

BENEFITS OF MULTIPLE ROLES FOR MANAGERIAL WOMEN

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We examined the relationships between multiple life roles, psychological well-being, and managerial skills in two studies of managerial women. Qualitative results suggested that the roles women play in their personal lives provide psychological benefits, emotional advice and support, practice at multitasking, relevant background, opportunities to enrich interpersonal skills, and leadership practice that enhance effectiveness in the management role. Quantitative results indicated that multiple role commitment positively related to life satisfaction, self-esteem, and self-acceptance. Commitment to multiple roles was also related to interpersonal and task-related managerial skills.

With record numbers of women active in the managerial workforce, interest in the relationship between work and nonwork domains has increased. Both the popular media and organizational studies consider these issues in terms of dysfunction—conflict between work and family. Published accounts describe women managers as constantly torn between managerial and personal roles, chronically feeling both guilty and exhausted (Catalyst, 1996; Davidson & Fielden, 1999; Greenhaus & Beutell, 1985; Swiss & Walker, 1993). In addition, their competence in both family and work realms is questioned, under the assumption it is impossible to simultaneously do justice to both domains. Furthermore, compared to married men with children, women advance more slowly in organizations (Tharenou, Latimer, & Conroy, 1994).

In contrast to this focus on the conflict between personal and managerial roles is a focus on the benefits of combining employment and personal roles. Psychological and sociological perspectives suggest that this combination can be psychologically beneficial for adult women (Barnett, 1998; Baruch, Barnett, & Rivers, 1983; Burke & McKeen, 1994). Although much has been written about these benefits in general, the findings obtained from these broad samples may not apply to high-level women managers who face a unique set of demands. Further, these studies are limited to outcomes assessing psychological functioning. No attention has been given to other outcomes relevant to women managers, such as leadership skills. In addition, work-family research typically focuses on only two or three roles, the most common being spouse, parent, and career (e.g., Greenberger & O'Neil, 1993). The present investigation explores

potential advantages of commitment to multiple roles for women managers in terms of both psychological functioning and leadership competencies. By multiple roles, we mean a variety of roles outside of occupation, including but not limited to the parent and spouse roles, to which an individual is strongly committed.

Understanding the dynamics involved in combining different life roles is a significant issue to both women managers and organizations. As of 1998, women made up 44 percent of the managerial and executive workforce (U.S. Census Bureau, 1999). Catalyst (1996) found that executive women have demanding roles outside of work; 72 percent of female vice presidents and top leaders in *Fortune* 1000 companies are married, and 64 percent have children. Given the increasing demand for leadership talent, it is crucial that organizations neither misunderstand nor underestimate the talents, skills, and abilities of women actively engaged in roles outside of management. Theoretical work by Lobel (1991) suggests that by exploring overlaps between work and family roles, management researchers can shift their focus from an emphasis on role conflict to an emphasis on how an individual fares in implementing her or his self-concept.

THEORETICAL BACKGROUND

To gain a better understanding of the potential benefits of multiple roles for women managers, it is important to review the work that has historically guided organizational thinking with regard to the disadvantages of multiple roles for women. The idea that nonwork roles interfere with a woman's ability to perform managerially is probably an out-

growth of the paradigm of conflict between work and family roles (Greenhaus & Beutell, 1985; Greenhaus & Parasuraman, 1999). This *role scarcity* argument (Goode, 1960) is that each person has a fixed sum of energy to spend. A metaphorical pie is often used to illustrate; the time and energy represented by one "slice" of activity deplete the amount of "pie" left for other roles. In other words, commitment to one role is seen as necessarily detracting from the resources available to another. From this perspective, conflict between roles is inevitable, and the state of conflict is associated with symptoms of poor psychological health (Lazarus & Folkman, 1984).

Contrasting Perspectives on Role Multiplicity

According to the *role accumulation* perspective, developed in response to role scarcity theory, role conflict need not inevitably result in the favoring of one role to the expense of others. In contrast, role accumulation suggests there are positive or beneficial effects of commitment to multiple roles. A variety of work and personal roles provides multiple opportunities for satisfaction and pleasure, thereby enhancing psychological functioning. Marks (1977) and Sieber (1974) were among the first to note the role scarcity approach did not fully account for data available on multiple roles. They argued that multiple roles gave some people more energy and resources than they depleted. We endorse this view. Rather than seeing a pie containing only a set amount of resources available to be divided into slices, we see an expandable entity, in which time and energy are resources that can be shared, integrated, and expanded across domains. According to this view, the whole person is more than the sum of the parts, and participation in certain roles might generate resources for use in other roles (Marks, 1977; Marks & MacDermid, 1996). Data supporting the benefits of role accumulation come from the literature on the psychological well-being of adult women, which suggests the combination of work and family roles is psychologically beneficial (Barnett, 1998; Baruch et al., 1983; Greenberger & O'Neil, 1993).

This is not to say that more roles are necessarily better than fewer roles. Role overload and role stress are well-documented phenomena, and it is likely that there are limits beyond which multiple roles may become too burdensome or stressful. Role accumulation theorists do not disagree with the notion of role conflict resulting from multiple roles. They acknowledge role conflict as a source of stress and psychological pain; however, they argue, positive outcomes are also associated with multiple

roles, and these types of outcomes tend to be overlooked (Barnett, 1998; Crosby, 1991; Marks & MacDermid, 1996; Pietromonaco, Manis, & Frohardt-Lane, 1986). Commenting on the role accumulation work linking psychological well-being with multiple life roles, Greenhaus and Parasuraman (1999) urged deeper exploration of the positive links between work and family in the organizational domain. With an elegant model, Rothbard (in press) argued that although depletion does exist, for women especially, there is stronger evidence of multiple roles providing enrichment. Lobel (1991) further suggested that research on similarities between roles, rather than on conflicts between them, is critical to a better understanding of why and when personal and work lives are meaningfully connected. In contrast to the emphasis on negative outcomes found in the organizational literature, our research explores the potential benefits of commitment to multiple roles for women managers and discusses conditions under which these benefits may occur. It extends knowledge of the relationship between work and nonwork domains through the application of a role accumulation perspective to managerial women.

Explanations of the Relationship between Multiple Roles and Positive Outcomes

The transactional model of stress (Lazarus & Folkman, 1984) provides a theoretical basis for understanding both negative and positive correlates of multiple roles (Amatea & Fong, 1991). Lazarus and Folkman (1984) conceptualized emotions as following from an appraisal of the relationship between person and environment. Emotions related to stress occur when an individual appraises the environment as taxing or as exceeding her or his resources for coping with it. Positive emotions or well-being occur when the individual feels she or he has enough resources to meet environmental demands.

It is the concept of personal resources available for responding to environmental demands that fits with the work on role accumulation. Multiple roles create enriching outcomes through the expansion of personal resources for dealing with demands from the environment (Marks, 1977; Sieber, 1974). In other words, resources gained in the performance of one role can be used to satisfy role demands from another (Marks, 1977). Thus, the woman manager with multiple roles may have a greater supply of resources and talents available for handling difficult environmental demands. Although she has less time available for each role, she has greater reserves for tackling role demands.

