion criteria, that is being relatively unique to the field of organizational behavior and management. It is slightly distinct from the available models of well-being for two reasons: First, distinct from other models –such as Flourishing (Huupert & So, 2013), PERMA (Seligman, 2011), SWB (Diener, 2000), it is a domain-specific construct, that takes employee's well-being within a whole life perspective, integrating work and career related elements side-by-side psychological aspects that predict work performance. Second, it is distinct from available domain-specific constructs –such as Integrated Functioning (Warr, 1994), Occupational Well-being (Van Horn et al., 2004), and Employee Well-being (Zheng et al., 2015), that compared to mentioned models, it is a composite construct that is able to explain employee well-being and predict work performance both through its sub-dimensions individually, and as a holistic single component. And third, it is distinct from the mentioned domain specific models, as 'employee wholeness' integrates various new aspects, within theoretically and empirically meaningful seven dimensions.

First, it integrates cognitive and affective components that encompass financial, work, non-work (family), health and life in general, within a single dimension –*general satisfaction*. This dimension may seem similar to Zheng et al.'s (2015) life well-being, however, it is distinct as it pertains financial as well as non-work elements.

Second, it identifies not only the subjective and affective judgment over one's life, but also predicts the perceived balance between life domain and responsibilities, within the

second dimension –*work-life balance*. When compared with other models, although domain-distinct sub-dimensions are available –occupational well-being (Van Horn et al., 2004) and employee well-being (Zheng et al., 2015), the balance component is missing. To author's extensive research and view in the field of work-life balance, a positive balance perception is pivotal in a positive well-being perception.

Third, employee wholeness integrated the highly interrelated three concepts –work engagement, flow and mindfulness (Jackson, 2015; Reid, 2011), within the third dimension -*engagement*. Thus, it integrates engagement of PERMA (Seligman, 2011) and flourishing (Huppert & So, 2013), within a broader perspective. The available models of well-being, domain-free or domain-specific, have missed incorporating the two aspects –flow and mindfulness, believed to be strongly contributing to positive outcomes.

Fourth, compared to other models, the construct is unique, as it incorporates career and work-related aspects, in similar manner as Ryff (1989), Warr (1994), Van Horn et al. (2004), and Zheng et al. (2015), however, with the distinction of integrating other aspects –such as meaning and purpose, career satisfaction, and work discipline, as determining factors to subjective *career success* perception. This dimension differs from the professional well-being (Van Horn et al., 2004) and workplace well-being (Zheng et al., 2015), but more corresponds with Warr's (1994) aspiration and competence and Ryff's (1989) purpose in life. Because, this fourth dimension –career success, focuses on the level of achievement and growth one gets from work, the meaning and purpose work contains both for work and non-work domains, and the level of responsibility towards own work outcomes.

Fifth, the construct differs from other models of well-being, as it views autonomy both within task autonomy and authentic functioning and behavior. The fifth dimension –*authentic functioning* integrates Ryff's (1989) autonomy and environmental mastery within psychological aspect, and Warr's (1994) autonomy within professional aspect; with the essence of leading a life (work and non-work) that is personally congruent with own values, beliefs, feelings, and thoughts. The available models of employee well-being seem to have lesser degree of importance over authenticity and authentic functioning; where van Horn et al. (2004) and Zheng et al., (2015) imply its importance

through social relationship components.

Sixth aspect is the incorporation of emotional intelligence elements. Emotional intelligence, for the past two decades have become increasingly growing topic of interest, both in research and practice world. Despite not a model to explain well-being, emotional intelligence is a powerful set of skills that do contribute to well-being. Boyatzis and Goleman's (1996) social and emotional competency model have commonalities with Ryff's (1989) self-acceptance, positive relationships, and environmental mastery; Warr's (1994) aspiration; Van Horn et al.'s (2004) social well-being; and Zheng et. al.'s (2015) interpersonal relationship under psychological well-being. The sixth dimension –*emotional intelligence*, distinct from other models, incorporates self-management, motivation, and social relationships as separate factors to explain employee well-being.

The final aspect is the positive psychological states, named as psychological capital (Luthans et al., 2007a). A few models of well-being involve aspects such as competence (Huppert & So, 2013; Van Horn et al., 2004; Warr, 1994), resilience (Huppert & So, 2013), and aspiration –in significance to pursuing challenging goals (Warr, 1994). Nonetheless, the construct integrates the four aspects of *psychological capital* (Luthans et al., 2007a), as the seventh dimension, through self-efficacy in exchange to competence, hope, optimism and resilience in addition to Warr's (1994) aspiration –as pursuing challenging goals.

In conclusion, the study has assumed and sought to understand whether employees' well-being may be explained within a holistic, whole person perspective; whether such a holistic construct may potentially predict employees' work performance; and whether such a holistic, integral, complete, and whole person perspective may indeed create a higher added value to the well-being perception of individuals. Identifying the aspects that dominantly predict individual's well-being and performance, whereby taking them into consideration for well-being and performance initiatives is important in today's organizational context.

6. CONCLUSION

The growing interest for workplace happiness and positive organizational management, urges employers, HR professionals, employees, and researchers to lend a closer focus on the issue of employees' happiness and well-being phenomenon. Many organizations today, take various positive initiatives of measuring employees' level of happiness and well-being, as well as instilling positivity-fostering practices to enhance well-being at work. Nonetheless, it is important to be aware of the tools and packages of well-being assessment and practices; for the fact that individuals are complex human beings, with multi-faceted phenomena (Taris & Schaufeli, 2015), whose needs show variations, and the particular aspects that contribute to their well-being may be explained through multi-dimensional models.

Present study has attempted to address Taris and Schaufeli's (2015) suggestion, with a holistic construct of employee well-being –employee wholeness; to meet the need for a construct that explicitly identifies the particular aspects that positively effect work performance. A series of qualitative research analysis through focus group interviews (Krueger, 1988; Stewart & Shamdasani, 1990), and quantitative research through questionnaire administration and statistical analysis, have resulted with 20 factors, out of a total of 38 positive psychology and work-related elements, yielding a seven-dimension construct of employee well-being –employee wholeness. The qualitative and quantitative analyses results show commonalities with previous researches; where the positive relation and effect of the dimensions presented in this study are supported with literature.

In brief synthesis, study results show that, indeed a new holistic construct of employee well-being–named as employee wholeness, finds its place in literature and practice, in terms of explaining well-being, as well as predicting performance. Additionally, it meets the need for a broader multi-dimensional work-related composite construct. A further remarkable observation is that, the dimensions within the SEM analysis model, have delivered meaningful results when analyzed as second-order dimensions. This brings the conclusion that these dimensions indeed operate as part of a higher-order

construct, and not individually.

The greatest emphasis may be that, prediction of work performance shows distinction between employee wholeness construct, to its individual dimensions. When individually analyzed, from strongest to weakest influencing dimensions are general satisfaction, emotional intelligence, psychological capital, engagement, career success, work-life balance, and authentic functioning. On the other hand, when the influence of these dimensions are analyzed within the employee wholeness higher-order construct, the order changes –career success, emotional intelligence, psychological capital, engagement, general satisfaction, work-life balance, and authentic functioning. Notably, the exchange of order is observed between general satisfaction and career success.

In conclusion, given the sample data and results, the strongest dimension to predict well-being of employees is the meaning work entails and brings to one's life, the sense of responsibility for work outcomes, and the achievements in career goals –i.e. career success. The second strongest is the skills of self-regulating oneself and own emotions, the social relationships one has with people around, and the motivation to do better –i.e. emotional intelligence. The third strongest is the hope one has in own path for achieving goals, the sense of 'I can do it!' (self-efficacy) that provides the strength to take further action, and the resilience when faced a set back –i.e. psychological capital. The fourth is the joy and enjoyment one gets from work, the sense of immersion into the work activities and loosing sense of time, and the sense of awareness of present moment experiences –i.e. engagement.

From a theoretical view, results of this study bring an old wine into a new bottle, with a broader and more extensive perspective in explaining employees' well-being. From managerial view, the results once more emphasize the influence of well-being on work performance, specifying particularly dominant aspects. For employees, the findings may provide better understanding that there are various aspects of well-being; especially those which are most dominantly influencing their well-being perception, as well as work performance; that these are their most valuable resources that help them maintain their wholeness –i.e. feeling integral, complete, physically mentally and emotionally healthy, in a positive sense of balance, meaning, achievements, and in good relations with themselves, as well as with people around them. For employers –i.e. organizations,

the findings may provide better awareness that well-being does positively predict or effect work performance; where a trade-off between well-being and performance is not necessarily the single best option for high employee and organizational performance. What is more fascinating is that, employers may provide an individualized performance management services via identifying and focusing on their most dominant aspect/s of well-being, that positively predict their work performance.

Important to note that these dimensions –hence its factors, are all state-like concepts that are open to development, through positive inteventions. Such a piece of detail is valuable to hold, as it allows a positive outlook towards the opportunity for ameliorating and leveraging employees' level of well-being. Hence on, well-being of employees may be more easily managed, using scientific and systematic programs –through a series of measuring and predicting well-being level; later on planning and implementing most relevant positivity fostering initiatives.

The following sections (6.1 & 6.2) in detail explain the theoretical and managerial implications that study results brought about. The latter section (6.3) extensively explains limitations observed throughout the study, whereby suggesting future directions for advance research.

6.1 THEORETICAL IMPLICATION

Measuring well-being, in general or in work context, has been a growing field of study. Studies focusing on well-being, its aspects and measurement, have become increasingly more valued and emphasized. A growing body of literature, within positive and organizational psychology, focuses on conceptualization and the measurement of well-being, with numerous models (Ryff, 1989; Seligman, 2011; Huppert & So, 2013; Zheng et al., 2015). Despite validity and reliability of the available models, they are limited in explaining and determining employees' well-being (Taris & Schaufeli, 2015). As to Taris and Schaufeli (2015), in order to meet the needs of individuals, especially in terms of different aspects of well-being, quality of life, and in relation to their performance and functioning, a multidimensional model taking the individual with a broad

perspective is necessary. Present study, based on the need for a broader model, proposes a new model of well-being; an integrated composite construct –employee wholeness. Theoretically based on the happy-productive-worker hypothesis (Lucas & Diener, 2003) and numerous other theories, the construct and its elements have been considered to predict work performance.

According the happy-productive-worker hypothesis, employees in good spirit, good health and state tend to work better, produce better (Lucas & Diener, 2003; Wright & Staw, 1999), and physically and socially function better (Røysamb et al, 2003; Hirsch, et al, 2012). Distinctively, today, it is important to determine which of the particular aspects of well-being that best predict or affect employee's work performance (Taris & Schaufeli, 2015). In a way, management of employee well-being is like a double-sided sword. In cases of accurate and adequate prediction, particular aspects of well-being may facilitate to higher performance; however, in cases of inadequate prediction, the happy-productive-worker hypothesis may be less likely to be approved.

This 'double-sided sword' effect, perhaps a dilemma in organizational management, may be explained with the mutual gains against competing outcomes of competing perspectives (Peccei, 2004). Mutual gain perspective, with an optimistic view, considers employee well-being and work performance as mutual benefactors of the organizational or HR management practices. Employers or HR professionals adopting such optimistic view consider HR practices to have positive effect on both employee's well-being and performance; where both employee and employer benefit from organizational practices (Van de Voorde et al., 2012). On the other hand, the conflicting outcomes perspective, with a skeptical (or pessimistic) view, asserts that the two separate outcomes –well-being and performance, may not mutually benefit, where a trade-off is essential among them. Employers adopting a skeptical view consider employee well-being as a competing factor against the distinctive goal –i.e. work performance. For this very reason, determining the specific aspects that facilitate and predict performance is highly essential, so as to eliminate this trade-off, and gain win-win outcomes.

The proposed model in this study is based on the internal and state-like factors that explain well-being within the eudaimonic sense. Most well-being studies and models are explained within the self-determination theory, and the basic psychological needs of

autonomy, competence, and relatedness (Seligman, 2011; Van Horn et al., 2004; Warr, 1994; Ryff, 1989). Well-being and happiness within the eudaimonic sense (Ryan & Deci, 2001) involves a long lasting positive sense in relation to achieving own potential. Such achievement and long lasting happiness, relies on the self-determined motivation and the fulfillment of basic psychological needs. Based on this theoretical basis, it is plausible to say that happiness and well-being depend on the internal factors of the individual, and less on the external conditions. It is the internal psychological, emotional and mental resources that facilitate to a healthy and happy living.

Taking employee well-being within focus, individual's psychological, mental, emotional, and tangible resources are key aspects. Being aware of the available resources and identifying the particular elements contributing to well-being, as well as performance are important. Because, in order to maintain own level of well-being and performance, individuals tend to retain and preserve those resources that serve them. This is supported with the conservation of resources theory (Hobfoll, 1989), suggesting that individuals have higher tendency to feel stressful when their resources are drained, so employees try to preserve their resources to protect themselves against stress (Hobfoll & Shirom, 2001). Hence, employees holding a broad and integrated awareness on their well-being, enriched with resources available to serve to their well-being, may evaluate their environment and the elements as positive.

