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THRIVING AT WORK IN THE CONTEXT OF WORK AND NONWORK CHARACTERISTICS

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AUTHORSHIP STATEMENT

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SUMMARY

The pandemic has set in motion immense developments that were previously progressing at a more steady pace (Kniffin et al., 2021). As the pandemic has had an important impact on employee wellbeing (Carnevale & Hatak, 2020), it is important to support them in the future of work. One promising way to support employees on their journey to the workplace is through the premise of positive organizational scholarship. Positive organizational scholarship promotes human excellence, which is reflected in improved employee and organizational performance (Dutton et al., 2008). One such positive workplace aspect is thriving at work, which has become increasingly important in the workplace in recent years due to its impact on employee performance, engagement, health, and well-being.

Thriving at work "is defined as a psychological state in which individuals experience both a sense of vitality and a sense of learning at work" (Spreitzer et al., 2005, p. 538). Based on this definition, vitality and learning are two essential components of thriving that coherently promote the self-development of the individual and contribute to the positive aspects of work-related outcomes (Spreitzer et al., 2005). Thriving is viewed as an internal quality of the individual that is fuelled by positive feelings of energy and provides a sense of progress in self-development (Spreitzer et al., 2005) and is anchored in self-determination theory (Ryan & Deci, 2000). Thriving is important because it benefits both employees and organizations. It has gained academic and practical interest in recent years due to the positive work outcomes it produces, such as higher performance (Ali et al., 2018; Elahi et al., 2020) or engagement (Abid et al., 2018). Thriving has been also recognized as an important factor in human sustainability (Barnes et al., 2023). The increasing interest in thriving is also evident from various literature reviews in recent years (Abid & Contreras, 2022; Goh et al., 2022; Shahid et al., 2020) and meta-analyses (Kleine et al., 2019; Liu et al., 2021). In addition, newly proposed theories extend thriving at work to thriving in nonwork contexts (Carmeli & Russo, 2016; Hyde et al., 2022).

Although research on the topic of thriving is increasing, it is still in its infancy. There are still many questions that need to be clarified. The **aim** of this dissertation is, therefore, to contribute to a deeper understanding of thriving at work in work and nonwork contexts, taking into account the influence of organizational as well as nonwork factors. In particular, we focus on how these factors impact thriving and how thriving employees balance work and nonwork domains.

In Chapter 1, we conduct a literature review using bibliometric methods and analyze the literature published up to July 2021 on the topic of thriving in the workplace. We add to the existing reviews on thriving by conducting a citation and bibliometric coupling and providing insights into the past and present state of the field (Zupic & Čater, 2015). We highlight the gaps for future research but we also provide practical implications for the aspects that are omitted in current research. The results of the bibliometric methods suggest that leadership is one of the most important aspects that enables thriving and that there are

still major gaps in research on thriving. One of the gaps identified is the paucity of knowledge about thriving in remote work, whether thriving spills over into areas outside of work, and how thriving occurs at other, higher levels, to name but a few suggestions. Based on the identified gaps in the literature, we developed the research for Chapters 2 and 3. In addition, we provide practical guidance for leaders and managers on how to determine whether their employees thrive. Furthermore, we provide suggestions for HR professionals and workers on how to experience thriving at work because they are largely left out of the research on thriving. Furthermore, digital nomads and gig workers are also the forgotten ones in thriving research. Based on the proposed research agenda, we provide tips on how to improve thriving for this specific group of workers.

In Chapter 2, we begin by identifying factors that promote thriving when working remotely. We seek to identify how the influence of family-work affect reflects in thriving in remote work and how exploration mediates this relationship. Given the importance of leaders to employee thriving, we include ambidextrous leadership as a moderator in the proposed mediation model. We base the conceptual model on the socially embedded model of thriving (Spreitzer et al., 2005) and the broaden-and-build theory of positive emotions (Fredrickson, 2004). Using mediation (H1) and moderated mediation (H2) models on two samples (n = 483), the results of Study 1 show that positive emotions from family while working increase employees' thriving when working remotely. In addition, exploration mediates the relationship between the family-work affect and thriving. These results are confirmed in Study 2. In the second study, we also test the moderated mediation model in which ambidextrous leadership moderates the relationship between the family-work affect and exploration. The results show that at medium and high levels of ambidextrous leadership, employees experience more exploration and consequently more thriving. Thus, we confirm that both family and leader play an important role in employees' thriving when working from home. We confirm both hypotheses and provide practical implications for remote workers' thriving.