When she appraises her relationship to the environment, she is likely to feel able to cope with the demands and therefore likely to experience positive outcomes.

On the basis of the role accumulation literature, managerial resources enhanced through commitment to multiple roles can be grouped into two categories: (1) psychological resources and (2) social support. The literature on managerial learning suggests a third area of resource enhancement: additional opportunities to develop skills relevant to management. As Lazarus and Folkman (1984) suggested, the resources are then available to meet the demands of different roles.

Psychological resources. One of the more dominant findings in the multiple roles literature is that multiple roles enhance psychological resources by offering diverse opportunities for gratification and validation in life (Crosby, 1991). Commitment to multiple roles allows expanded opportunities for positive self-experiences and validation (Marks & MacDermid, 1996). Rothbard (in press) suggested that benefits resulting from one role may increase an individual's sense of self-worth, which leads to a positive emotional response being associated with that role. This positive emotional response may increase the individual's engagement in another life role because she or he becomes increasingly motivated to initiate and respond to interpersonal interactions and tasks in the other role. Simply put, women who have more roles have more opportunities to feel good about themselves, their activities, and their accomplishments. This store of esteem and confidence can facilitate a high level of overall well-being that may offer the means to buffer the hardships and struggles in life (Baruch et al., 1983; Crosby, 1991; Pietromonaco et al., 1986; Sieber, 1974).

Social support. Another feature of multiple roles thought to enhance resources is social support. More role partners provide greater resources for support. Social support helps individuals cope with work stress (Folkman & Lazarus, 1985; House, 1981). In a sample of middle-aged women, Baruch et al. (1983) found feelings of support are associated with better psychological adjustment. Amatea and Fong (1991) also found social support to be significantly related to strategies for coping with role conflict. Higher levels of social support were associated with lower levels of strain symptoms. Friends and family can often provide support and advice around work-related issues.

Learning opportunities. We also note an issue merely touched on in the multiple roles literature—that the opportunity to learn skills relevant to management can also enhance resources. Greenhaus

and Parasuraman (1999) and Friedman, DeGroot, and Christensen (1998) speculated that multiple roles provide the opportunity for skills learned in one role to be directly utilized in another. The managerial learning literature supports this view, suggesting that managerial skill development comes from having both the opportunity and the motivation to learn (McCauley, Ruderman, Ohlott, & Morrow, 1994). Studies of developmental job experiences have occasionally cited personal experiences as sources of managerial development. For example, in addition to learning from job experiences, women executives reported motherhood increased their self-awareness, which positively impacted their managerial effectiveness (Morrison, White, & Van Velsor, 1992). A parallel study of male executives (McCall, Lombardo, & Morrison, 1988) showed that personal experiences, such as coaching children's sports, taught lessons of leadership. Because learning is a lifelong process in which skills, abilities, and values are extracted from different experiences (Merriam & Clark, 1991), it is not surprising that personal roles such as parent, coach, and spouse can teach lessons applicable in managerial positions.

Thus, research in both psychology and organization studies hints that nonwork roles may provide personal resources useful in managerial roles. To develop a deeper understanding of the relationship between commitment to multiple roles and outcomes for managerial women, we conducted two studies. The first was an exploratory qualitative study looking at how women see nonwork roles as contributing to their managerial role. The purpose of this study was to identify the shared resources, skills, and outlooks that role accumulation theory would imply can be integrated or expanded across personal and professional domains. This approach allowed for elaboration (Lee, Mitchell, & Sablinski, 1999) of how a role accumulation perspective can be used to understand the experiences of managerial women. It also goes beyond spouse, parent, and worker and extends work-family theory by asking women themselves to identify critical roles, rather than presenting them with just a few roles and requesting responses to those. The second study went beyond looking at women's perceptions of the transfer of skills to see if there were any quantifiable relationships between commitment to a variety of roles and both psychological well-being and multirater measures of management skills. It allowed us to generalize the links between personal roles and managerial skills suggested by the first study to a more generic relationship between nonwork roles and managerial effectiveness. This two-phase design (Lee, 1999) allows for an exploration

of the dynamics of multiple life roles for managerial women.

STUDY 1 METHODS

Adopting the role accumulation premise that experiences in one role can enrich another, we decided to explore the transfer of skills and perspectives developed in one's personal roles to the managerial role. To accomplish our goal of identifying skills and outlooks developed outside of work that may act as resources on the job, we interviewed women managers about what they believed was the contribution of their personal lives to their effectiveness as managers.

We collected these data as part of a broad attempt to understand developmental issues facing managerial women. Sixty-one female managers and executives participated in this study. These women attended a five-day feedback-intensive leadership development program for women only (Ruderman & Hughes-James, 1998) at a large management development organization between October 1995 and October 1996. During the program, we gave a brief presentation describing the study and also gave each attendee a letter requesting her participation. Study participants took part in three one-hour telephone interviews over the course of a year, completed a research questionnaire, and granted us access to their personal assessment ratings provided by coworkers in their home organizations. Participation was voluntary, and confidentiality was assured. The response rate for this study was 74 percent.

The women ranged in age from 26 to 57 years and had an average age of 40 (s.d. = 7.28). The vast majority of the women were white (92%). They represented various levels of management: middle (49.2%), upper middle (33.9%), and executive (16.9%). They were well educated, with 51 percent of the sample members having master's degrees or Ph.D's. In terms of their roles outside of work, 50 percent had children under the age of 18, and 71 percent were married or involved in committed relationships. Their average salary was \$77,956 (s.d. = \$31,997). They came from a variety of organizations throughout the United States. About 16 percent worked in education, government, or the nonprofit sector; the remainder worked for large *Fortune* 500 corporations.

We conducted one-hour telephone interviews with the women a few weeks after the program. We faxed the key questions to participants a few days before the interview so they could think about their responses. We had previously pilot-tested all questions with a separate group of 28 women managers

to ensure each question yielded responses suitable for analysis. Further, results of the pilot study also informed the selection of measures used in the quantitative study.

To address the contribution of personal activities to managerial roles, we asked a series of questions about the various roles the managers were engaged in and the challenges they were experiencing. To specifically get at the links between personal life activities and work, we asked the following: Are there any dimensions or aspects of your personal life that enhance your professional life?

We used a variety of probes to get at the areas of skill or perspective transfer between personal and managerial roles. In particular, after women discussed a specific life role, we asked them what they learned from the role and how they learned it. Other probes asked respondents to elaborate on their answers and included phrases such as, "Tell me more about ____" and "What do you mean by ____?" In addition, although we do not discuss the results in this article, we asked a contrasting question about any conflicts they had experienced. With the participant's permission, we tape-recorded and then transcribed each interview. To identify and code themes in the data, we combined the grounded theory approach of Glaser and Strauss (1967) with the coding techniques of Boyatzis (1998). We developed initial hypotheses about the contributions of personal role activities to professional roles both during the pilot phase of the study and while the official interviews were in progress. Several steps were used to develop a thematic framework that summarized the areas of cross-over between personal and professional roles. Two researchers read the first 30 interviews numerous times. They reduced the data by excerpting key portions of each respondent's answer. Next, they summarized each excerpt and displayed both summaries and sample quotes from the excerpts in a chart. Following Miles and Huberman (1994), they compared and contrasted the quotes and summaries for each case with those from every other case to identify patterns and themes. They developed a tentative framework of 13 themes. They repeated the process for the entire sample after the interviews with the next 31 women were completed. The basic framework seemed stable, but some nuances and elaborations were added. At this point, we decided it was unnecessary to collect any more data because no new themes had emerged. The framework was shared with the other interviewers (the two remaining authors), who recommended that, in the interests of parsimony, several categories be combined. Six categories resulted. All excerpts were reviewed again to see if they could be cleanly coded into the six categories; this process suggested no new categories.