Such awareness of resources, as well as positive appraisal of the environment, has an upward spiral effect, which broadens and expands the perception of well-being and performance. Suggested by the broaden-and-build theory (Fredrickson, 2001; 2004), this upward spiral effect broadens and expands the potential of awareness, that assists the person to build and use physical, psychological, intellectual and social resources (Fredrickson & Branigan, 2005); as well as increase in perceived well-being (Fredrickson & Joiner, 2002). In other words, positive perception of well-being facilitates and builds individual's thought and action capability, the awareness and use of available resources, and performance.

Taking employee performance within focus and considering that employees will perform at best with the available resources, employees' well-being is a detrimental factor. It may be explained with two reasons: they tend to refrain from exerting high

performance; and tend to reciprocate and thus high perform, depending on their level of well-being and perception towards their employers. According to effort-recovery theory (Meijman & Mulder, 1998), individuals pay great effort to keep their level of well-being, so as to perform at best. Especially at times of strain and stress, strict deadlines, heavy work, etc., employees tend to pay more effort to high performance, meet the standards and achieve goals. Of course, this brings short and long-term costs, such as increase in levels of stress, fatigue, negative emotions, burnout, and depression; as well as well-being. These result with a range of employee outcomes – delivering mediocre performance, holding from achieving goals, taking increased sick-leaves, and exiting (Taris & Schaufeli, 2015). These negative outcomes may be balanced through valuing employees' well-being and well-living. According to social exchange theory (Blau, 1964), "every individual tries to maximize his wins", so employees having positive perception towards their employers and organization, perceiving that their well-being, well-living, as well as well performing is valuable, will reciprocate with higher performance, commitment, trust, and level of satisfaction (Whitener, 2001, in Van de Voorde et al., 2012).

From a theoretical focus, the proposed model of employee well-being, may be regarded as unique in the theoretical field, for three reasons: (1) it has integrated various concepts available in other models of well-being (Ryff, 1989; Diener, 2000; Warr, 1994; van Horn et al., 2004; Seligman, 2011; Huppert & So, 2013; Zheng et al., 2015), with a broader perspective and as a composite construct; (2) it has integrated new concepts, such as mindfulness, authentic behavior, work discipline, self-management, etc.; and (3) it has attempted to propose and develop the new model of employee well-being, at the Turkish culture.

In conclusion, while this study and construct may be original in literature, it is as well a state-of-the-art model for the Turkish culture; for it is distinct for the Turkish context. Most studies first emerge at the west, and are later adapted to local contexts. To author's knowledge, there is no similar study in the Turkish empirical studies. A broad and extensive study like this one, developed within the Turkish context, may be the first to have emerged within the scope of a Turkish sample. So, the model bears a potential for future research, in terms of re-adaptations at the west culture.

6.2 MANAGERIAL IMPLICATION

From a managerial perspective, there are a number of implications in relation to management. While HR departments' mission is applying various HR practices, in order to ensure individual and organizational performance, as part of talent management, HR professionals may as well take such models of well-being as facilitative tool for 'well-being management'.

Organizations have put greater emphasis on measurement of organizational and human resources management (HRM) practices. Indeed, assessing the impact and effectiveness of HRM practices has great value for organizations, as "they cannot manage what they do not measure." Organizations measure employees' attitude and behavior, for various reasons: to determine the impact and effectiveness of their practices; to identify and maintain employee performance; and to find ways to retain and engage their best talent. The high interest for measuring satisfaction, engagement, and well-being level in employees, is perhaps significant indicator to a growing value for employee happiness, and "happy talent" within organizations.

Despite the growing value and great effort for identifying employee happiness, the available models are limited in determining and explaining employees' well-being, as well as in predicting their work performance (Taris & Schaufeli, 2015). As Taris and Schaufeli (2015) mentioned, human beings are complex beings; where various aspects affect their quality of life; hence their needs should be considered in a broader perspective (p.16). Furthermore, they emphasize the need for a multifaceted well-being measure, encompassing a range of different aspects that identifies the particular aspects predicting employee's work performance (Taris & Schaufeli, 2015, p. 30). The well-being model proposed in present study is believed to address Taris and Schaufeli's (2015) suggestion, in explaining employee well-being with a broad multidimensional construct, and in determining the aspects most predicting employee performance.

From a broad perspective, the new model of well-being may be a powerful tool for measuring and managing employee well-being. HR professionals may more effectively manage well-being related aspects, by measuring employees' level of engagement, satisfaction, balance, career success, as well as their emotional and psychological states.

Second, this model may facilitate and support HR professionals in their process of linking employee well-being and performance. Once HR professionals identify level of well-being and the aspects explaining their well-being, the model may help to effectively determine the specific aspects that in particular predict employee's performance. This will enable HR professionals in deciding on which aspects to focus on, as effective individualized HR practices. Thereby, HRM practices configured on the basis of obtained data may increase the impact and value of outcomes.

6.3 LIMITATIONS AND FUTURE DIRECTIONS

This study, like every piece of research, has some limitations, which may hinder the generalizability of results. This section explains how the research has been carried and what sort of limitations it may have. As every step of this research is pivotal to its results, limitations and recommendation for future research is provided in detail, corresponding to each research step –i.e. literature review, research model, qualitative research, quantitative research, and data analysis and conclusions.

6.3.1 Literature review

Literature review has taken process in two ways: (1) in search for finding studies analyzing relations between various variables involving well-being, well-being at work, employee well-being, organizational support mechanisms for employee well-being, employee performance, positive psychology at work, etc.; and (2) in search for determining elements to contribute employees' well-being and work performance. The first has taken place until the completion of the dissertation. However, the second –i.e. literature review for predicting the elements, has terminated when the focus group research scale has finalized –i.e. February 2015.

Considering the magnitude of publications in this field, the author might have missed some significant elements that may contribute to employees' well-being and positively predict work performance. Considering the duration of a long-lasting doctoral research,

and the completion of the study, new concepts and hypotheses might be available in literature. As example, in significance to career success or motivation for work, the concept achievement orientation –as performance and mastery approach (Hall et al., 2015; Midgley et al., 1998) may be incorporated into the model. In conclusion, results of this study –i.e. factors contributing to employee's well-being and predicting individual work performance, are based on the collected elements until focus group research phase.

6.3.2 Research Model

Construct development is by all means a study of its own. Many researchers attempt to analyze their proposed constructs in empirical research, to predict their significance as a latent variable (Luthans et al., 2007a; Di Fabio, 2014; Dekas et al., 2013). Research model in present study is highly simple and involves a single path of analysis (employee well-being and performance relationship). The author has deliberately kept it as simple as possible, for a few reasons: (1) to primarily focus on the new construct of well-being; (2) to involve only the internal resources of the individual, rather than external (organizational or social) resources; (3) to limit the number of variables; and (4) to limit the number of questionnaire items. Because, involving any additional variable would end up with higher number of items, and would by all means encompass external resources. For the above reasons, the author has chosen to keep the research model simple.

As future research suggestions, the author considers several variables worthwhile examining in relation to the new proposed construct of employee well-being. Perceived effectiveness of the human resource management practices is among the first possible independent variable for future research. Future research may analyze employee well-being as a mediator within perceived HRM practices and work performance relationship. There is vast amount of research analyzing the relation between HRM and performance (Prieto & Perez-Santana, 2014; Abstein et al., 2014; Beltran-Martin & Roca-Puig, 2013; Mitchell et al., 2013); and studies analyzing the significance of well-being within that relation (Van de Voorde et al., 2012; Sirca et al., 2012). Nonetheless,

the available findings only reveal results based on limited scope on well-being. Hence, to author's belief, further studies, analyzing the mediational role of employee well-being with a whole person perspective, within perceived HRM practices and work performance, may yield valuable results to literature.

Further possible variable (or group of variables) may be various practices under positive organizational support. These commonly appear as flexible working practices (Jang, 2009; Shockley &Allen, 2007), social or instrumental provisions (Aycan & Eskin, 2005), or perceived organizational support (Karatepe, 2012). As other possible variables affecting the well-being and performance relationship may be personality traits, as well as career orientation –i.e. anchors (Schein, 1996).

6.3.3 Qualitative research

There are several limitations worthwhile taking into consideration in the qualitative research –i.e. the focus group research. Limitations are primarily on the scope and sample involved. The first is the group formation –whether homogeneous or heterogeneous. The groups involved professionals living and working in Istanbul, the largest city of Turkey, which may be enough for a nationwide representation. Hence, in terms of generalizability, the sample may be adequate, however a further focus group interview procedure with professionals at other large cities may yield valuable results.

Second, the focus group interviews involved white-collar professionals. Considering that today, HRM practices focus on both white and blue-collar employees, further interview sessions involving blue-collar employees, as heterogeneous group formation may yield interesting findings.

Third, the research results are based on a total of 5 focus group sessions. According to focus group interview procedures, 5 to 10 members, with a total of 5 sessions may yield adequate and reliable results (Stewart & Shamdasani, 1990; Krueger, 1988). Nevertheless, further research may be through running higher number of sessions. These sessions may involve employees from various other work fields than finance, education, actuary, energy, audit services, and software programming. Among

suggested fields or professions may be doctors, nurses, teachers, as well as high-quality service providers such as call-center employees, front desk employees, and sales representatives.

Fourth, such research, in order to have an international generalizability potential, new focus group interview sessions are necessary at major cities (e.g. London, Paris, New York, the Silicon Valley (CA-USA), Dubai, New Delhi, etc.), within majorly dominant fields of work (e.g. IT, finance, education, medicine, service, marketing and sales, etc.).

6.3.4 Quantitative research

Sample of size is an important indicator for analyzability of data. As to Osborne & Costello (2004), sample size 500 and over is considered as a very good sample size. The study has obtained an adequate number of data (n=576), may be considered as highly good for analysis. However, there are a few limitations regarding the sample, the survey length, and objectivity.

Demographic information shows that the largest proportion is obtained from a few particular fields of work (e.g. finance, IT, technology, education, call center services). In order to have clearer perspective and conclusion within particular work sectors, more proportionate distribution of data among work sectors is necessary. A suggestion for further research may be focusing on a single work sector and drawing sector-based conclusions.

One of the greatest handicaps of the research is the questionnaire survey length. Length, and it being short, is highly important in obtaining actual and real conclusions. Despite its length, the survey items seem to have self-enlightening effect on respondents (many respondents have indicated as feedback, that taking the questionnaire have made them realize how much they love the work they do).

The well-being component of the questionnaire is a self-rated scale reflecting response-based subjective perception over own level of well-being. As the study focuses on the internal resources, subjectivity is inevitable. Meanwhile, performance related items

have been administered through self-rated response. Many prior researches measure performance through self-rated response, indicating that self-rated performance measures are as adequate as objective ones (Zhou, Hong & Liu, 2013; Mitchell, Obeidat & Bray, 2013; Katou, 2013; Gong et al., 2009; Kurt, 2008). However, to ensure objectivity, especially concerning the impact of well-being on objective indicators is important. Future research may reveal more accurate and reliable results if performance related items are obtained through objective response –i.e. the immediate supervisor, or turnover intention, pay grades, promotions, or performance appraisal results.

A few indications regarding scales used are worthwhile emphasizing for future research suggestions. The EFA results show that respondents within the Turkish culture view financial aspects within life satisfaction. This brings the inference that; financial satisfaction (MST13-In overall, I think I have enough money to do what I want) and job satisfaction (JST 10-I am satisfied with my salary) related items may be important indicators to signify satisfaction in life (see Appendix 1, Table 1 for item factor loadings). Hence, for future research suggestions, studies in search of analyzing life satisfaction, using Diener and friends' (1985) 5-item life satisfaction scale, may take these additional items into consideration.

The EFA results show that out of 41 items measuring engagement (15 of mindfulness, 17 of work engagement, and 9 of flow), a total of 16 items have been eliminated du to low factor loading (Appendix 1, Table 3). As result of EFA and CFA, a total of 9 items have been eliminated from the mindfulness scale. This brings the conclusion that it may deliver more meaningful results if mindfulness is analyzed within a particular work-related set of items, measuring the attention and awareness at work context. A new set of items for measuring mindfulness may involve items from the cognitive characteristics of Cognitive and affective Mindfulness Scale-Revised (CAMS-R; Feldman et al., 2007), from the acting with awareness factor of Five Factor Mindfulness Questionnaire (FFMQ-Baer et al., 2006), in addition to the items that have factor loaded in this research (MAAS; Brown & Ryan, 2003).