In Chapter 3, we examine how thriving employees establish their work-nonwork balance through action regulation phases at the work-family interface (AR-WF). As social support is important for both thriving employees (Paterson et al., 2014) and work-nonwork balance (Casper et al., 2018), we include partner support as a moderator of the proposed relationships. In addition to the socially embedded model of thriving, we base our conceptual model on the theory of action regulation at the work-family interface (Hirschi et al., 2019) and conservation of resources theory (Hobfoll et al., 2018). In the first part of the research, we investigate whether vitality and learning are sensible dimensions of thriving at work and whether it is important for thriving employees to experience both at the same time, as defined by Spreitzer et al. (2005). We do that by using polynomial regression response surface analysis (Edwards, 1994).

First, we determine whether learning and vitality as congruence influence certain individual outcomes that have been validated by previous research. In the next step, we test how

congruence between learning and vitality affects AR-WF behaviors. The results show that thriving employees use all five strategies better than those who do not thrive. However, not all conditions (of the polynomial regression) were met for goal development and selection, and planning behavior. Although thriving employees performed better in these behaviors compared to non-thriving employees, the scores for these behaviors were not the highest in a high-fit situation. Furthermore, we test the mediation model – how the congruence of thriving across behaviors affects the balance between work and nonwork. Only for planning behavior is the mediation model not significant while for all other behaviors, the mediation is significant. In the final part, we test the moderating effects of work-related social-support seeking assessed by the employee's significant other. Interestingly, support only significantly moderated the relationship between 1) goal development and selection and work-nonwork balance, as well as 2) feedback processing and work-nonwork balance.

Keywords: thriving at work, family-work affect, exploration, ambidextrous leadership, action regulation at work-family interface, work-nonwork balance, work-related social-support seeking.

POVZETEK

V zadnjih letih so številni nepričakovani dogodki spremenili dojemanje sveta okoli nas. Pandemija je sprožila ogromen razvoj na področju digitalizacije, ki je prej napredoval počasneje (Kniffin et al., 2021). Delo v pandemiji je pomembno vplivalo na počutje zaposlenih (Carnevale & Hatak, 2020), zato je pomembno, da zaposlene podpiramo pri doseganju dobrega počutja tudi v post-pandemskem času z nauki, ki smo se jih naučili v pandemiji. Eden od obetavnih načinov za podporo zaposlenim na njihovi poti do dobrega počutja je s poudarjanjem pozitivne organizacije. Pozitivni organizacijski vidik spodbuja človeško odličnost, ki se odraža v izboljšani uspešnosti zaposlenih in organizacije (Dutton et al., 2008). Eden takšnih pozitivnih vidikov na delovnem mestu je uspevanje pri delu, ki je v zadnjih letih postalo vse pomembnejše zaradi svojega vpliva na uspešnost, delovno zavzetost, zdravje in dobro počutje zaposlenih.

Uspevanje pri delu je opredeljeno kot psihološko stanje, v katerem posamezniki doživljajo tako občutek vitalnosti kot tudi občutek učenja pri delu (Spreitzer et al., 2005). Na podlagi te definicije sta vitalnost in učenje dve bistveni komponenti uspevanja, ki skupaj spodbujata samorazvoj posameznika in prispevata k pozitivnim rezultatom, povezanih z delom (Spreitzer et al., 2005). Uspevanje je notranji občutek posameznika, ki se napaja s pozitivnimi občutki energije in ima občutek napredka v samorazvoju (Spreitzer et al., 2005). Uspevanje je pomembno, ker koristi tako zaposlenim kot organizacijam. V zadnjih letih je koncept pridobil akademsko in praktično zanimanje zaradi pozitivnih rezultatov dela, kot sta višja uspešnost (Ali et al., 2018; Elahi et al., 2020) ali zavzetost (Abid et al., 2018). Uspevanje je bilo prepoznano tudi kot pomemben dejavnik za trajnost ljudi (Barnes et al., 2023). Vse večje zanimanje za uspevanje je razvidno tudi iz različnih pregledov literature v zadnjih letih (Abid & Contreras, 2022; Goh et al., 2022; Shahid et al., 2020) in meta-analiz (Kleine et al., 2019; Liu et al., 2021). Poleg tega na novo predlagane teorije razširjajo uspevanje na delovnem mestu na uspevanje v kontekstih zunaj dela (Carmeli & Russo, 2016; Hyde et al., 2022).