We followed the procedures recommended by Boyatzis (1998) to develop a codebook elucidating the six themes and to calculate interrater agreement. Two of the authors coded all the interviews for the presence of these themes. The percentages of agreement on the presence of the themes ranged from 66.7 to 90.9 percent, so agreement was below the 70 percent level Boyatzis recommended for one theme. Low agreement probably occurred here because this theme was mentioned infrequently, and any instance of disagreement between the two coders substantially impacted the percentage of agreement. When there were disagreements between the two coders, they arrived at a final coding decision after an in-depth discussion of the text.

STUDY 1 RESULTS

Study 1 revealed that the women felt participating in nonwork roles contributed resources to their managerial role performance. We found six themes in their responses. Table 1 contains the theme definitions, the percentages of the sample for which these themes were determined to be present, and the degrees to which the two coders agreed on

the presence of themes before they discussed their codings.

Themes

Opportunities to enrich interpersonal skills.

The most frequently mentioned theme (42 percent of the sample) suggested nonwork role experiences provided opportunities to enrich interpersonal skills. We defined interpersonal skills as understanding, motivating, respecting, and developing others. Although a variety of roles were mentioned, most of these women spoke about how parenting teaches interpersonal skills. The following comment illustrates the nature of the crossover between roles: "I think being a mother and having patience and watching someone else grow has made me a better manager. I am better able to be patient with other people and let them grow and develop in a way that is good for them." Many women said they learned how to listen to and develop others through their parenting experiences. Others mentioned learning the importance of appreciating individual differences and connected that appreciation to strategies for developing staff. They remarked that,

TABLE 1
Synergies across Roles: Personal Roles Enhancing Professional Roles

Theme Definitions	Percentage of Sample Demonstrating Theme	Percentage of Rater Agreement
<i>Opportunities to enrich interpersonal skills: Understanding, motivating, respecting, and developing others</i> Motherhood as well as other personal relationships teach managers interpersonal skills. Raising children or participating in other relationships teaches respect for individual differences, and how to understand, motivate, develop, and direct employees.	42.0%	90.2%
<i>Psychological benefits</i> Overcoming obstacles, taking risks and succeeding in personal arenas bolster esteem, confidence, stamina, and courage to do the same professionally. Personal experiences help her develop perspective on her work life.	23.0	75.9
<i>Emotional support and advice</i> Friends and family members act as sounding boards and motivators, provide different advice and insights from their experiences, and allow her to vent emotions, which help temper her reactions to stressful work situations.	19.0	90.9
<i>Handling multiple tasks</i> Juggling personal tasks, setting family goals, planning for the family has helped her to develop her administrative skills and learn to prioritize and plan.	9.7	85.7
<i>Personal interests and background</i> Interests, cross-cultural experiences, characteristics or background (previous experience, nationality, gender, tasks in other roles) provide skills and perspectives valuable in her work.	6.5	72.7
<i>Leadership</i> Leadership opportunities in volunteer, community organizations, or family settings provide leadership lessons (strategy, budgets, organizing, implementing systems, achieving goals through others) and increase her comfort in authority roles.	4.8	66.7

just as one must give each child the special attention he or she needs, one must recognize the special requirements of individual employees.

Women also reported friendships and community relationships taught them how to develop and to communicate with others. For example, several women gave examples of how volunteer work taught them interpersonal skills. One woman involved in a lay counseling role in her church said, "This role requires me to use people skills. At work I can apply the same listening skills, questioning skills, and communication skills, which gives me a broader dimension than what other people bring to the manager role." Thus, it is important to note that interpersonal skills necessary for managerial responsibilities appear to be refined through personal role activities.

Psychological benefits. The second most common theme in the data was that personal lives provide psychological benefits, with feelings of self-esteem and confidence derived from personal experiences enhancing feelings of confidence at work. Twenty-three percent of the women reported these psychological benefits. This supports the finding in the literature that women with multiple roles accrue psychological benefits. Women reported feelings of success in personal arenas buffered failures or problems at work. Successfully coping with risks and hardships in their personal lives helped women feel more able to deal with challenges at work. For example, one woman said, "I've taken a lot of risks in my personal life as well as my career life. Made decisions, big decisions and things like that and, in that sense of getting strength of having taken a risk in one area, [it] gives you a little strength to say 'I can do this' in another area."

Others explained that new perspectives gained from having commitments outside work enabled them to look at work situations more objectively. For example, one woman said, "I think when you have other responsibilities in your life, you're able to see that [work] perspective a little bit better . . . I think that I have a broader perspective." This finding supports Crosby's (1991) assertion that multiple roles are beneficial because they provide the opportunity to look at problems from broader vantage points.

Emotional support and advice. Emotional support from friends and family also enriched professional lives and was the third most common theme (19%). Emotional support plays a significant role in the leadership development process because it buffers some of the stress associated with difficult challenges (Van Velsor, McCauley, & Moxley, 1998). Consider the importance of support in the following excerpt: "I have a lot of friends who, like

myself, are pretty much in the director level or high-up in their companies. And in meeting a lot with them, we do tend to discuss a lot of the work issues each one faces. We sort of help each other with work-related issues to help us be more effective." This woman went on to explain that in addition to giving her advice on effectively dealing with work issues, her friends also provided emotional support, cheering each other on when dealing with persistent managerial challenges. They encouraged and coached one another in how to deal with problems with no easy solutions. They acted as sounding boards for each other. In line with the literature that suggests multiple roles provide resources for social support, the women we interviewed reported that relationships cultivated through roles outside work helped them effectively deal with tough work-related issues.

Handling multiple tasks. The fourth most frequently mentioned theme (9.7%) was that planning and prioritizing multiple tasks at home was good practice for juggling multiple managerial responsibilities. The women reported juggling multiple personal responsibilities promoted efficiency, focus, and organization at work. Dealing with and strategizing about family issues (such as elder care and child care) helped women make proactive plans at work, as is demonstrated in the following quotations:

My planning skills have improved tenfold since becoming a parent . . . It's my ability to anticipate things. I can see people in a meeting scratching their head because they don't know what happened. As a parent you have to sense—I have to be able to know by a cough if my kid is going to be sick. If so, I'd better be thinking about childcare tomorrow morning. That's my life . . . That ability—it's like you're like that all the time. There is no time your guard is down. It just flows much easier in work. You read signs much better because of parenting.

Taking on all those roles . . . being a mother, tending a household, working with an au pair, being a spouse, friend . . . I think all those aspects add organization into your life so that you're much more efficient and organized at work.