Motivation and hope, theoretically bare commonalities, where they may be used interchangeably –i.e. hope in significance to motivation, or motivation as hope. Such conclusion may be derived through theoretical conceptualization of the two concepts

(refer to section 2.3.4.6 and 2.3.4.7), and the statistical results of EFA, CFA, SEM, and correlation coefficients. According to CFA and SEM results, motivation under emotional intelligence and hope under psychological capital have been the second and third highest factors to predict work performance. The EFA results (Appendix 1, Table 6) show that items measuring self-management (SM1, SM2, SM3, and SM5) have loaded into a single factor signifying motivational approach towards goal achievement. When motivation is analyzed in relation to hope, they appear to be highly correlated (,744 p<0,01). Analyzing motivation with other factors of PsyCap –such as motivation-self-efficacy (,697 p<0,01), motivation-resilience (,658 p<0,01), and motivation-optimism (,458 p<0,01), in comparison to hope-self-efficacy (,792 p<0,01), hope-resilience (,769 p<0,01), and hope-optimism (,475 p<0,01), it may rightfully replace one-another. In short, future studies may consider hope as motivation.

6.3.5 Data analysis and conclusions

Every scientific research is designed and run based on the hunch of the researcher/s. From data gathering to analysis, and driving meaning to come to conclusions, researchers' bias is at hand. In this piece of study, the researcher has started her study with the belief that employees' level of well-being has significant effect on their work performance. Hence, despite her outmost effort to keep an objective perception, she may have interpreted the results responses based on her biased belief. Such possibility is present for throughout research and data analysis process, from literature review to regression analysis. Therefore, for any further research process, unless research scope is limited with Istanbul region, it is recommended to take along the same steps followed in this study: literature review, focus group, questionnaire administration, and data analysis.

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APPENDICE

APPENDIX 1: Exploratory Factor Analysis Results

Table 1. General Satisfaction Factors and Internal Consistency Analysis

Satisfaction	Factor Loading	Variance Explained %	Cronbach Alpha
Factor 1: Life in General		**22,893**	**,875**
LST2 The conditions of my life are excellent.	,816		
LST1 In most ways my life is close to my ideal.	,782		
MST13 In overall I think I have enough money to do what I want.	,739		
LST4 So far I have gotten the important things I want in life.	,739		
LST5 If I could live my life over, I would change almost nothing.	,691		
LST3 I am satisfied with life.	,674		
JST10 I am satisfied with my salary.	,573		
Factor 2: Emotions		**20,272**	**,857**
PNA6 Depressed	,849		
PNA5 Sad	,796		
PNA7 Frustrated	,774		
PNA8 Anxious	,727		
PNA1 Happy	,656		
PNA2 Joyful	,638		
Factor 3: Non-Work Life		**11,655**	**,957**
FST7 My family life is very enjoyable.	,916		
FST8 In general, I am satisfied with my family life.	,911		
Factor 4: Work Life		**10,249**	**,650**
JST11 I believe I am successful at work.	,724		
JST12 I feel that my future at this job is safe.	,698		
JST9 All in all, I am satisfied with my job.	,648		
TOTAL		**65,069**	**,893**

KMO= ,861 Bartlet's test p value p<0,001 Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization

Table 2. Work-Life Balance Factors and Internal Consistency Analysis

Work-Life Balance	Factor Loading	Variance Explained %	Cronbach Alpha
WLB5 I feel there is a balance in my life.	,860		
WLB4 I am satisfied with time and quality I spare for myself, my relations and responsibilities.	,846		
WLB7 I can fulfill all my responsibilities by well planning my life.	,844		
WLB8 At work and my personal life, I do tasks that I love doing.	,804		
WLB6 I can balance my work and family responsibilities so that one does not upset the other.	,771		
WLB1 I can spend 24 hours in a happy and efficient way.	,724		
WLB9 The skills and knowledge I gain at work facilitate me in managing my family responsibilities.	,674		
TOTAL		**63,211**	**,900**

KMO= ,897 Bartlet's test p value p<0,001 Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization

Table 3. Engagement Factors and Internal Consistency Analysis

Engagement	Factor Loading	Variance Explained %	Cronbach Alpha
Factor 1: Work Enjoyment		**33,097**	**,949**
WE9 I am enthusiastic about my job.	,857		
FL2 I feel happy during my work.	,842		
FL1 I do my work with a lot of enjoyment.	,827		
WE10 I am proud on the work that I do.	,826		
WE8 My job inspires me.	,817		
WE11 I find the work that I do full of meaning and purpose.	,792		
FL5 I work because I enjoy it.	,774		
WE7 To me, my job is challenging.	,748		
WE1 When I get up in the morning, I feel like going to work.	,745		
FL7 I get my motivation from the work itself, and not from the reward for it.	,740		
FL6 When I am working on something, I am doing it for myself.	,699		
FL9 The experience is extremely rewarding.	,682		
WE17 I feel happy when I am working intensely.	,647		
Factor 2: Absorption		**13,932**	**,874**

WE16 I am immersed in my work.	,827		
WE15 It is difficult to detach myself from my job.	,770		
WE14 I get carried away when I am working.	,763		
WE13 Time flies when I am working.	,731		
WE12 When I am working, I forget everything else around me.	,685		
Factor 3: Awareness		**13,531**	**,808**
MND10 I do jobs or tasks automatically, without being aware of what I'm doing.	,798		
MND7 It seems I am "running on automatic" without much awareness of what I'm doing.	,755		
MND14 I find myself doing things without paying attention.	,744		
MND9 I get so focused on the goal I want to achieve that I lose touch with what I am doing right now to get there.	,715		
MND11 I find myself listening to someone with one ear, doing something else at the same time.	,601		
MND6 I forget a person's name almost as soon as I've been told it for the first time.	,575		
MND15 I snack without being aware that I'm eating.	,553		
TOTAL		**60,560**	**,908**

KMO= ,934 Bartlet's test p value p<0,001 Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization

Table 4. Career Success Factors and Internal Consistency Analysis

Career Success	Factor Loading	Variance Explained %	Cronbach Alpha
Factor 1: Meaning and Purpose		**29,109**	**,933**
WM6 My work helps me better understand myself.	,826		
WM8 My work helps me make sense of the world around me.	,795		
WM3 I understand how my work contributes to my life's meaning.	,774		
WM5 I know my work makes a positive difference in the world.	,766		
WM9 The work I do serves a greater purpose.	,753		
WM2 I view my work as contributing to my personal growth.	,712		
WM4 I have a good sense of what makes my job meaningful.	,702		

WM7 I have discovered work that has a satisfying purpose.	,689		
Factor 2: Work Discipline		**23,326**	**,928**
WD3 How I do in my job matters a great deal to me.	,888		
WD5 I have a sense of ownership to my job.	,880		
WD6 Work discipline is important for me.	,858		
WD1 I feel responsible for my job performance.	,817		
WD2 I am committed to my job.	,756		
Factor 3: Career Satisfaction		**19,548**	**,870**
CS2 I have made progress toward meeting my overall career goals.	,806		
CS4 I have made progress toward meeting my goals for professional advancement.	,754		
CS1 I am satisfied with the success I have achieved in my career.	,735		
CS5 I have made progress toward meeting my goals for the development of new skills.	,658		
CS3 I have made progress toward meeting my goals for income.	,653		
TOTAL		**71,983**	**,940**

KMO= ,923 Bartlet's test p value p<0,001 Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization

Table 5. Authentic Functioning Factors and Internal Consistency Analysis

Authentic Functioning	Factor Loading	Variance Explained %	Cronbach Alpha
Factor 1: Authentic Behavior		**42,511**	**,892**
AUT2 I feel like I can be myself at my job.	,823		
AUT6 I feel free to do my job the way I think it could best be done.	,813		
AUT8 In my job, I can express my opinions in decision making processes.	,803		
AUT9 My opinions are valued in decisions related to my job.	,790		
AUT1 I feel free to express my ideas and opinions in this job.	,776		
AUT5 The tasks I have to do at work are in line with what I really want to do.	,719		

Factor 2: Choice		**24,623**	**,788**
AUT3 At work, I often feel like I have to follow other people's commands.	,853		
AUT4 If I could choose, I would do things at work differently.	,850		
AUT7 In my job, I feel forced to do things I do not want to do.	,757		
TOTAL		**67,134**	**,865**

KMO= ,843 Bartlet's test p value p<0,001 Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization

Table 6. Emotional Intelligence Factors and Internal Consistency Analysis

Emotional Intelligence	Factor Loading	Variance Explained %	Cronbach Alpha
Factor 1: Self-regulation		**26,740**	**,880**
SM8 I remain calm in stressful situations.	,861		
SM9 I control impulses appropriately in situations.	,845		
SM7 I act appropriately even in emotionally charged situations.	,730		
SM10 I see the positive in people, situations, and events more often than the negative.	,687		
SM12 I see opportunities more than threats.	,671		
SM11 I see possibilities more than problems.	,651		
Factor 2: Social Skills		**22,484**	**,903**
SR2 I have open communication with people I work.	,871		
SR1 I have trustworthy relationship with people I work.	,846		
SR3 I enhance my capabilities through interactions with people I work.	,834		
SR4 I solve problems through mutual cooperation with people I work.	,782		
Factor 3: Motivation		**20,935**	**,856**
SM3 I seek ways to do things better.	,863		
SM1 I strive to improve my performance.	,828		
SM2 I seek to improve myself by setting measurable and challenging goals.	,828		
SM5 I adapt overall strategy, goals, or projects to fit the situation.	,554		
TOTAL		**70,159**	**,910**

KMO= ,889 Bartlet's test p value p<0,001 Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization

APPENDIX 2: Focus Group Scale - English

Dear Sir or Madam,

This is an academic doctoral thesis research, on Human Resources Management that I am running as part of my PhD degree at the University of Bahcesehir (www.bahcesehir.edu.tr) Istanbul, Turkey. It aims to predict the elements effecting employee performance, and their degree of impact. There are 38 elements that are assumed to effect work performance.

As they elements are highly related and connected concepts, explanation of each is provided. Please, carefully read and discuss on each element individually, considering the degree of influence to your general work performance between 1 to 5 (1-doesn't effect at all; 2- effects very little; 3- somewhat effects; 4- effects; 5- effects a lot).

Thank you for your cooperation.

Shirli Ender-Buyukbay

ELEMENT	DESCRIPTION	1	2	3	4	5
life satisfaction	quality of your life in general					
family satisfaction	quality of your family life					
job satisfaction	the amount of satisfaction you have from your current job and how much you enjoy your job's daily tasks					
career satisfaction	the satisfaction you get from achieving your aims in your career, degree of contentment from your current and potential work position/s and how you feel about your current professional role					

work-life enrichment	the extent to which emotions and experiences in your work life positively influence and improve the quality of your non-work life, and vice-versa.					
work-life balance	the degree of satisfaction from being able to balance the multiple roles and demands of your work and non-work life; a satisfying healthy and productive life that includes work, play and love					
segment or integrate	the ability to separate or merge your work and non-work life responsibilities and tasks; by creating a boundary between them as separate life domains or letting them operate in one life domain					
Flexibility at work	your ability to arrange your working hours or work place for doing your work tasks					
physical well-being	the overall quality of your physical health conditions					
emotional well-being	your general emotional state of being, that is how much you have positive or negative emotions, such as being happy, joyful, sad or depressed					
vitality	the energetic feeling and being full of life					
work engagement	a positive work-related feeling; where you have energy and enthusiasm for your work, have a sense of dedication to the work you do, and getting absorbed in your work task while doing your work					
flow	a conscious state where you are totally immersed (involved) in the activity and intensely enjoy it; when you are in the flow state, you tend to loose your sense of time and place, you are completely engaged in the activity and have a sense of becoming one with the experience					

mindfulness	When you are mindful, you are aware of your emotions, bodily sensations, thoughts, and behavior that the present moment; and you pay active, non-judgmental attention to states, events and experiences you encounter; it is the degree of your awareness and attention to your experiences happening at the present moment and place					
challenge	the level of difficulty or demand a task has while doing it					
relationships	the quality of interactions and relationships you have with your co-workers, your supervisor/manager, and with the organization you work for; creating positive relations and networks with people around you and be related to a social entity					
self-awareness	knowing yourself and understanding your emotional states, preferences, resources and intentions at the present moment					
self-management	Ability to regulate your emotions, thoughts, resources, and intentions to manage the task in your hand for your advantage; and ultimately to create a constructive way for solving a situation					
Social skills	Ability to read and understand others' emotions, and intentions; guide and create (induce) desirable attitudes, behaviors and responses in others					
empathy	Having an awareness to other people's feelings, needs, intentions and concerns; understanding and being sensitive to them; and being able to put yourself in the other's shoes					
authentic behavior	Being aware of your personal values and motivations, and through staying true and in parallel to them, acting the way you feel or think					
response-flexibility	The ability to respond to an event with a short pause of thinking, attention and awareness; reacting by a mindful choice and not on automatic reflexive reaction					

growth & advancement	Opportunities that you have for acquiring new knowledge, skills, and abilities, and achieve your potential; having new responsibilities, challenges, trainings or position, at work and beyond work					
autonomy	Your desire and freedom to have a sense of choice in behaving a certain way in doing your work					
motivation	The emotional tendencies and drives that guide you in reaching your goals; that help you maintaining your persistence and passion for overcoming negative emotions and attaining your desired achievement					
meaning & purpose	Having a sense of purpose or meaning in the activities you are involved, and knowing that they serve to a higher and a bigger goal than your own					
work discipline	A consistent goal-oriented professional attitude and behavior your have towards your work					
participation	Taking part in decision making process, having opportunity to say/express your thoughts, arguments and perhaps influence the process					
competence	Having the required skills and ability to fulfill activities					
goal attainment	Having a sense of success and achieving your set goals					
financial satisfaction	Feeling satisfied and content with your current financial situation, the amount your earn or have					
self-efficacy	Having the confidence to perform or do the necessary effort to succeed at challenging tasks, based on your knowledge, skills, abilities and experience					
optimism	Having a positive realistic thought and belief about succeeding now and the future					

resilience	Being able to cope and recover back into initial emotions, when facing problems or unexpected events					
hope	Having expectation and desire, persevering toward goals and redirecting paths in order to succeed					
acceptance	Feeling psychologically flexible and easy about accepting your experiences and recognizing your values, and committing yourself to those values with your behaviors					
gratitude	Giving or receiving a positive feedback, as a thanking gesture for feeling of appreciation for someone or something					
compassion	Having a sympathetic feeling for yourself and others, with a desire to help or relieve their distress					