Čeprav je raziskav na temo uspevanja vedno več, je področje še precej mlado. Obstaja še veliko vprašanj, ki jih je treba pojasniti. **Namen** disertacije je prispevati h globljemu razumevanju uspevanja pri delu v delovnem in nedelovnem kontekstu ob upoštevanju vpliva delovnih in tudi nedelovnih dejavnikov. Zlasti se osredotočamo na to, kako ti dejavniki vplivajo na uspevanje, in na to, kako zaposleni, ki uspevajo usklajujejo delovno in nedelovno področje.

V 1. poglavju predstavimo pregled literature z uporabo bibliometrijskih metod in analiziramo literaturo, objavljeno do julija 2021 na temo uspevanja pri delu. Obstoječo literaturo o uspevanju identificiramo in analiziramo z izvedbo analize citatov in bibliografičnega spajanja ter s tem vpogledamo v preteklost in sedanjost področja (Zupic & Čater, 2015). Glavni rezultati bibliometrijskih metod kažejo, da je vodenje eden najpomembnejših dejavnikov, ki omogoča uspevanje ter da obstaja še veliko vrzeli na

področju uspevanja, ki jih je potrebno nasloviti. Nekatere od ugotovljenih vrzeli so pomanjkanje znanja o uspevanju pri delu na daljavo ali uspevanje vpliva na področja zunaj dela, kako se uspevanje pojavi na drugih, višjih ravneh, če jih naštejemo le nekaj. Na podlagi ugotovljenih vrzeli v literaturi smo razvili raziskavo za 2. in 3. poglavje. Poleg pregleda literature predstavimo tudi praktična priporočila za vodje, kadrovske strokovnjake in samozaposlene. Na podlagi predlagane raziskovalne agende nudimo nasvete o tem, kako vodje vedo, ali omogočajo uspevanje pri delu in kako izboljšati uspevanje skupin delavcev, ki so v raziskavah manjšina.

V 2. poglavju opredelimo dejavnike, ki spodbujajo uspevanje pri delu na daljavo. Prizadevamo si ugotoviti, kako se doživljanje afekta v odnosu med družino in delom odraža v uspevanju pri delu na daljavo in kakšna je vloga raziskovanja med tema spremenljivkama. Glede na pomen vodij za uspevanje zaposlenih v predlagani model mediacije kot moderatorja vključujemo ambidekstrozno vodenje. Konceptualni model temelji na družbeno vgrajenem modelu uspevanja (Spreitzer et al., 2005) in teoriji razširitve in izgradnje pozitivnih čustev (Fredrickson, 2004). Z uporabo modelov mediacije (H2.1) in moderirane mediacije (H2.2) na dveh vzorcih (n = 483) rezultati študije 1 kažejo, da pozitivna čustva družine med delom povečajo uspešnost zaposlenih pri delu na daljavo. Poleg tega je raziskovanje mediator med spremenljivkama vpliv družine na delo in uspevanje. Ti rezultati so potrjeni tudi v študiji 2. V drugi študiji testiramo model moderirane mediacije (H2.2), v katerem ambidekstrozno vodenje vpliva na odnos med doživljanjem afekta v odnosu med družino in delom ter raziskovanjem. Rezultati kažejo, da na srednji in visoki stopnji ambidekstroznega vodenja zaposleni izkusijo več raziskovanja in posledično bolj uspevajo. Tako potrjujemo, da imata tako družina kot vodja pomembno vlogo pri uspevanju zaposlenih pri delu od doma.

V 3. poglavju preučujemo, kako zaposleni, ki uspevajo, vzpostavijo ravnotežje med delom in delom prek aktivne regulacije med delom in nedelom. Ker je socialna podpora pomembna tako za uspevanje zaposlenih (Paterson et al., 2014) kot tudi za ravnovesje med delom in delom (Casper et al., 2018), vključujemo podporo partnerja kot moderator v predlaganem modelu. Poleg družbeno vgrajenega modela uspevanja (Spreitzer et al., 2005) naš konceptualni model temelji na teoriji aktivne regulacije med delom in družino (Hirschi et al., 2019) in teoriji o ohranjanju virov (Hobfoll et al., 2018). V prvem delu raziskave raziskujemo, ali sta vitalnost in učenje smiselni dimenziji uspevanja na delovnem mestu in ali je za tiste, ki uspevajo, pomembno, da izkusijo oboje hkrati, kot definirajo v Spreitzer et al. (2005). V drugem delu pa testiramo mediacijske in moderacijske modele.