Thus, there appear to be some task-related managerial skills learned in arenas outside the workplace. Certain task implementation and structuring skills are learned in the personal spheres of life. This is another example of how skills learned in one domain act as resources for another.

Personal interests and background. A fifth theme, mentioned by 6.5 percent of the women, was that personal interests and background provide key sources of information at work. For example,

one well-traveled executive explained how her experiences living in different countries as a young adult enabled her to better handle global responsibilities at the executive level. Others suggested personal experiences contributed to their awareness of the competitive environment and the marketplace. For example, consider the responses of this marketing director in a consumer products company: "I am a consumer and I happen to work for a company that sells products that the gatekeeper for, if you will, is me. I may not be typical because of income and position in my job, but the female that shops the supermarket or shops for their family is typically going to be twenties to forties, female. . . . If you're looking to appeal to the gatekeeper, to the decision maker in the household, you're looking to appeal to people that think kind of like me." Consistent with the literature on managerial learning were reports from the women in our study that roles in the nonwork domain provided situations useful for developing insights relevant to work.

Leadership. The final theme, mentioned by 4.8 percent of the women, represented learning about leadership through personal experiences. Women learned leadership skills through their experiences in family businesses and participation in community and religious organizations. Volunteer organizations provided a way for managers to gain experience with leadership positions and become comfortable in authority roles. They also taught managers how to achieve goals through others and how to design, develop, and implement organizational systems. Personal roles provided the motivation and opportunity to learn skills that could be transferred to work roles. Consider the learning experience of the executive in the following excerpt. Prior to being involved in her current profession, she was a homemaker, mother, and volunteer: "I was the president of a women's organization. I am sure that was the stepping-stone to my career. I had roughly 300 women in the organization. I had to hire people for the committees, for vice presidencies, oversee all those committees, and started new programs. Volunteer jobs really taught me skills."

Hypotheses

This initial study suggested professional resources can be gained from personal roles. We identified six types of resources: interpersonal skills, psychological grounding, emotional support and advice, multitasking, interests and background, and leadership practice. In addition to replicating the finding in the role accumulation literature that a multiple-role lifestyle provides resources in terms of psychological well-

being and emotional support, this study suggests there are other ways nonwork roles enrich managerial skills. Personal roles contribute to managerial roles by providing the opportunity to learn interpersonal skills and multitasking skills, providing relevant background, and by offering venues for testing leadership talents. These opportunities should translate into improved managerial skills and abilities.

To look more generally at whether or not roles outside of work are linked to skill development, we conducted a second study. The qualitative study asked the interviewees to recall examples of role accumulation benefits. Lee and his colleagues (1999) suggested qualitative research is well suited to explanation and elaboration but is perhaps not well-suited to addressing questions of prevalence and generalizability. In the quantitative study, we wanted to see if a general link could be established without prompting the participants and without relying on self-assessments of managerial effectiveness. If skills really do transfer across roles, there should be observable patterns in leadership skills in relationship to commitment to multiple roles. On the basis of this initial study, we formulated the following general hypotheses:

Hypothesis 1. For women managers, commitment to a variety of nonwork roles will be positively related to psychological well-being.

Hypothesis 2. For women managers, commitment to a variety of nonwork roles will be positively associated with managerial interpersonal and task-related skills.

STUDY 2 METHODS

In Study 2, we used quantitative methods to further examine the relationships suggested by results of Study 1. Study 2 provides the additional perspective of managerial effectiveness data obtained from other raters. Participants' biographical information sheets, effectiveness rating data, and research questionnaires as described in Study 1 provided the data for Study 2.

Sample and Data Collection

This sample was also drawn from the women attending the leadership development program described in Study 1. They were recruited via a letter of invitation prior to attending the program. Again, participation was voluntary, and confidentiality was assured. All questionnaires were returned by mail prior to the program. The women from Study 1 were not included in Study 2; they attended the same program but at different times.

Two hundred seventy-six women participated from October 1995 through November 1999, representing a response rate of 67 percent. These women were demographically similar to those in Study 1. Most of the women were U.S. citizens, and 85 percent were white. Their average age was 40 years ($s.d. = 6.23$). Eighty-one percent were married or involved in a committed relationship, and 47 percent had dependent children. Most (53%) held graduate degrees. About 15 percent of the women worked in education, government, or the nonprofit sector; the remainder worked for public corporations. Twenty-nine percent held middle management positions, and 65 percent were in upper-middle management or executive positions. Their average salary was \$96,978 ($s.d. = \$38,556$).

Nearly all of the women described above completed the biographical information sheet and the research survey, which contained the questions related to psychological well-being. After January 1999, the program began to use a different 360-degree assessment instrument, so performance data from the original instrument were only available for a subset of the women ($n = 177$). The characteristics of this sample were nearly identical to the characteristics of the larger sample.

Independent Variables

Multiple life role commitment. Twenty-one items assessed perceptions of personal investment in five key life roles: occupational, marital, parental, community, and friendship. We chose these roles because they were the most frequently mentioned by the women in our interview study as contributing to their effectiveness as leaders as well as to their psychological well-being. Commitment to occupational, marital, and parental roles was assessed via questions derived from the Life-Role Salience Scales (LRSS) by Amatea, Cross, Clark, and Bobby (1986). The LRSS also includes a fourth role, home care, which we elected not to include because women in the interview study did not mention this role as enhancing their professional lives. To be more inclusive of different life relationships, the words "marriage" and "spouse" in the questions pertaining to marital commitment were changed to "committed relationship" and "life partner." We wrote and added similarly structured items to assess commitment to community and friendship roles. We did this because community and friendship roles were frequently mentioned in the qualitative study. All items were measured on a Likert scale. Validity evidence for the LRSS is reported in Amatea et al. (1986). Shukla and Gupta (1994) and Campbell and Campbell (1995) pro-

vided additional construct validity. Cronbach alphas for the LRSS were as follows: occupational, .83; marital, .79; and parental, .84. The alpha for the newly developed friendship role commitment scale was .76, and for community role commitment it was .87. The Appendix lists questionnaire items used for these and the other variables in the study.

The assumption underlying the LRSS is that work and family roles can occur in concert and are not mutually exclusive. Barnett suggested that future research on work and family should look at the self as a unified whole with a variety of coexisting needs and responsibilities, rather than continuing to study workers "as if they were made up of separate and competing 'selves'" (1998: 126). Instead of assessing role occupancy, which is simply counting the number of roles a person holds, the LRSS assesses a manager's interest in and willingness to commit to a given role. Commitment reflects both the significance of the role to an individual and the fact that not everyone who occupies a role is equally invested in it (Greenberger & O'Neil, 1993). Although the role scarcity approach typically measures role occupancy, investigations in the role accumulation tradition focus on affective commitment to roles or on the costs incurred if a particular role is not fulfilled (Stryker & Serpe, 1994). Patterns of role commitment have a more consistent effect on well-being than role occupancy because commitment reflects variations in the significance of each role to an individual (Malley & Stewart, 1988).