APPENDIX 3: Focus Group Scale - Turkish

Sayın katılımcı,

Dahil olmuş olduğunuz çalışma, akademik doktora araştırmasının bir parçasıdır. Bahçeşehir Üniversitesi İnsan Kaynakları Yönetimi alanında Doktora Tezi kapsamında, çalışanların performansını etkileyecek unsurları tespit etme ve bunların etki derecelerini bulgulamayı hedefleyen bir akademik araştırma yürütmekteyim. Aşağıda bulunan 38 unsurun iş performansını etkilediği varsayılmaktadır.

Birbiriyle hayli bağlantılı ve ilintili kavramlar olduğundan, açıklamaları sunulmuştur. Lütfen açıklamaları dikkatle okuyunuz ve her bir maddeyi diğerlerinden bağımsız düşünerek, ve her birinin kendi iş performansınızı ne ölçüde etkilediğini değerlendirerek tartışınız. Değerlendirme ölçütlerinden 1 ile 5 derecelerini gözönünde bulundurarak, etki derecelerini belirtiniz.

1-hiç etkilememekte; 2-etkilememekte; 3-ne etkilemekte, ne de etkilememekte; 4-etkilemekte; 5-çok etkilemekte

İşbirliğiniz için teşekkür ederim.

Shirli Ender-Buyukbay

ELEMENT	DESCRIPTION	1	2	3	4	5
Yaşam tatmini	Genel yaşam kaliteniz					
Aile tatmini	Aile yaşamınızın kalitesi					
İş tatmini	Sevdiğiniz işi yapmanız ve yaptığınız iş ile ilgili genel memnuniyet durumunuz					

Kariyer tatmini	iş yaşamınızda (ve kariyerinizde) amaçlarınıza ulaşmakla ilgili aldığınız tatmin duygusu; sahip olduğunuz ve gelecekte potansiyel olacak mesleki rolünüz ve iş pozisyonları hakkındaki memnuniyet dereceniz					
İş-yaşam zenginliği	Iş yaşamınızdaki duygu ve deneyimlerin diğer yaşam alanlarınıza sızması ve olumlu etki yaratması, ve o alanda olumlu duygu ve deneyimlere yol açması					
İş-yaşam dengesi tatmini	Çoklu yaşam rolleriniz ve işlerinizi denge içinde yönetebilme ve memnuniyet duymanızdır; iş, oyun ve sevginin içinde olduğu tatminkar ve üretken bir yaşam					
Yaşam alanlarınızı ayrıştırma veya birleştirme becerisi	Iş ve iş-dışı işlerinizi birleştirme veya ayırma becerisi, hepsini iç-içe geçirerek beraberce yürütebilme veya aralarına sınır koyarak ayrı zaman ve yerlerde yürütebilme becerisi					
Esnek çalışma	Işinizin ve sizin çalışma saatlerinizi ve yerinizi istediğiniz şekilde tayin edebilme imkanı					
Fiziksel sağlık	genel bedensel sağlık durumunuz					
Duygusal sağlık	Genel duygusal durumunuz; mutlu, neşeli, üzgün veya sıkıntılı gibi olumlu veya olumsuz duyguları ne düzeyde deneyimliyorsunuz					
Canlılık	Enerji dolu, güçlü, aktif ve hayat dolu olma haliniz					
İşe bağlılık	Işinizle ilgili olumlu duygu durumu; yaptığınız iş için enerji, heves/motivasyon duygusu taşımanız, kendinizi işinize adamanız, ve tümüyle işe kaptırmanız, genel bir değerlendirme					
Akış halinde olmak	yaptığınız işe kendinizi tümüyle kaptırdığınız ve müthiş haz aldığınız bilinçli varoluş hali; akış halindeyken, zaman ve mekan algısından kopmuşluk ve kendinizi kaptırarak yaptığınız işle bütünleşmişlik hissi içinde oluyorsunuz,					

	durumsal bir değerlendirme					
Farkındalıklı dikkat (mindfulness)	andaki duygularınızın, bedensel hisleriniz, düşünceleriniz ve davranışlarınızın farkında olma haliniz; olaylara, durumlara, ve deneyimlere bilinçli ve yargılamadan dikkatinizi vermeniz; olay sırasında ve yerde yaşadığınız deneyimlerinizin farkında olma ve dikkat etme seviyeniz					
Zorluk derecesi (challenge)	yapılacak işin zorluk derecesi					
Sosyal ilişkiler	Çalışma arkadaşlarınız, ast ve üstleriniz, ve kurumunuzla kurduğunuz etkileşim ve ilişkilerin kalitesi; çevrenizdekilerle kurduğunuz olumlu ilişkiler, bağlar ve aidiyet duygunuz					
Öz-farkındalık	Kendinizi tanımak, duygusal durumlarınızı, tercihlerinizi, özkaynaklarınızı, tutumlarınızı ve arzularınızı fark edip anlamak					
Kendini yönetme	Bir durum karşısında, duygu, düşünce, ve niyetlerinizi yönetebilme becerisi					
Sosyal-farkındalık	Kişilerin duygularını, niyetlerini anlayarak istendik tutum ve davranışları şekillendirmek için kişileri yönlendirme ve teşvik etme becerisi					
Empati	başkalarının duygu, ihtiyaç, ve kaygılarının farkında olmak; onlara anlayışlı ve duyarlı olma; ve kendini onların yerine koyarak ne hissettiği ve istediğini hissedebilme becerisi					
Kendin olma (otantik davranış)	Kişisel motivasyon ve değerlerinizin farkında olarak sadık ve dürüst davranışlar sergilemeniz ve kendi gerçekliğinizi yaşayabilme beceriniz					
Tepki esnekliği	Bir olay karşısında tepki vermeden önce dikkat, farkındalık ve düşünmek için duraklamak; farkınalıklı tercihle ve otomatik olmayan karşılık vermek					

Gelişim imkanı	işinizle ilgili yeni sorumluluklar, zorluklar, eğitimler ve mevkiler yoluyla, yeni bilgi, beceri, ve yetkinlik kazanma, ve potansiyelinize ulaşma imkanı					
Özerklik (kendini tayin etme)	Işinizi yaparken, ne zaman, nasıl, hangi yöntem ve sırayla gibi konularda seçim özgürlüğünüzün ve isteğinizin olması					
Öz-güdü (içsel-motivasyon)	Hedeflerinize ulaşmanızda siz yönlendiren ve iten duygusal eğiliminiz; istediğiniz başarıyı yakalamanıza ve olumsuz duyguları bertaraf etmenize yardımcı olan kararlılığınız ve tutkunuz					
Anlam/ Amaç	yaptığınız çalışmaların kendinizden daha büyük bir amaca ve hedefe hizmet ediyor olduğu duygusunu taşıma; yaptıklarınızın anlamlı ve amaca yönelik olduğu algısı					
İş disiplini	Hedeflerinize ulaşmak için işinize yönelik takındığınız hedef-odaklı tutum ve davranışlarınız					
Katılım	karar alma sürecine dahil olmanız, düşüncelerinizi dile getirme imkanınız, ve süreci etkilemeniz					
Yeterlik	gerekli çalışmaları yerine getirmeniz için belli yetkinlik ve becerilere sahip olmanız					
Hedefe ulaşmak	hedeflenen amaçlarınıza ulaşmanız ve başarı hissi taşımanız					
Maddi tatmin	varolan maddi durumunuzla ilgili olumlu değerlendirme ve tatminkar kazanc algısı taşımanız					
Öz-yeterlilik	Zorlayıcı durumlarda başarı için gereken emeği ve işi yapabileceğinize dair inanç ve özgüven duygusu					
İyimserlik	şimdi ve gelecekte başarma ile ilgili olumlu his ve inanış içinde olmanız					

Esneklik	Problem veya beklenmedik (olumsuz) olaylar karşısında mücadele etme, sağlam durabilme ve eski duygu durumuna kısa sürede geri dönebilme becerisi					
Umut	hedefler yolunda sebat etme (azmetme), ve gerektiğinde başarmak için yeni yöntemler deneme					
Kabul	psikolojik esneklikle, yaşadıklarınızı ve deneyimlerinizi kabul edebilmeniz, değerlerinizin farkında olarak, kendinizi tutum ve davranışlarınızla onlara adamanız					
Minnet	minnetarlık ve teşekkür duygusu taşımanız; kişilere yaptıklarından dolayı minnetarlık göstermede istekliliğiniz ve nezaketle karşılığını vermeniz					
Duyarlılık	kendi ve başkalarının sıkıntılarına karşı bilinçli bir cana yakınlık gösterme ve yardım etme, sıkıntısını hafifletme arzusu içinde olma, duyarlı ve yardımsever olma					

APPENDIX 4: Questionnaire Scale - English

Dear participant,

This questionnaire is part of a doctoral research in Human Resources Management carried at Bahçeşehir University - Istanbul, Turkey. The aim of this study is to determine the impact of human resources practices on employees' well-being and work performance.

All retrieved data will be kept anonymous, and will be analysed by the researcher only, and will be reported for scientific purposes. To ensure reliability of research, it is highly important that you fill all the questions.

The questionnaire is comprised of 3 parts. Part 1 involves questions to determine employees' individual resources. Part 2 addresses talent management practices and performance evaluation. Part 3 collects participants' demographic information. Filling this questionnaire will take approximately 20 minutes.

Thank you for your precious time and support in scientific research.

Shirli Ender Buyukbay

PhD Candidate

A. Below statements are related to your life domains. Please, carefully reading each item, select the best option representing your level of agreement.

1-Strongly disagree, 2-Disagree, 3-Somewhat disagree, 4-Somewhat agree, 5-Agree, 6-Strongly agree

	Satisfaction Items	1	2	3	4	5	6
LST1	In most ways my life is close to my ideal.						
LST2	The conditions of my life are excellent.						
LST3	I am satisfied with life.						
LST4	So far I have gotten the important things I want in life.						
LST5	If I could live my life over, I would change almost nothing.						
HST6	In general, I feel healthy.						
FST7	My family life is very enjoyable.						
FST8	In general, I am satisfied with my family life.						
JST9	All in all, I am satisfied with my job.						
JST10	I am satisfied with my salary.						
JST11	I believe I am successful at work.						
JST12	I feel that my future at this job is safe.						
MST13	In overall I think I have enough money to do what I want.						
Work-Life Balance Items							
WLB1	I can spend 24 hours in a happy and efficient way.						

WLB2	I live my life without separating into work and non-work life.						
WLB3	I prefer to keep work life at work.						
WLB4	I am satisfied with time and quality I spare for myself, my relations, and responsibilities.						
WLB5	I feel there is a balance in my life.						
WLB6	I can balance my work and family responsibilities so that one does not upset the other.						
WLB7	I can fulfill all my responsibilities by well planning my life.						
WLB8	At work and my personal life, I do tasks that I love doing.						
WLB9	The skills and knowledge I gain at work facilitate me in managing my family responsibilities.						

B. Below statements are related to your career and work life. Please, carefully reading each item, select the best option representing your level of agreement.

1-Strongly disagree, 2-Disagree, 3-Somewhat disagree, 4-Somewhat agree, 5-Agree, 6-Strongly agree

Career Success Items		1	2	3	4	5	6
WM1	I have found a meaningful career.						
WM2	I view my work as contributing to my personal growth.						
WM3	I understand how my work contributes to my life's meaning.						
WM4	I have a good sense of what makes my job meaningful.						
WM5	I know my work makes a positive difference in the world.						
WM6	My work helps me better understand myself.						

WM7	I have discovered work that has a satisfying purpose.						
WM8	My work helps me make sense of the world around me.						
WM9	The work I do serves a greater purpose.						
WM10	Engaging in social responsibility activities contributes to my life's meaning.						
CS1	I am satisfied with the success I have achieved in my career.						
CS2	I have made progress toward meeting my overall career goals.						
CS3	I have made progress toward meeting my goals for income.						
CS4	I have made progress toward meeting my goals for professional advancement.						
CS5	I have made progress toward meeting my goals for the development of new skills.						
WD1	I feel responsible for my job performance.						
WD2	I am committed to my job.						
WD3	How I do in my job matters a great deal to me.						
WD4	I consider my job part of who I am.						
WD5	I have a sense of ownership to my job.						
WD6	Work discipline is important for me.						
Authentic Functioning Items							
AUT1	I feel free to express my ideas and opinions in this job.						
AUT2	I feel like I can be myself at my job.						
AUT3	At work, I often feel like I have to follow other people's commands.						

AUT4	If I could choose, I would do things at work differently.						
AUT5	The tasks I have to do at work are in line with what I really want to do.						
AUT6	I feel free to do my job the way I think it could best be done.						
AUT7	In my job, I feel forced to do things I do not want to do.						
AUT8	In my job, I can express my opinions in decision making processes.						
AUT9	My opinions are valued in decisions related to my job.						

C. Below statements are related to the ways you do your work. Please, carefully reading each item, select the best option representing your level of agreement.

1-Strongly disagree, 2-Disagree, 3-Somewhat disagree, 4-Somewhat agree, 5-Agree, 6-Strongly agree

Emotional Intelligence Items		1	2	3	4	5	6
SR1	I have trustworthy relationship with people I work.						
SR2	I have open communication with people I work.						
SR3	I enhance my capabilities through interactions with people I work.						
SR4	I solve problems through mutual cooperation with people I work.						
SM1	I strive to improve my performance.						
SM2	I seek to improve myself by setting measurable and challenging goals.						
SM3	I seek ways to do things better.						
SM4	I have difficulty adapting to uncertain and changing conditions.						

SM5	I adapt overall strategy, goals, or projects to fit the situation.						
SM6	I adapt to shifting priorities and rapid change.						
SM7	I act appropriately even in emotionally charged situations.						
SM8	I remain calm in stressful situations.						
SM9	I control impulses appropriately in situations.						
SM10	I see the positive in people, situations, and events more often than the negative.						
SM11	I see possibilities more than problems.						
SM12	I see opportunities more than threats.						
Psychological Capital Items							
SE1	I feel confident analyzing a long-term problem to find a solution.						
SE2	I feel confident in representing my work area in meetings with management.						
SE3	I feel confident contributing to discussions about the company's strategy.						
SE4	I feel confident helping to set targets/goals in my work area.						
SE5	I feel confident contacting people outside the company (e.g., suppliers, customers) to discuss problems.						
SE6	I feel confident presenting information to a group of colleagues.						
H1	If I should find myself in a jam at work, I could think of many ways to get out of it.						
H2	At the present time, I am energetically pursuing my work goals.						
H3	There are lots of ways around any problem.						
H4	Right now I see myself as being pretty successful at work.						

H5	I can think of many ways to reach my current work goals.						
H6	At this time, I am meeting the work goals that I have set for myself.						
R1	When I have a setback at work, I have trouble recovering from it, moving on.						
R2	I usually manage difficulties one way or another at work.						
R3	I can be "on my own," so to speak, at work if I have to.						
R4	I usually take stressful things at work in stride.						
R5	I can get through difficult times at work because I've experienced difficulty before.						
R6	I feel I can handle many things at a time at this job.						
O1	When things are uncertain for me at work, I usually expect the best.						
O3	I always look on the bright side of things regarding my job.						
O4	I'm optimistic about what will happen to me in the future as it pertains to work.						

D. Below statements are related to your attitude toward your work. Please, carefully read each item, and select the best option representing the level of frequency.

1-Never, 2-Rarely 3-Occasionally 4-Sometimes, 5-Frequently, 6-Always

Engagement Items		1	2	3	4	5	6
MND1	I could be experiencing some emotion and not be conscious of it until some time later.						
MND2	I break or spill things because of carelessness, not paying attention, or thinking of something else.						

MND3	I find it difficult to stay focused on what's happening in the present.						
MND4	I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.						
MND5	I tend not to notice feelings of physical tension or discomfort until they really grab my attention						
MND6	I forget a person's name almost as soon as I've been told it for the first time.						
MND7	It seems I am "running on automatic" without much awareness of what I'm doing.						
MND8	I rush through activities without being really attentive to them.						
MND9	I get so focused on the goal I want to achieve that I lose touch with what I am doing right now to get there.						
MND10	I do jobs or tasks automatically, without being aware of what I'm doing.						
MND11	I find myself listening to someone with one ear, doing something else at the same time.						
MND12	I go someplace and then wonder why I went there.						
MND13	I find myself preoccupied with the future or the past.						
MND14	I find myself doing things without paying attention.						
MND15	I snack without being aware that I'm eating.						
WE1	When I get up in the morning, I feel like going to work.						
WE2	At my work, I feel bursting with energy.						
WE3	At my work I always persevere, even when things do not go well.						
WE4	I can continue working for very long periods at a time.						
WE5	At my job, I am very resilient, mentally.						

WE6	At my job I feel strong and vigorous.						
WE7	To me, my job is challenging.						
WE8	My job inspires me.						
WE9	I am enthusiastic about my job.						
WE10	I am proud on the work that I do.						
WE11	I find the work that I do full of meaning and purpose.						
WE12	When I am working, I forget everything else around me.						
WE13	Time flies when I am working.						
WE14	I get carried away when I am working.						
WE15	It is difficult to detach myself from my job.						
WE16	I am immersed in my work.						
WE17	I feel happy when I am working intensely.						
FL1	I do my work with a lot of enjoyment.						
FL2	I feel happy during my work.						
FL3	I would still do this work, even if I received less pay.						
FL4	I find that I also want to work in my free time.						
FL5	I work because I enjoy it.						
FL6	When I am working on something, I am doing it for myself.						

FL7	I get my motivation from the work itself, and not from the reward for it.						
FL8	I am completely focused on the task at hand.						
FL9	The experience is extremely rewarding.						

E. Below are some emotional mood states. Please, select the most apropriate choice, considering the extent you have felt this way during the past week.

1-Never, 2-Rarely 3-Occasionally 4-Sometimes, 5-Frequently, 6-Always

Emotional Health Items		1	2	3	4	5	6
PNA1	Happy						
PNA2	Joyful						
PNA5	Sad						
PNA6	Depressed						
PNA7	Frustrated						
PNA8	Anxious						

F. Please select the most suiting option below, that affirms your current performance appraisal result.

1-Far below the expected, 2-Below the expected, 3-As expected,
4-Above the expected, 5-Far above the expected

Employee Performance Items		1	2	3	4	5
EP1	Your last performance appraisal point/percentile.					
EP2	Your last performance appraisal result in comparison to last three years.					
EP3	Your last performance appraisal result in comparison to your co-workers.					

G. Demographics Information

D1	Gender	Female			Male		
D2	Age						
D3	Marital status	Married			Single		
D4	Educational insitute last been graduated (1-High school 2-Vocational Institute; 3-Undergraduate 4-Masters; 5-Doctorate)		1	2	3	4	5
D5	Postition in current work	Manager			Employee		
D6	Years of work experience						
D7	Years of work in current work						
D8	Sector of the current work						
D9	Total employees in current work	< 49					
		50-99					
		100-250					
		251-500					
		501-999					
		1000 <					

APPENDIX 5: Questionnaire Scale - Turkish

Değerli Katılımcı,

Elinizdeki anket, Bahçeşehir Üniversitesi İngilizce İşletme Ana Bilim Dalı İnsan Kaynakları Yönetimi Dalı'nda, Doç. Dr. F. Tunç Bozbura danışmanlığında yürütülmekte olan bir doktora tez çalışması araştırma sorularından oluşmaktadır. Bu anketin amacı, çalışanların uygulanan insan kaynakları yönetimi algılarının mutluluk derecesi ve performansları arasındaki ilişkiyi anlamaya yöneliktir.

Anketten elde edilen veriler özenle muhafaza edilecek, sadece araştırmacı tarafından bilimsel amaçla değerlendirilecek ve sonuçlar toplu olarak istatistiksel analizlere tabi tutulacaktır. Çalışmanın güvenirliği açısından tüm sorulara eksiksiz olarak cevap vermeniz çok önemlidir. Anket 3 ana sayfadan oluşmaktadır. Sayfa 1, çalışanların bireysel kaynaklarını bulgulamaya yönelik sorulardan oluşmaktadır. Sayfa 2, yetenek yönetimi ve performansa ilişkin sorulardan oluşmaktadır. Sayfa 3, demografik bilgilere ait sorulardır. Bu anketi doldurmanız yaklaşık 15
dakikanızı alacaktır.

Ayıracağınız çok değerli vaktiniz ve göstereceğiniz ilginiz için çok teşekkür eder, esenlikler dilerim.

Shirli Ender-Büyükbay
Doktor adayı

A. Aşağıda kendinizi nasıl hissettiğinizle ilgili ifadeler yer almaktadır. Lütfen her ifadeyi dikkatlice okuyunuz ve aşağıda yer alan skalaya göre ifadelere ne ölçüde katıldığınızı belirtiniz.

1-Hiç katılmıyorum, 2-Çok az katılıyorum, 3-Az katılıyorum, 4-Oldukça katılıyorum, 5-Çok katılıyorum, 6-Tamamen katılıyorum

	Satisfaction Items	1	2	3	4	5	6
LST1	Hayatım birçok yönden bakıldığında idealimdeki hayata yakın.						
LST2	Yaşam koşullarım mükemmel.						
LST3	Hayatımdan memnunum.						
LST4	Şu ana kadar istediğim şeyleri elde edebildim.						
LST5	Yeniden dünyaya gelseydim yaşamımda hemen hemen hiçbirşeyi değiştirmezdim.						
HST6	Genel olarak, kendimi sağlıklı hissediyorum.						
FST7	Aile yaşantım keyiflidir.						
FST8	Genel olarak, aile yaşantımdan memnunum.						
JST9	Genel olarak işimden memnunum.						
JST10	Maaşımdan memnunum.						
JST11	İşimde başarılı olduğuma inanıyorum.						
JST12	Bu işimde gelecek güvencem olduğunu düşünüyorum.						
MST13	Yapmak istediklerimi yapabilecek kadar param olduğunu düşünüyorum.						
Work-Life Balance Items							
WLB1	24 saatimi verimli ve mutlu bir şekilde değerlendirebiliyorum.						

WLB2	Hayatımı iş hayatı – özel hayat diye ayırmadan bir bütün olarak yaşıyorum.						
WLB3	İş hayatımı işte bırakmayı tercih ederim.						
WLB4	Kendime, ilişkilerime ve sorumluluklarıma ayırdığım zaman ve kaliteden memnunum.						
WLB5	Hayatımda bir denge olduğunu hissediyorum.						
WLB6	İş ve aile sorumluluklarım arasında, biri diğerini etkilemeyeceği şekilde denge kuruyorum.						
WLB7	İş ve özel yaşamımı iyi planlayarak her işimi yapıyorum.						
WLB8	İşimde ve özel yaşamımda hoşlandığım etkinlikleri yapıyorum.						
WLB9	İşimde edindiğim bilgi ve beceriler, ailevi yükümlülüklerimi gerçekleştirmemi kolaylaştırıyor.						

B. Aşağıda kendinizi nasıl hissettiğinizle ilgili ifadeler yer almaktadır. Lütfen her ifadeyi dikkatlice okuyunuz ve aşağıda yer alan skalaya göre ifadelere ne ölçüde katıldığınızı belirtiniz.

1-Hiç katılmıyorum, 2-Çok az katılıyorum, 3-Az katılıyorum, 4-Oldukça katılıyorum, 5-Çok katılıyorum, 6-Tamamen katılıyorum

Career Success Items		1	2	3	4	5	6
WM1	Benim için anlam ifade eden bir kariyere sahibim.						
WM2	İşimin kişisel gelişimime katkısının farkındayım.						
WM3	İşimin yaşamıma nasıl bir anlam kattığının farkındayım.						
WM4	İşime anlam veren unsurların bilincindeyim.						
WM5	İşimin dünyaya olumlu bir katkı sağladığını biliyorum.						
WM6	İşim kendimi daha iyi anlamamı sağlar.						