Another advantage of these measures is that they distinguish among various personal life roles, rather than lumping them all into one "family" role. It is also important to note that it is not necessary for a person to actually occupy a role to answer the questions germane to it. However, having children was significantly correlated with parental role commitment ($r = .45, p < .001$), and being married or in a committed relationship was significantly correlated with marital role commitment ($r = .20, p < .001$), suggesting the role commitment measures did reflect role occupancy.

The existing body of research using the LRSS tends to look at each role separately in relation to various outcomes. However, in our study we were interested in the effects of a *constellation* of roles rather than in individual roles. Thus, we needed to create a summary measure of involvement in multiple roles. We summed women's commitment to each of the five nonwork roles to create a *multiple life role commitment* measure. A high score on this measure indicates stronger commitment to a variety of roles. Because we were interested in commitment to roles outside of work, we did not include

the occupational commitment scale in the creation of this measure but retained it as a control variable in our analyses.

Dependent and Control Variables

Psychological well-being. Psychological well-being is a multidimensional construct (Ryff & Keyes, 1995). As discussed earlier, multiple roles may be related to feelings of satisfaction and self-worth. Thus, to assess psychological well-being, we used three different measures of well-being common in the research literature: life satisfaction, self-esteem, and self-acceptance. *Life satisfaction*, a cognitive, judgmental assessment of well-being, was measured using a five-item Likert scale commonly used in organizational research (Diener, Emmons, Larsen, & Griffin, 1985) on which a higher score indicates greater life satisfaction. The internal consistency of this scale for our sample was .84.

In the multiple roles literature, self-esteem is often used as an indicator of psychological well-being (e.g., Baruch & Barnett, 1987; Coleman, Antonucci, & Adelman, 1987; Reitzes & Mutran, 1994). We used Rosenberg's (1989) ten-item *self-esteem* scale as our second measure. Respondents were asked to rate how they felt about themselves in a general sense, using the same Likert scale as for life satisfaction. Examination of the internal consistency estimates in our sample revealed that one item did not contribute to the scale, so it was dropped, and the remaining nine items were used to compute the scale. The resulting Cronbach alpha was .85.

Our third measure of well-being was the 28-item *self-acceptance* scale from the California Psychological Inventory (CPI; Gough & Bradley, 1996), which is intended to measure comfortable self-acceptance and a sense of self-worth. Although associated with global self-esteem, the self-acceptance scale also taps other dimensions of well-being, such as autonomy, positive relationships with others, initiative, and openness to new experiences, similar to those emphasized in Ryff and Keyes's (1995) model of positive psychological functioning. People with higher scores on the self-acceptance measure tend to be self-reliant, comfortable with themselves, capable of defining their own roles, and optimistic about the future. They are free of significant internal conflicts (McAllister, 1988). Lazarus, Speisman, Mordkoff, and Davison (1962) also reported that individuals with high self-acceptance scores exhibited fewer physical signs of stress, suggesting that they might be more likely to respond with positive feelings when challenged by environmental demands. The published internal

consistency of the self-acceptance scale is .69 (Gough & Bradley, 1996).

Managerial skills. Managerial effectiveness was assessed via a 360-degree survey instrument developed by the Clark Wilson Group. The survey was customized for participants in this development program and was derived primarily from the Survey of Executive Leadership, Form D[®] (Clark Wilson Group, 1998). It is based on the Task Cycle[®] theory of learning and development and meets standards for reliability and validity (Wilson, Wilson, & Wilson, 1996).¹ The instrument is comprised of 92 items on 19 subscales. Internal consistency of these subscales ranges from .69 to .90. Each item is rated on a seven-point Likert format. The dimensions assessed reflect the skills and perspectives the women interviewed in Study 1 mentioned learning or improving upon through roles outside of work, including interpersonal skills such as understanding and motivating people as well as other critical leadership skills. Each participant distributed surveys to her boss and to several of her subordinates and peers. Each woman was rated by an average of 4.24 peers and 3.65 subordinates.

For reasons of parsimony, it was necessary to reduce the number of managerial skill measures. Factor analyses by the Clark Wilson Group (Wilson, 1995) suggest the subscales can be grouped into two overarching factors. The first factor includes items oriented toward work skills, or "task," and the second factor includes items representing interpersonal "tone." Conceptually these factors replicate the "initiating structure" and "consideration" findings of the Ohio State Leadership Studies (Stogdill & Coons, 1957). We performed confirmatory factor analysis (CFA) on the ten subscales in the survey with the strongest psychometric properties to test the two-factor model proposed by Wilson (1995). We used AMOS 4.0 (Arbuckle, 1999) to perform a separate CFA for each rater group.

Overall results supported the two-factor model for each rater group. For each rater group, the chi-square was statistically significant (χ^2 s: bosses, 434.35; peers, 613.53; subordinates, 541.31; $df = 64$, $p < .001$). However, Bollen (1989) suggested that skewness, kurtosis, and sample size, among other factors, may distort the chi-square statistic, and he suggested examining other fit indexes as well. Examination of the relative fit index (RFI), normed fit index (NFI), and comparative fit index (CFI) showed that all were within the recommended (Bentler & Bonett, 1980; Bollen, 1989)

¹ Task Cycle[®] is a registered trademark of the Clark Wilson Group, Boulder, CO (www.clarkwilsongroup.com).

ranges (bosses, RFI = .95, NFI = .97, and CFI = .97; peers, RFI = .94, NFI = .96, and CFI = .96; subordinates, RFI = .94, NFI = .96, and CFI = .96). Thus, we judged the two-factor model to be acceptable for all three rater groups.

We also compared this model to a single-factor model to determine whether or not the managerial skills represented a single underlying construct. The fit statistics for the one-factor model indicated a poorer fit than the two-factor model. This finding was consistent across rater groups (bosses, $\chi^2 = 454.73$, RFI = .95, NFI = .96, CFI = .97; peers, $\chi^2 = 653.50$, RFI = .94, NFI = .96, CFI = .96; subordinates: $\chi^2 = 592.24$, RFI = .93, NFI = .95, CFI = .95; $df = 65$, $p < .001$). Chi-square difference tests (Bollen, 1989) suggested the two-factor model fit the data better than the one-factor model ($\Delta\chi^2$ s: bosses, 20.38; peers, 39.97; subordinates, 50.93; $p < .001$).

Wilson and coauthors (1996) reported a high level of interrater agreement, typically above .90, for their instrument. Therefore, because our hypotheses do not address rater group differences and the confirmatory factor structures were similar for each rater group, we aggregated the peer, subordinate, and supervisor ratings to derive average performance ratings on the task and interpersonal scales. Self-ratings were not included because our focus was on managerial performance as observed by others. The resulting two ratings served as dependent variables for managerial effectiveness. The interpersonal skills variable was created from the sharing credit, personal presence, collaboration, managing complexities, and managing conflict scales. We created the task-related skills variable using the vision, risk-taking, marketplace awareness, personal motivation, and standards of performance scales.

Control variables. Human capital theory and managerial performance models have shown that ability and skills improve with increasing age and education. Barnett (1998) further suggested the importance of considering individual difference characteristics of workers when studying work-family issues. Therefore, in these analyses we used measures of actual chronological age and the highest level of education achieved as control variables.

In addition, because we were interested in what women's involvement in multiple roles outside the work environment contributed to their skills at work, we controlled for commitment to the work role, using Amatea et al.'s (1986) measure of occupational role commitment, which is described above.

Analysis

To assess the relationships of multiple life role commitment to psychological well-being and leadership skills, we performed a series of hierarchical regression analyses. One set of analyses examined the relationships of women's reports of their commitment to multiple roles to their feelings of life satisfaction, self-esteem, and self-acceptance. Separate regression analyses were performed for each psychological well-being dependent variable. Another set of analyses examined the relationships of women's commitment to multiple roles to ratings of the women made by others on the 360-degree instrument. Separate regression analyses were performed for the dependent measures of interpersonal and task-related performance. For each model, in the first step we entered age and education as control variables. In the second step, we entered occupational role commitment. In the third step, we entered the multiple life role commitment variable. Independent and control variables were not significantly correlated, suggesting that multicollinearity was not a problem. Examination of the plots of the predicted and residual values for each analysis revealed no patterns that would suggest violations of ordinary least squares assumptions.

STUDY 2 RESULTS

Table 2 presents the means, standard deviations, and correlations of the role commitment measures, psychological well-being scales, and managerial skills measures. The multiple life role commitment scale correlated .23 with interpersonal skills ($p < .01$), .30 with task-related skills ($p < .01$), .18 with life satisfaction ($p < .01$), and .29 with self-acceptance ($p < .01$), but it did not correlate significantly with self-esteem. Of the well-being measures, life satisfaction correlated .49 with self-esteem ($p < .001$) and .24 with self-acceptance ($p < .01$). Self-esteem and self-acceptance correlated .30 ($p < .01$). The strongest correlation (.62, $p < .001$) was between the two measures of managerial skills but, as discussed earlier, confirmatory factor analyses supported keeping the two factors.

Multiple role commitment and well-being. Hypothesis 1 suggests that commitment to multiple life roles will be positively related to feelings of psychological well-being. Results of the hierarchical regressions for well-being are presented in Table 3. Multiple life role commitment contributed significantly to the prediction of two of the three well-being variables tested. Commitment to multiple roles predicted statistically significant variance in life satisfaction ($\Delta R^2 = .03$, $\Delta F = 8.75$, $df =$

TABLE 2
Descriptive Statistics and Correlations for all Variables

Variable	Mean	s.d.	1	2	3	4	5	6	7	8	9
1. Age	40.45	6.23									
2. Education	2.57	0.76	-.00								
3. Occupational role commitment	3.37	0.62									
4. Multiple life role commitment	14.20	1.90	-.02	.06	-.11						
5. Life satisfaction	3.62	0.76	.06	.02	.03	.18**					
6. Self-esteem	37.49	5.78	.08	-.02	.11	.12	.49**				
7. Self-acceptance	58.05	8.21	-.04	.01	.03	.29**	.24**	.30**			
8. Interpersonal skills	5.28	0.56	-.03	.10	-.07	.23**	.12	.11	.14		
9. Task-related skills	5.48	0.46	-.08	.16*	.09	.30**	.08	.08	.21**	.62**	

** $p < .01$

TABLE 3
Results of Hierarchical Regression Analyses for Psychological Well-Being^a

Step	Independent Variable	Life Satisfaction				Self-Esteem				Self-Acceptance			
		β	R^2	ΔR^2	ΔF	β	R^2	ΔR^2	ΔF	β	R^2	ΔR^2	ΔF
1	Age	.05	.00	.00	0.45	.07	.01	.01	0.86	-.04	.00	.00	0.21
	Education	.01				-.03				-.01			
2	Occupational role commitment	.04	.00	.00	0.15	.11	.02	.01	2.82	.06	.00	.00	0.20
3	Multiple life role commitment	.17*	.03	.03	8.75**	.13*	.03	.02	4.80*	.28**	.08	.08	24.23**
Overall model F			2.46*				2.35*				6.22**		
df			4, 284				4, 284				4, 284		

^a Betas are reported for the final step. $n = 288$.

* $p < .10$

* $p < .05$

** $p < .01$

4, 284, $p < .01$) and self-acceptance ($\Delta R^2 = .08$, $\Delta F = 24.23$, $df = 4, 284$, $p < .01$). Commitment to multiple roles was the only significant predictor in the equation. For self-esteem, the overall model approached but did not quite achieve statistical significance. Again, multiple life role commitment was the only significant predictor in the equation ($\Delta R^2 = .02$, $\Delta F = 4.80$, $p < .05$).

Results provide partial support for Hypothesis 1 and suggest that managerial women who are committed to a variety of roles: (1) seem to be very satisfied with their lives in general, (2) have a very strong sense of self-worth, and (3) acknowledge and accept multiple aspects of themselves. A constellation of different roles may be more important than any single role for satisfaction in life and for developing self-confidence and a positive attitude toward oneself in general. Managers who engage in multiple life roles feel that they can be successful and add value to the world, and they also respect themselves and exhibit high levels of life satisfaction. They also tend to have high levels of self-

esteem, although this finding did not achieve statistical significance. This may be partially explained by the fact that self-esteem tends to be most strongly associated with the employment role (Baruch & Barnett, 1987; Coleman et al., 1987), with paid workers tending to have higher levels of self-esteem. Since all of the women in our sample were highly educated with at least fairly prestigious managerial jobs, it may be difficult to detect differences in self-esteem among them.

Multiple role commitment and managerial skills. Hypothesis 2 predicts a positive relationship between commitment to multiple roles and women's effectiveness in two leadership domains. The hierarchical regression results for skills, which are presented in Table 4, support the effectiveness hypothesis. Multiple life role commitment was a significant predictor of both interpersonal skills ($\Delta R^2 = .04$, $\Delta F = 7.65$, $df = 4, 172$, $p < .01$) and task-related skills ($\Delta R^2 = .07$, $\Delta F = 14.36$, $df = 4, 172$, $p < .01$). As with well-being, neither the demographic controls nor occupational role com-

TABLE 4
Results of Hierarchical Regression Analyses for Managerial Skills^a

Step	Independent Variable	Interpersonal Skills				Task-Related Skills			
		β	R^2	ΔR^2	ΔF	β	R^2	ΔR^2	ΔF
1	Age	.01	.01	.01	0.97	-.08	.03	.03	2.62
	Education	.09				.12			
2	Occupational role commitment	-.02	.01	.00	0.35	.13	.04	.01	1.51
3	Multiple life role commitment	.21**	.06	.04	7.65**	.28**	.11	.07	14.36**
Overall model F			2.51*				5.41**		
df			4, 172				4, 172		

^a Betas are reported for the final step. $n = 176$.

* $p < .05$

** $p < .01$

mitment contributed a significant portion of the variance in either managerial skills model; commitment to multiple life roles was the only significant predictor. Many of the women interviewed in Study 1 believed their involvement in multiple life roles helped them be more effective managers. The results of Study 2 suggest that bosses, peers, and subordinates also perceive that women who are committed to multiple roles are highly effective in both the interpersonal and managerial task related arenas.