WM7	Çalışmanın tatmin edici bir amacı olduğunu keşfettim.						
WM8	İşim hayatın anlamını görmeme yardımcı olur.						
WM9	Yaptığım iş büyük amaçlara hizmet eder.						
WM10	Sosyal sorumluluk çalışmalarında gönüllü olmak hayatıma anlam katar						
CS1	Kariyerimde edindiğim başarılardan memnunum.						
CS2	Kariyer hedeflerime ulaşmada ilerleme kaydettim.						
CS3	Kariyerim sayesinde elde ettiğim gelirden memnunum.						
CS4	Mesleki gelişimim konusunda ilerleme kaydettiğimi düşünüyorum.						
CS5	İşimde yeni beceriler kazanma konusunda ilerleme kaydettiğimi düşünüyorum.						
WD1	Kendimi iş performansımla ilgili sorumlu hissederim.						
WD2	İşime bağlıyım.						
WD3	İşimde gösterdiğim özen düzeyi benim için önemlidir.						
WD4	İşim beni yansıtan bir parçamdır.						
WD5	İşimi sahiplenirim.						
WD6	İş disiplini benim için önemlidir.						
Authentic Functioning Items							
AUT1	İşimde fikir ve düşüncelerimi ifade etme konusunda kendimi özgür hissederim.						
AUT2	İşimde kendim gibi davranabildiğimi hissediyorum.						
AUT3	İşimde, kendiminkinden çok, başkalarının kararlarını uygulamak zorunda kaldığımı hissederim.						

AUT4	Seçme imkanım olsa, işlerimi farklı şekilde yapardım.						
AUT5	İşte yapmakla zorunlu olduğum görevler gerçekte yapmak istediklerimle uyum içindedir.						
AUT6	İşimi istediğim şekilde yapabileceğim konusunda kendimi özgür hissederim.						
AUT7	İşimde istemediğim şeyleri yapmak zorunda bırakıldığımı hissederim.						
AUT8	Karar verme süreçlerinde görüşlerimi ifade edebilirim.						
AUT9	İşimle ilgili kararlarda fikirlerime değer verilir.						

C. Aşağıda kendinizi nasıl hissettiğinizle ilgili ifadeler yer almaktadır. Lütfen her ifadeyi dikkatlice okuyunuz ve aşağıda yer alan skalaya göre ifadelere ne ölçüde katıldığınızı belirtiniz.

1-Hiç katılmıyorum, 2-Çok az katılıyorum, 3-Az katılıyorum,
4-Oldukça katılıyorum, 5-Çok katılıyorum, 6-Tamamen katılıyorum

Emotional Intelligence Items		1	2	3	4	5	6
SR1	İş yaptığım insanlarla güven ilişkisine sahibim.						
SR2	İş yaptığım insanlarla açık iletişim içindeyim.						
SR3	İş yaptığım kişilerle kurduğum etkileşim sayesinde kendimi geliştiririm.						
SR4	Yaşadığım problemleri çalıştığım kişilerle karşılıklı işbirliği içinde çözerim.						
SM1	İş performansımı iyileştirmek için çaba gösteririm.						
SM2	İşimde zorlayıcı hedefler koyarak kendimi geliştirmeye çalışırım.						
SM3	İşleri daha iyi yapmanın yollarını ararım.						
SM4	Belirsiz ve değişken şartlara uyum sağlamakta zorlanırım.						

SM5	Elimdeki iş veya hedefleri koşullara göre yeniden uyarlarım.						
SM6	Değişen önceliklere ve hızlı değişime uyum sağlarım.						
SM7	Duyguların öne çıktığı durumlarda bile duruma uygun bir şekilde davranırım.						
SM8	Stresli durumlar karşısında sakinliğimi korurum.						
SM9	Zor durumlar karşısında tepkilerimi kontrol ederim.						
SM10	İnsanların, durumların veya olayların içindeki olumsuz yönlerinden çok olumlu yönlerini görürüm.						
SM11	Problemlerden çok farklı olasılıkları görürüm.						
SM12	Tehditlerden çok fırsatları görürüm.						
Psychological Capital Items							
SE1	Uzun vadeli bir probleme çözüm bulma konusunda kendime güvenirim.						
SE2	Yönetimin de katıldığı toplantılarda kendi çalışma alanımı açıklarken kendime güvenirim.						
SE3	Organizasyona ait stratejiler konularındaki tartışmalara katkıda bulunurken kendime güvenirim.						
SE4	Çalışma alanımda, hedefler/amaçlar belirlemede kendime güvenirim.						
SE5	Organizasyon dışındaki kişilerle (tedarikçiler, tüketiciler vb.) problemleri tartışmak için görüşürken kendime güvenirim.						
SE6	İş arkadaşlarıma sorumluluklarım (görevlerim) hakkında bilgi verirken kendime güvenirim.						
H1	Çalışırken kendimi bir tıkanıklık (açmaz) içinde bulursam, bundan kurtulmak için pekçok yol düşünebilirim.						
H2	Şu anda belirlediğim iş hedeflerimi istekle takip ediyorum.						
H3	Bir problemin çözümü için birçok yol olduğunu düşünüyorum.						
H4	Kendimi işimde başarılı olarak görüyorum.						

H5	Mevcut iş hedeflerime ulaşmak için birçok yol düşünebilirim.						
H6	Şu sıralar, kendim için belirlediğim iş hedeflerime ulaşmak için çalışıyorum.						
R1	İşimde bir terslikle karşılaştığımda, onu atlatma konusunda sıkıntı yaşarım.						
R2	İşimdeki zorlukları ne yapar eder hallederim.						
R3	Zorda kalırsam, kendi başımın çaresine bakabilirim.						
R4	İşimdeki stresli durumları sakin bir şekilde çözerim.						
R5	Geçmişte de zorluklar yaşadığım için, zor zamanların üstesinden gelebilirim.						
R6	İş yaparken birçok şeyi aynı anda halledebileceğimi hissediyorum.						
O1	İşimde belirsizlikler olduğunda, her zaman en iyisinin geleceğini hissederim.						
O3	İşimle ilgili olayların daima iyi tarafını görürüm.						
O4	İşimle ilgili gelecekte başıma neler geleceği konusunda iyimserimdir.						

D. Aşağıda yer alan ifadeleri dikkatlice okuyunuz ve iş yaşantınızı düşünerek bu ifadelerin sizin için genelde ne derece geçerli olduğunu, aşağıdaki skalaya göre size en uygun gelen seçeneği işaretleyerek belirtiniz.

1-Hiç bir zaman, 2-Neredeyse hiç 3-Seyrek olarak, 4-Bazen

5-Çoğu zaman, 6-Her zaman

Engagement Items		1	2	3	4	5	6
MND1	Duygularımı, onları yaşadıktan ancak belli bir süre sonra farkederim.						
MND2	Eşyaları, özen ve dikkat eksikliğinden dolayı kırar veya dökerim.						
MND3	Anda olana odaklanmakta zorlanırım.						

MND4	Bir yere giderken, yolda gördüklerime dikkat etmeden hızlıca gitme eğilimindeyim.						
MND5	Vücudumda bir gerginlik ya da rahatsızlığı gerçekten dikkatimi çekene kadar fark etmeme eğilimim vardır.						
MND6	Biri bana ismini söyledikten hemen sonra unuturum.						
MND7	Yaptığım şeyleri düşünmeden otomatiğe bağlamış gibi yaparım.						
MND8	İşleri aceleyle ve dikkatimi gerçekten vermeden yerine getiririm.						
MND9	Hedeflerime öyle çok odaklanırım ki, onlara ulaşmak için şu an yapmakta olduklarımın farkına varamıyorum.						
MND10	İşleri veya görevleri farkında olmaksızın otomatik olarak yaparım.						
MND11	Birini dinlerken, aynı anda başka şeyler de düşünürüm.						
MND12	Gideceğim yerlere farkında olmadan gider, sonra da oraya neden gittiğime şaşırırım.						
MND13	Kendimi gelecek veya geçmişi düşünürken bulurum.						
MND14	Kendimi dikkatimi vermeden işleri yaparken bulurum.						
MND15	Ne yediğimin farkında olmaksızın atıştırırım.						
WE1	Her sabah uyandığımda işe gitmek için istekli olurum.						
WE2	İşimi yaparken enerji dolu olurum.						
WE3	Her şey yolunda gitmese bile işimde daima sebat ederim.						
WE4	Çok uzun saatler çalışabilirim.						
WE5	İşimde zihinsel olarak oldukça dayanıklıyım.						
WE6	İşimde kendimi güçlü ve dinç hissederim.						

WE7	İşimin ilgi çekici ve gayret gerektiren bir iş olduğunu düşünüyorum.						
WE8	İşim bana ilham verir.						
WE9	İşimi hevesle yaparım.						
WE10	Yaptığım işle gurur duyarım.						
WE11	Yaptığım işin anlamlı olduğunu ve bir amaca hizmet ettiğini düşünüyorum.						
WE12	Çalışırken çevremdeki her şeyi unutuveririm.						
WE13	Çalışırken zamanın nasıl geçtiğini anlamam.						
WE14	Çalışırken yaptığım işe kendimi kaptırırım.						
WE15	Çalışırken mola vermekte zorlanırım.						
WE16	Çalışırken işime dalıp giderim.						
WE17	İşime yoğunlaşarak çalıştığım zamanlarda kendimi mutlu hissederim.						
FL1	İşimi büyük keyifle yaparım.						
FL2	İşimi yaparken kendimi mutlu hissederim.						
FL3	Daha az kazansam da, yine bu işi yaparım.						
FL4	Boş zamanlarımda bile çalışmak istediğimi farkediyorum.						
FL5	Keyif aldığım için çalışıyorum.						
FL6	İşimi başkaları için değil, kendim için yapıyorum.						
FL7	Gayretli çalışmamı sağlayan, dış kaynaklı ödüllerden ziyade, işin kendisidir.						

FL8	Çalışırken tümüyle elimdeki işe odaklanırım.						
FL9	İşimi yaparken yaşadığım deneyim kendi başına bir ödüldür.						

E. Aşağıda yer alan duygu durumlarını son bir haftadır ne sıklıkla hissettiğinizi belirtiniz.

1-Hiç bir zaman, 2-Neredeyse hiç 3-Seyrek olarak, 4-Bazen

5-Çoğu zaman, 6-Her zaman

Emotional Health Items		1	2	3	4	5	6
PNA1	Mutlu						
PNA2	Neşeli						
PNA5	Üzgün						
PNA6	Kederli						
PNA7	Yılmış						
PNA8	Kaygılı						

F. Çalıştığınız kurumda uygulanmakta olan performans değerleme/yönetim sistemine ilişkin sonucunuzu (puanınızı veya derecenizi) düşünerek, aşağıdaki soruları size en uygun seçeneği işaretleyerek yanıtlayınız.

1-Beklenenin çok altında, 2-Beklenenin altında, 3-Beklenen düzeyde,

4-Beklenenin üzerinde, 5-Beklenenin çok üzerinde

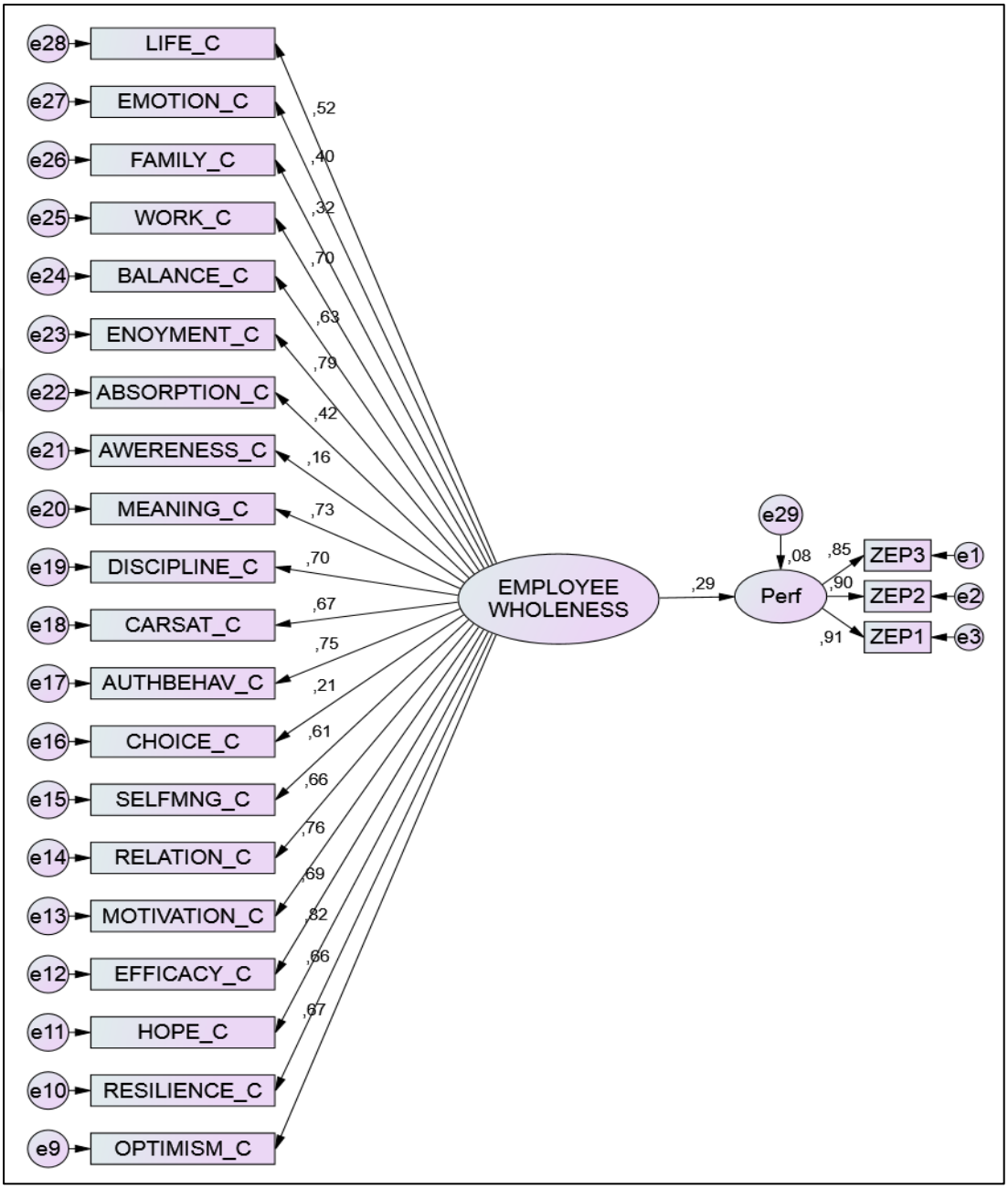
Employee Performance Items		1	2	3	4	5
EP1	Son yıla ait performans değerleme puanınız					
EP2	Son 3 yılla karşılaştırdığınızda son yıla ait puanınız					
EP3	Diğer çalışma arkadaşlarınızla karşılaştırdığınızda, son yıla ait puanınız					