We recognize that the multiple squared correlation values for all models are fairly low; each model typically only accounts for about 5 or 6 percent of variance. However, the addition of multiple life role commitment contributes a new dimension to our understanding of what facilitates effective managerial performance. When applied to large numbers of people in organizations, even small significant effects can have tremendous practical applications (Schmidt, Hunter, & Pearlman, 1982). These findings suggest that organizations may want to do a better job of recognizing the psychological and professional benefits of a multiple-role life for their employees. Rather than discouraging people from spending time and energy in nonwork roles, organizations may want to try to find ways to encourage and facilitate the transfer of learning from nonwork to work arenas.

DISCUSSION

Interest in the interplay between different life roles for women managers has grown in recent years, as more women enter the workforce, advance in organizational hierarchies, and take on new work roles with increasing responsibility. Initially, organizational research in these areas focused on the conflict between work and family, suggesting

that women who tried to combine careers with family and other nonwork roles suffered significant psychological and physical stress and might not perform well at work because of conflicts stemming from nonwork roles. The two studies reported here investigated the relationships between multiple life roles, psychological well-being, and work effectiveness from the more positive perspective suggested by role accumulation theory.

The results of the two studies challenge a major contention of previous research based on role scarcity theory, namely, the idea that multiple roles only serve to deplete effectiveness at work. Evidence from these studies suggests multiple roles can accumulate in ways that benefit women managers. In the first study, we used qualitative methods to identify the ways in which personal roles may benefit professional roles. Results showed that women see professional benefits from the psychological rewards, social support, and skills acquired through personal roles. In a subsequent quantitative study, we built on these findings by examining the relationships between multiple roles, psychological well-being, and effectiveness at work. Both studies support the role accumulation perspective that multiple roles can be enriching rather than depleting.

In particular, the role accumulation literature suggests a positive relationship between psychological functioning and commitment to multiple roles for women. Women interviewed in the qualitative study reported that their personal lives provided them with psychological resources that enhanced their work performance. They garnered satisfaction, confidence, esteem, and a well-rounded perspective that helped them cope with work-related issues. Roles identified in the qualitative study as perceived to be particularly enhancing were empirically measured in the follow-up quan-

titative study. Results from the quantitative study confirmed commitment to multiple roles was related to general life satisfaction as well as to a positive sense of self-worth and self-esteem.

Supporting the role accumulation and enrichment perspective, results of both studies also suggest that women's commitment to multiple roles may contribute to work effectiveness. First, the qualitative study suggested managers themselves saw evidence of performance enhancement. They spoke mostly in terms of transfer of skills across roles. Personal roles such as those of spouse, friend, parent, traveler, sister, volunteer, and daughter were identified as providing opportunities to learn skills, values, and abilities useful at work. Women learned leadership skills and how to understand others and handle multiple tasks from nonbusiness roles. On the basis of these findings, we anticipated multiple roles would be related to enhanced leadership skills in the eyes of bosses, peers, and subordinates.

The quantitative findings confirm investment in multiple roles is associated with managerial skills as perceived by others. High investment in multiple roles was related to both interpersonal skills and task-structuring skills. In other words, skill ratings from observers covaried with the managers' own ratings of their investments in multiple roles. The two studies together suggest that personal experiences provide resources that help managers respond to work-related demands. Thus, a key contribution of this research is demonstration of both qualitative and quantitative positive associations between a manager's commitment to multiple roles and her managerial skills.

Rothbard's (in press) work suggests one dynamic that may be at work here. She hypothesized that positive emotions generated from one role increased engagement in other roles. Most of the roles described by women in our qualitative study can be characterized as "happy" roles that tend to evoke positive emotions (marital and parental roles, for example). Women tended not to talk about roles associated with more negative emotions as being enriching or enhancing (caring for a sick parent, for instance). Rothbard found that women's positive family affect was positively associated with work absorption, a finding consistent with an enrichment perspective. Interestingly, she did not find a similar effect for men. Frederickson (1998) suggested that positive emotions broaden one's "thought-to-action repertoire" and help build personal resources. Positive affect encourages people to notice connections and relationships among ideas and thoughts and to process information in a more flexible and integrated fashion (Isen, 1987).

Thus, it may be that multiple roles only enhance work roles if the former generate positive emotions; emotions or affect may mediate the relationship between commitment to roles outside of work and increased effectiveness at work.

An important contribution of this study is that it introduces into the management literature an idea drawn from the psychological literature on role accumulation, that commitment to multiple roles may be beneficial to both individual and organization in ways previously unimagined. Rothbard (in press) suggested work-family discourse should be refined to consider the replenishing effects of multiple roles. This research represents a first step in elaborating some of the benefits of multiple roles. In our view, the value of this research is that it provides for a more detailed and balanced understanding of the multiple roles of managerial women than the prevailing conflict-oriented approach allows. In general, and in line with the expansion hypothesis, we believe that nonwork roles contribute to performance at work and to psychological well-being. This is because multiple roles provide more opportunities for women to succeed and to feel good about themselves. Further, they provide more opportunities for managerial learning as well as significant opportunities for support.

Certainly, an argument can be made that multiple roles provide women with more chances to fail and, therefore, to feel badly about themselves, and may create additional sources of stress. Burnout, exhaustion, and negative spillover are likely outcomes of multiple roles as well. However, given that managerial women are typically highly competent and are committed to success, it is likely that expanded opportunities offer them more benefits than have previously been acknowledged in the research literature. The goal of this study was to shift the dialogue from an emphasis on "How do women's outside roles interfere with their work roles?" to "Can outside roles contribute to the well-being and performance of managerial women?" The answers to both questions are important. The research is complicated, because multiple life roles interact with a variety of personal and organizational factors, such as the influence of personal choice of roles and the importance of both organizational and nonwork supports. More research on these dynamics should help clarify these issues.

Limitations

Although these studies provide a fresh take on an old issue, our research is still in an early stage. There are several limitations to the interpretability and generalizability of these data. This work is

primarily based on qualitative analysis and multiple regression equations. Although we have demonstrated a relationship between the commitment to multiple roles and well-being and effectiveness at work, we realize the link between multiple roles and these outcomes is more complex than the simple relationships suggested here. The cross-sectional nature of the data makes it incorrect to infer a causal relationship. Although we suggest commitment to multiple life roles enhances well-being and managerial skills, it is also possible that better-adjusted or more competent managers are more drawn to a life with varied roles. Most likely, the relationship between multiple roles and these outcomes is reciprocal, with engagement in multiple roles facilitating positive outcomes and these positive outcomes facilitating commitment to multiple roles. Future research should also investigate how one's work role may enhance roles outside of work.

Further, the sample is limited to only those employed women managers who had invested concentrated energy in their own development and, through some element of choice (their own or someone else's), had come to a women-only program. Previous psychological research suggests to us that the well-being finding would probably still hold up for women less invested in their careers or development. Perhaps women who have not invested as much in their careers and development might be less likely to see the learning links between personal and professional lives, but the performance enhancement effect might still occur. Learning might still transfer, but women less invested in their careers or development might not be as aware of the transfer and might not be able to articulate it in an interview study such as our Study 1.