G. Demografik Bilgiler

D1	Cinsiyetiniz	Kadın			Erkek		
D2	Yaşınız						
D3	Medeni durumunuz	Evli			Bekar		
D4	En son mezun olduğunuz eğitim kurumu (1-Lise; 2-Meslek Yüksek Okulu; 3-Lisans; 4-Yüksek Lisans; 5-Doktora)		1	2	3	4	5
D5	Çalıştığınız kurumdaki pozisyonunuz nedir?	Yönetici			Yönetici olmayan		
D6	Kaç yıldır çalışma hayatı içindesiniz?						
D7	Kaç yıldır bu işyerinde çalışıyorsunuz?						
D8	Çalışmakta olduğunuz kurum hangi sektörde faaliyet göstermektedir?						
D9	İş yerinizde toplam kaç kişi çalışmaktadır?	< 49					
		50-99					
		100-250					
		251-500					
		501-999					
		1000 <					

APPENDIX 6: Multi-Level SEM Analysis

Figure 6.1: Employee Wholeness Factors and Performance



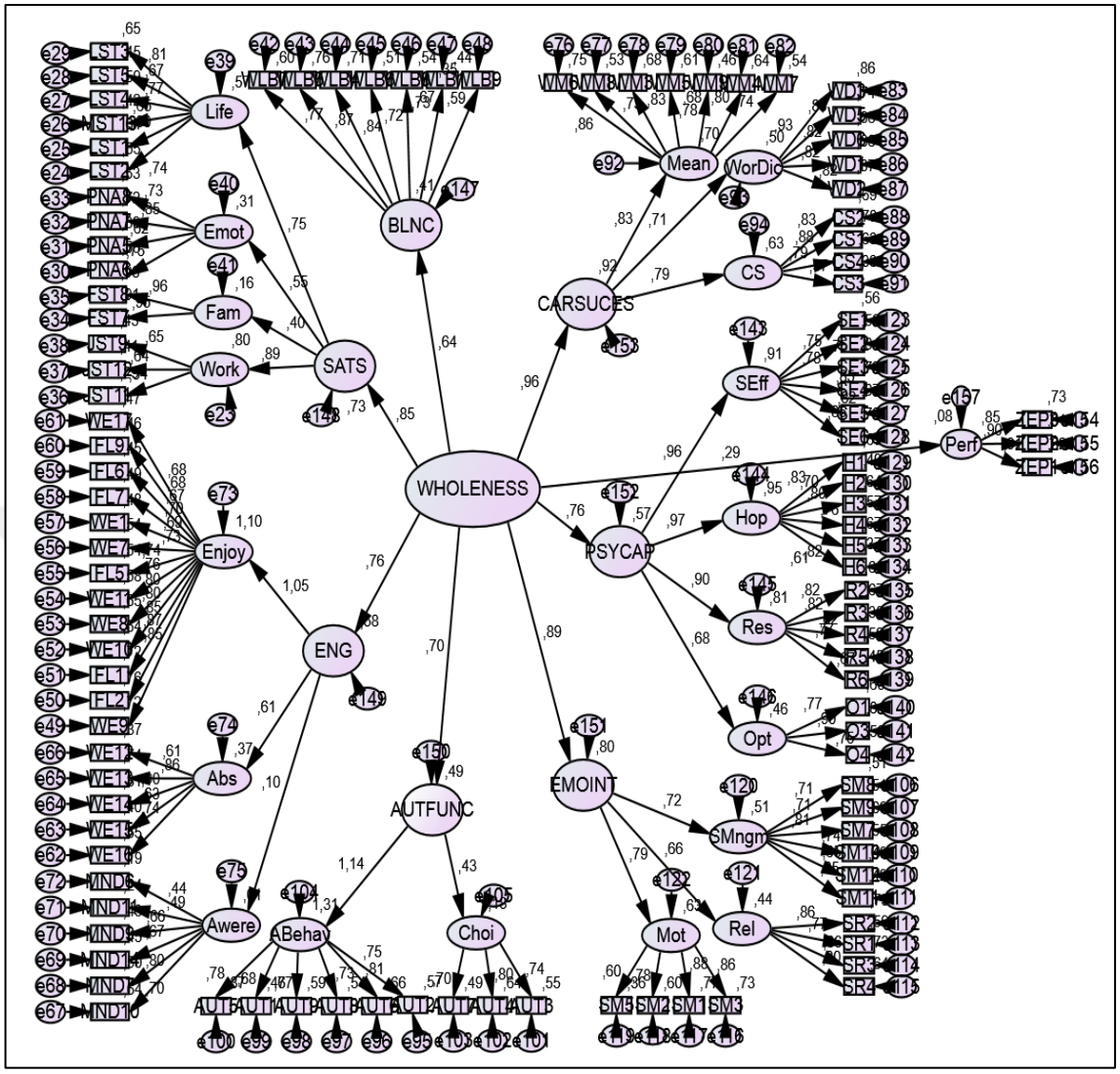
The model is within acceptable goodness fit, based on threshold levels indicated in Table 4.3. CMIN (617,306); DF (193); CMIN/DF (3,198); GFI (,913); CFI (,948); TLI (,932); RMSEA (,062); SRMR (,0512).

Table 6.1: Employee Wholeness Factors and Performance

Endogenous	Path	Exogenous	Estimate	Std. Estimate	C.R.	P	R^2
Perf	**<---**	**EMPLOYEE_WHOLENESS**	**,366**	**,290**	**6,323**	***	**,084**
OPTIMISM_C	<---	EMPLOYEE_WHOLENESS	1,000	,666			
RESILIENCE_C	<---	EMPLOYEE_WHOLENESS	,759	,662	15,424	***	
HOPE_C	<---	EMPLOYEE_WHOLENESS	,958	,815	17,209	***	
EFFICACY_C	<---	EMPLOYEE_WHOLENESS	,832	,689	14,752	***	
MOTIVATION_C	<---	EMPLOYEE_WHOLENESS	,870	,756	15,686	***	
RELATION_C	<---	EMPLOYEE_WHOLENESS	,954	,664	14,429	***	
SELFMNG_C	<---	EMPLOYEE_WHOLENESS	,761	,613	16,299	***	
CHOICE_C	<---	EMPLOYEE_WHOLENESS	,345	,209	4,750	***	
AUTHBEHAV_C	<---	EMPLOYEE_WHOLENESS	1,051	,748	16,009	***	
CARSAT_C	<---	EMPLOYEE_WHOLENESS	,969	,674	14,498	***	
DISCIPLINE_C	<---	EMPLOYEE_WHOLENESS	,859	,702	14,753	***	
MEANING_C	<---	EMPLOYEE_WHOLENESS	1,088	,728	15,518	***	
AWERENESS_C	<---	EMPLOYEE_WHOLENESS	,190	,156	3,582	***	
ABSORPTION_C	<---	EMPLOYEE_WHOLENESS	,558	,421	9,399	***	
ENOYMENT_C	<---	EMPLOYEE_WHOLENESS	1,056	,795	16,602	***	
BALANCE_C	<---	EMPLOYEE_WHOLENESS	,836	,634	13,670	***	
WORK_C	<---	EMPLOYEE_WHOLENESS	,838	,702	15,150	***	
FAMILY_C	<---	EMPLOYEE_WHOLENESS	,490	,318	7,197	***	
EMOTION_C	<---	EMPLOYEE_WHOLENESS	,598	,399	8,915	***	
LIFE_C	<---	EMPLOYEE_WHOLENESS	,612	,515	11,361	***	
ZEP3	<---	Perf	,941	,853	28,109	***	
ZEP2	<---	Perf	,990	,898	30,644	***	
ZEP1	<---	Perf	1,000	,907			

**** p<0,001 ** p<0,01*

Figure 6.2: Employee Wholeness and Performance



The model is within acceptable goodness fit, based on threshold levels indicated in Table 4.3. CMIN (9879,285); DF (5529); CMIN/DF (1,787); RMSEA (,037); SRMR (,0679); GFI (,755); CFI (,911); TLI (,902); PGFI (,709); PNFI (,784).

Table 6.2: Employee Wholeness and Performance

Endogenous		Exogenous	Estimate	Std. Est.	C.R.	P	R^2
Performance	**<---**	**WHOLENESS**	**,443**	**,291**	**5,952**	***	**,084**
CARSUCCESS	<---	WHOLENESS	1,357	,959	11,709	***	
EMOINTELL.	<---	WHOLENESS	,923	,893	11,019	***	
SATSISFACTION	<---	WHOLENESS	,620	,855	9,809	***	
ENGAGEMENT	<---	WHOLENESS	1,238	,762	12,056	***	
PSYCAP	<---	WHOLENESS	,918	,757	11,387	***	
AUT.FUNCT.	<---	WHOLENESS	,502	,698	5,696	***	
BALANCE	<---	WHOLENESS	1,000	,643			
Life	<---	SATISFACTION	1,289	,752	10,463	***	

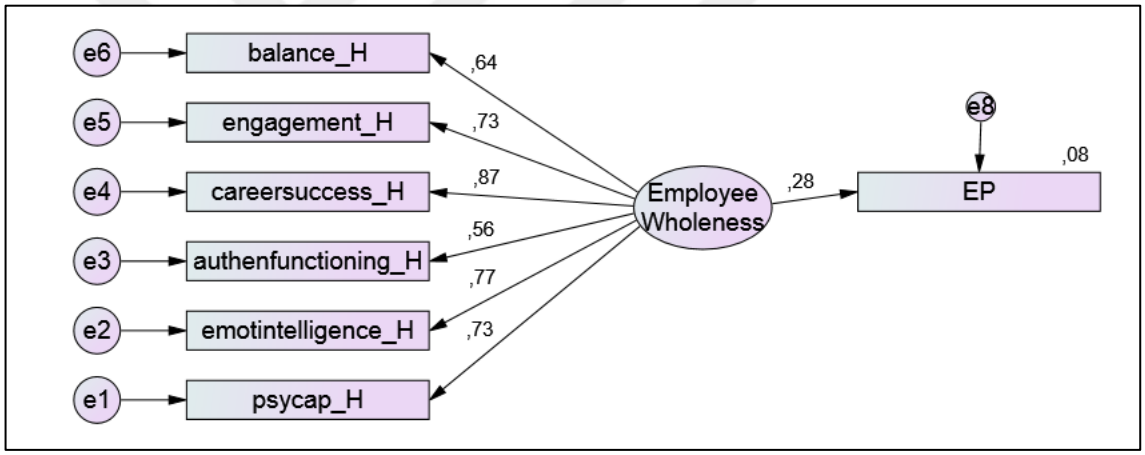
Endogenous		Exogenous	Estimate	Std. Est.	C.R.	P	R^2
Emotions	<---	SATISFACTION	1,198	,553	8,864	***	
Family	<---	SATISFACTION	1,005	,401	7,689	***	
Work	<---	SATISFACTION	1,000	,895			
Enjoyment	<---	ENGAGEMENT	1,000	1,047			
Absorption	<---	ENGAGEMENT	,541	,609	12,178	***	
Awereness	<---	ENGAGEMENT	,107	,099	2,260	,024	
Meaning	<---	CAR.SUCCESS	1,082	,834	16,314	***	
WorDiscipline	<---	CAR.SUCCESS	,763	,706	14,471	***	
C.Satisfaction	<---	CAR.SUCCESS	1,000	,792			
A.Behavior	<---	AUT.FUNCT.	2,481	1,143	6,118	***	
Choice	<---	AUT.FUNCT.	1,000	,429			
S.Management	<---	EMO.INTELL.	1,004	,716	13,030	***	
Relationships	<---	EMO.INTELL	1,044	,661	13,717	***	
Motivation	<---	EMO.INTELL	1,000	,794			
S.Efficacy	<---	PSYCAP	,953	,955	20,107	***	
Hope	<---	PSYCAP	1,088	,973	21,065	***	
Resilience	<---	PSYCAP	1,000	,902			
Optimism	<---	PSYCAP	,872	,678	13,895	***	
LST1	<---	Life	1,072	,801	19,685	***	
MST13	<---	Life	1,082	,646	17,336	***	
LST4	<---	Life	1,045	,769	18,548	***	
LST5	<---	Life	1,136	,669	16,209	***	
LST3	<---	Life	1,101	,807	19,546	***	
PNA5	<---	Emotions	,707	,623	19,438	***	
PNA7	<---	Emotions	1,309	,851	17,546	***	
PNA8	<---	Emotions	1,088	,726	16,397	***	
FST7	<---	Family	1,000	,953			
FST8	<---	Family	,995	,963	25,062	***	
JST11	<---	Work	1,000	,539			
JST12	<---	Work	1,784	,642	11,078	***	
JST9	<---	Work	1,370	,653	10,930	***	
LST2	<---	Life	1,000	,742			
PNA6	<---	Emotions	1,000	,745			
WLB7	<---	BALANCE	1,000	,773			
WLB5	<---	BALANCE	1,105	,872	22,173	***	
WLB4	<---	BALANCE	1,116	,842	21,420	***	
WLB6	<---	BALANCE	,941	,716	22,014	***	
WLB8	<---	BALANCE	,943	,734	21,384	***	
WLB1	<---	BALANCE	,866	,666	16,287	***	
WLB9	<---	BALANCE	,801	,590	14,390	***	
WE9	<---	Enjoyment	1,000	,849			
FL2	<---	Enjoyment	,964	,870	28,119	***	
FL1	<---	Enjoyment	,949	,846	26,707	***	
WE10	<---	Enjoyment	,961	,801	24,548	***	
WE8	<---	Enjoyment	1,081	,804	24,777	***	
WE11	<---	Enjoyment	,993	,760	22,918	***	
FL5	<---	Enjoyment	1,141	,737	21,437	***	
WE7	<---	Enjoyment	,964	,732	21,479	***	
WE1	<---	Enjoyment	,870	,693	22,031	***	
FL7	<---	Enjoyment	1,033	,703	20,057	***	
FL6	<---	Enjoyment	1,019	,674	18,856	***	
FL9	<---	Enjoyment	,954	,681	19,081	***	
WE17	<---	Enjoyment	,734	,683	19,134	***	
WE16	<---	Absorption	1,000	,741			
WE15	<---	Absorption	,954	,630	18,913	***	

Endogenous		Exogenous	Estimate	Std. Est.	C.R.	P	R^2
WE14	<---	Absorption	1,050	,899	21,453	***	
WE13	<---	Absorption	1,068	,858	20,485	***	
WE12	<---	Absorption	,866	,607	14,566	***	
MND10	<---	Awareness	1,000	,800			
MND7	<---	Awareness	,865	,704	15,925	***	
MND14	<---	Awareness	,707	,668	14,646	***	
MND9	<---	Awareness	,744	,659	14,863	***	
MND11	<---	Awareness	,569	,491	10,984	***	
MND6	<---	Awareness	,553	,439	9,268	***	
WM8	<---	Meaning	,918	,726	23,991	***	
WM3	<---	Meaning	,895	,826	25,715	***	
WM5	<---	Meaning	,952	,779	23,984	***	
WM9	<---	Meaning	,870	,680	19,592	***	
WM4	<---	Meaning	,818	,800	23,914	***	
WD3	<---	Work Discipline	1,000	,929			
WD5	<---	Work Discipline	,887	,860	31,089	***	
WD6	<---	Work Discipline	,833	,822	28,135	***	
WD1	<---	Work Discipline	,930	,823	28,231	***	
WD2	<---	Work Discipline	1,027	,817	28,382	***	
CS2	<---	C.Satisfaction	1,000	,831			
CS1	<---	C.Satisfaction	1,050	,882	25,582	***	
CS4	<---	C.Satisfaction	,898	,791	18,602	***	
CS3	<---	C.Satisfaction	,726	,574	14,342	***	
WM7	<---	Meaning	,835	,737	21,504	***	
WM6	<---	Meaning	1,000	,864			
AUT6	<---	A.Behavior	1,142	,815	18,792	***	
AUT8	<---	A.Behavior	,959	,734	16,784	***	
AUT9	<---	A.Behavior	1,069	,769	17,669	***	
AUT1	<---	A.Behavior	,914	,676	20,814	***	
AUT5	<---	A.Behavior	1,005	,778	14,439	***	
AUT3	<---	Choice	1,000	,739			
AUT4	<---	Choice	1,228	,797	15,960	***	
AUT7	<---	Choice	,961	,697	14,717	***	
SM8	<---	S.Management	1,000	,713			
SM9	<---	S.Management	,972	,714	30,474	***	
SM7	<---	S.Management	1,030	,812	18,053	***	
SM10	<---	S.Management	,959	,741	15,710	***	
SM12	<---	S.Management	,816	,655	14,501	***	
SM11	<---	S.Management	,777	,650	14,926	***	
SR2	<---	Relationships	1,000	,864			
SR1	<---	Relationships	,946	,771	27,155	***	
SR3	<---	Relationships	1,021	,857	26,618	***	
SR4	<---	Relationships	,937	,800	23,503	***	
SM3	<---	Motivation	1,000	,857			
SM1	<---	Motivation	1,038	,877	28,466	***	
SM2	<---	Motivation	1,072	,777	22,956	***	
SM5	<---	Motivation	,764	,596	15,946	***	
SE1	<---	S.Efficacy	1,000	,745			
SE2	<---	S.Efficacy	1,112	,751	18,665	***	
SE3	<---	S.Efficacy	1,111	,781	19,477	***	
SE4	<---	S.Efficacy	1,140	,851	21,478	***	
SE5	<---	S.Efficacy	1,102	,821	20,431	***	
SE6	<---	S.Efficacy	1,107	,853	21,355	***	
H1	<---	Hope	1,000	,833			
H2	<---	Hope	,993	,699	19,660	***	

Endogenous		Exogenous	Estimate	Std. Est.	C.R.	P	R^2
H3	<---	Hope	,948	,803	23,946	***	
H4	<---	Hope	,885	,756	19,398	***	
H5	<---	Hope	,945	,820	24,259	***	
H6	<---	Hope	,873	,606	16,127	***	
R2	<---	Resilience	1,000	,824			
R3	<---	Resilience	,946	,816	23,625	***	
R4	<---	Resilience	,861	,616	16,616	***	
R5	<---	Resilience	,938	,766	21,305	***	
R6	<---	Resilience	,827	,674	18,010	***	
O1	<---	Optimism	1,000	,772			
O3	<---	Optimism	1,119	,902	22,258	***	
O4	<---	Optimism	1,026	,747	18,924	***	
AUT2	<---	A.Behavior	1,000	,753			
ZEP3	<---	Performance	,941	,853	28,106	***	
ZEP2	<---	Performance	,991	,898	30,639	***	
ZEP1	<---	Performance	1,000	,907			

*** $p<0,001$ ** $p<0,01$

Figure 6.3: Employee Wholeness and Performance, Satisfaction Excluded



The model has good fit. CMIN (22,859); DF (12); CMIN/DF (1,905); RMSEA (,040); SRMR (,0195); GFI (,989); CFI (,994).

Table 6.3: Employee Wholeness and Performance

Endogenous	Path	Exogenous	Estimate	Std. Estimate	C.R.	P	R^2
Perf	**<---**	**EMPLOYEE_WHOLENESS**	**,394**	**,279**	**6,296**	***	**,078**
balance_H	<---	EMPLOYEE_WHOLENESS	1,080	,636	13,980	***	
engagement_H	<---	EMPLOYEE_WHOLENESS	,808	,726	16,134	***	
careersuccess_H	<---	EMPLOYEE_WHOLENESS	1,288	,870	19,087	***	
authenticfunctining_H	<---	EMPLOYEE_WHOLENESS	,925	,562	12,611	***	
emotintelligence_H	<---	EMPLOYEE_WHOLENESS	1,022	,766	29,210	***	
psycap_H	<---	EMPLOYEE_WHOLENESS	1,000	,727			

*** $p<0,001$ ** $p<0,01$

APPENDIX 7: Multicollinearity Analysis Results

Table 7.1: Employee Performance as Dependent Variable

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.829	.251		7.290	.000		
	satisfaction_H	.135	.064	.119	2.093	.037	.496	2.015
	balance_H	-.003	.045	-.004	-.072	.943	.546	1.832
	engagement_H	.026	.069	.021	.380	.704	.548	1.824
	authenfunctioning_H	.085	.041	.099	2.061	.040	.693	1.443
	careersuccess_H	.044	.063	.046	.701	.483	.372	2.685
	psycap_H	.085	.079	.083	1.083	.279	.273	3.668
	emotintelligence_H	.004	.085	.003	.042	.967	.248	4.029

APPENDIX 8: Resume (CV)

Shirli Ender-Büyükbay – shirliender@gmail.com

Instructor – Researcher – Trainer – Mentor – Coach

Main interests: Human Resources Management, Organizational Behavior and Psychology, Leadership, Work-Life Balance, Positive Psychology, Mindfulness, Mentoring & Coaching.

Experiences: Project management. Quality assurance. Training course development. Training evaluation. Teacher training.

Experience

Trainer in Mindfulness and Emotional Intelligence — 2016 - …
Freelance

Instructor in HRM, Organizational Behavior, Positive Psychology, — 2014- …
Feelance

Project Expert (Education & EU & Youth Programs, R&D) — 2007-2012
Provincial Directorate of National Education of Istanbul

Teacher of English – TQM & Projects Management — 1997-2014
Anatolian (Language-based) High Schools - MEB

Education

PhD, Human Resources Management — Jun 2017
Bahçeşehir University – Istanbul

Co-Active Coaching — May 2016
CTI – Istanbul

Mindfulness & Mediation Teacher Training — Dec 2015
Complementary Medical Association – UK

MBA, Educational Leadership — 2007
Bahçeşehir University – Istanbul

BA, English Teaching — 1995
Marmara University - Istanbul

Trainings

Search Inside Yourself Leadership Training — 2016
Google – Mindfulness Based Emotional Intelligence

Leadership Beyond Authority — 2009
Common Purpose Meridian Leadership Program

Liberalism & Liberal Education (online) — 2009
Friedrich Naumann Foundation – International Academy for Leadership

Seminar Facilitation and Moderation — 2009
Friedrich Naumann Foundation – Istanbul Office

Publishing

Development of a new construct of employee well-being: A qualitative study
Journal of Happiness & Well-Being, 2017, 5(1), 78-97
http://journalofhappiness.net/frontend//articles/pdf/v5i1/employee3pdf.pdf

Setting the stage for a new construct for determining employee well-being.
Journal of Trends in the Development of Machinery and Associated Technology, 2015, Vol. 19, No.1, p.p. 125-128 (online)
http://tmt.unze.ba/zbornik/TMT2015Journal/032_Journal_TMT_2015.pdf

What has job satisfaction got to do with employee commitment? A research study on LMX and work attitudes.
Journal of Global Strategic Management June 2013
http://www.isma.info/uploads/files/079-what-has-job-satisfaction-got-to-do-with-employee-commitment-a-research-study-on-lmx-and-work-attitudes.pdf

Affiliations

Career Pass Mentorship – Volunteer Mentor www.careerpass.org	2016 - …
Renkli Kampüs – Volunteer Mentor www.renklikampus.org	2015 - …
Common Purpose Turkey (Ortak İdealler Derneği)- Member http://commonpurpose.com.tr/	2009-…
Innovative Educators Association - Founder and Board Member http://www.yenilikciegitimcilerdernegi.com/	2012-…

Other Skills

Mentoring and coaching university students	2015
University course instruction	2014-2015
Project management & Quality assurance	2008-2015
Training & Moderation	2009

Languages

Turkish: Spoken, Written – Excellent

English: Spoken, Written – Excellent

Hebrew: Spoken, Written – Good

French: Spoken, Written – Intermediate

Reference

References will be furnished upon request.