Additionally, the sample is limited by its exclusive focus on women. It would be worthwhile to investigate the relationships between multiple roles, well-being, and performance for men as well. Previous qualitative studies of executive men suggest that the integration of dedicated careers with active personal lives can result in superior performance (Kaplan, Drath, & Kofodimos, 1991; Kofodimos, 1993). Indeed, Kaplan and colleagues found that single-minded focus on career achievement can actively undermine managerial excellence.

We followed an established precedent and averaged ratings across rater groups. However, future research might also compare ratings across groups (bosses, peers, and subordinates) to see if one group is more likely than another to perceive enhanced effectiveness in women who are highly committed to multiple roles.

Implications and Conclusions

Despite these limitations, these studies make several contributions. Our findings suggest the need for a theoretical reconceptualization of work-life relationships. In accordance with the role scarcity tradition, most of the literature on work-life issues sets up a polarization between work and nonwork roles. This distinction is very helpful in identifying the conflicts women experience between work and nonwork; however, this distinction gets in the way of seeing the synergy between different roles that can contribute to well-being and performance. Our study challenges the dominant view that engagement in one role is inherently depleting to other roles. Conversely, a role accumulation perspective captures the synergistic effects of multiple roles. Our findings establish an important link between multiple roles and both psychological and effectiveness outcomes. The findings support the feasibility of applying the role accumulation perspective to managerial women.

Future research and theory would benefit by taking both the costs and benefits of a multiple-role life for women into account. Obviously, multiple roles are associated with both enhancement of the managerial role and the experience of stress. Work-family conflict and the resulting stress are very significant phenomena, and these results don't minimize their occurrence. Our results simply suggest there is more to the picture of work-family relationships than is currently acknowledged. Future research should identify the conditions under which these different outcomes occur. The stress, coping, and adaptation model of Lazarus and Folkman (1984) may offer a means for understanding the full range of outcomes from multiple roles. According to this model, women with multiple roles appraise the extent to which their resources will allow them to handle a challenging situation. The situation is appraised positively if they feel they have the resources to meet the demand or if they feel it will enhance their well-being. A situation is seen as stressful if they feel the demands of the situation exceed their resources. To better understand when there is a career payoff for multiple roles and when there is a cost, it may be important to identify and understand how appraisals of multiple role demands are made and how determinations of resource sufficiency are made. In a similar vein, future research could try to determine at what point multiple roles stop being developmental and instead become overly stressful or perhaps even debilitating.

In addition, it would also be worthwhile for further research to continue using a role commitment

framework in exploring these issues. Such a perspective captures the fact that people with the same role structure may be differentially committed to the different roles. A role commitment perspective allows for the fact that not all mothers, life partners, and volunteers are equally invested in each particular role.

Multiple individual roles can result in benefits both to individual and organization. Powell and Mainiero (1992) proposed that women's careers and work lives cannot be understood without also examining their nonwork lives. The findings of this study strongly support this proposition. Researchers need to adopt a more holistic approach to investigating the lives of women managers (as well as the lives of their male colleagues). A theoretical view that allows for synergy across roles in addition to competition between roles will open up additional avenues for understanding work behaviors and attitudes. Furthermore, organizations should adopt a more holistic approach as well. Organizations with policies, programs, and climates that provide for alternative work schedules, family supports, and involvement in the community encourage more integrated lives. Policies that allow for flexibility can create a way for managers to successfully integrate their careers and off-the-job lives that should result in enhanced performance. Because organizations vary in the degree to which their environments support personal lives, future research should look at the existence or absence of such supportive mechanisms as a moderator of the relationship between overlapping roles and effectiveness.

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APPENDIX

Items^a

Unless otherwise indicated, items were rated on a scale ranging from 1, "strongly disagree," to 5, "strongly agree."

Multiple Life Role Commitment

I expect to commit whatever time is necessary to making my life partner feel loved, supported, and cared for.

Devoting a significant amount of my time to being with or doing things with a life partner is not something I expect to do. (R)

Really involving myself in a long-term committed relationship involves costs in other areas of my life that I am unwilling to accept. (R)

I expect to work hard to build a good committed relationship even if it means limiting my opportunities to pursue other personal goals.

I expect to devote a significant amount of my time and energy to the rearing of my children.

I expect to be very involved in the day-to-day details of the rearing of my children.

Becoming involved in the day-to-day details of rearing children involves costs in other areas of my life that I am unwilling to make. (R)

I do not expect to be very involved in childrearing. (R)

Devoting a significant amount of time and energy to building and maintaining close relationships with friends is not something I expect to do. (R)

I expect to work hard to develop close personal friendships.

I prefer to have many casual acquaintances rather than a few close friends. (R)

I expect to commit whatever time is necessary to developing close relationships with one or more people I feel similar to and am comfortable being with.

I expect to spend a great deal of my time and energy creating and nurturing close personal friendships, even if it means limiting my opportunities to pursue other personal goals.

I expect to devote some of my non-work time to volunteer activities.

I expect to hold a leadership position in a community, social, school, or religious organization.

I expect to be active in volunteer organizations.

Even though I am busy at work, I still expect to devote a significant amount of time and energy to volunteer work.

Occupational Role Commitment

I want to work, but I do not want to have a demanding career. (R)

I expect to make as many sacrifices as are necessary in order to advance in my career.

I value being involved in a career and expect to devote the time and effort needed to develop it.

I expect to devote whatever time and energy it takes to move up in my career field.

Psychological Well-Being

Life Satisfaction

In most ways my life is close to my ideal.

The conditions of my life are excellent.

I am satisfied with my life.

So far, I have gotten the important things I want in life.

If I could live my life over, I would change almost nothing.

Self-Esteem

I feel that I am a person of worth, at least on an equal plane with others.

All in all, I am inclined to feel that I am a failure. (R)

I am able to do things as well as most other people.

I feel I do not have much to be proud of. (R)

I take a positive attitude toward myself.

On the whole, I am satisfied with myself.

I wish I could have more respect for myself. (R)

I certainly feel useless at times. (R)

At times, I think I am no good at all. (R)

^a Items are given verbatim. "R" indicates reverse-coding.

Self-Acceptance

Our questionnaire contained these and additional items from the California Psychological Inventory.

Respondents indicated whether or not they felt a statement was true about themselves by marking "true" or "false."

I was a slow learner in school.

It is hard for me to act natural when I am with new people.

It is hard for me to find anything to talk about when I meet a new person.

It is hard for me to start a conversation with strangers.

Sometimes I rather enjoy going against the rules and doing things I'm not supposed to do.

I must admit I often do as little work as I can get by with.

I have a natural talent for influencing people.

Managerial Skills^b

Raters responded to statements prefaced by "This person named ____." Items were rated on a scale ranging from 1, "never" or "to a small extent," to 7, "always" or "to a large extent."

Interpersonal Performance

Lets people know their efforts are appreciated.

Is the sort of individual other people like to work with.

Collaborates well in team situations.

^b These sample items from the Survey of Executive Leadership, Form D ©1998, are reproduced herein with permission of the Clark Wilson Group, Boulder, CO. Our questionnaire contained additional items from this survey.

Task Performance

Will take a risk on a proposal if it looks promising.

Observes market trends and recommends changes to keep competitive.

Places emphasis on being sure work is done well.



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