Najprej raziskujemo, ali skladnost med učenjem in vitalnostjo vpliva na določene rezultate, ki so bili potrjeni s prejšnjimi raziskavami z uporabo polinomijske analize (Edwards, 1994). V naslednjem koraku testiramo, kako skladnost med učenjem in vitalnostjo vpliva na vedenja aktivne regulacije. Rezultati kažejo, da tisti, ki uspevajo bolje, uporabljajo vseh pet vedenjskih strategij aktivne regulacij, za razliko od tistih, ki ne uspevajo. A ker niso bili izpolnjeni vsi predpostavljeni pogoji (polinomijske regresije), sta bili hipotezi za vedenji 1)

razvoj in izbira ciljev ter 2) načrtovanje ovrženi. Čeprav so se zaposleni, ki uspevajo, bolje odrezali pri teh vedenjih v primerjavi z neuspešnimi zaposlenimi, rezultati za ta vedenja niso bili najvišji v situaciji z visoko usklajenostjo med učenjem in vitalnostjo. Nadalje smo testirali mediacijski model. Mediacija je bila neznačilna samo v primeru planiranja; za vsa druga vedenja je bila mediacija značilna. V zadnjem delu testiramo moderacijske učinke iskanja družbene opore v zvezi z delom, ki so jih ocenili partnerji zaposlenih. Zanimivo je, da je podpora bistveno ublažila le razmerje med 1) razvojem in izbiro ciljev ter ravnovesjem med delom in delom in med 2) obdelavo povratnih informacij in ravnovesjem med delom in nedelom.

Ključne besede: uspevanje pri delu, doživljanje afekta v odnosu med družino in delom, raziskovanje, ambidekstralno vodenje, aktivna regulacija med delom in družino, ravnovesje med delom in nedelom, iskanje družbene opore v zvezi z delom.

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sl. – Slovenian

AR-WF – (sl. aktivna regulacija med delom in družino) action regulation at work-family interface

FP – (sl. obdelava povratnih informacij) feedback processing

GDS – (sl. razvoj in izbor ciljev) goal development and selection

M – (sl. spremljanje) monitoring

OM – (sl. orientacija in mapiranje) orientation and mapping

P – (sl. planiranje) planning

PRRSA – (sl. analiza polinomske regresijske odzivne površine) polynomial regression response surface analysis

WNB – (sl. ravnovesje med delom in nedelom) work-nonwork balance

WSSS – (sl. iskanje družbene opore v zvezi z delom) work-related social-support seeking

INTRODUCTION

Thriving at work represents the shared sense of feeling vital and learning in the work environment (Spreitzer et al., 2005). Spreitzer et al. (2005) position thriving in a socially embedded model of thriving because relationships promote a sense of self-development. They argue that individuals are more likely to be successful at work if they are embedded in a particular work context. The unit contextual features and the resources that arise at work represent the social structural features that nurture the agentic work behaviors of the individual. Agentic work behaviors serve as fuel for thriving at work, and individuals want to maintain their thriving by encouraging further agentic behaviors. The model, therefore, captures situational mechanisms that expose individuals to different situations, which in turn contribute to individuals feeling active and purposeful (i.e., behaving agentically) (Spreitzer et al., 2005).

Thriving is a subjective indicator of the positive development of the individual. Because of these positive feelings, the individual will want to maintain thriving and will try to increase feelings of learning and vitality (Spreitzer et al., 2005). Vitality is a positive feeling of having energy while learning means that the individual acquires and applies new knowledge or skills. Importantly, as individuals thrive, they experience both vitality and learning, feeling "a sense of progress or forward movement in one's self-development." (Spreitzer et al., 2005, p. 538). Thriving is a desirable state – people are motivated to thrive. In addition, thriving is also an informative state – when someone experiences thriving, they are on a positive developmental trajectory that leads to greater feelings of learning and vitality. Although the concept of thriving is still relatively young. It is gaining momentum, as evidenced by several recent reviews of thriving research (Abid & Contreras, 2022; Goh et al., 2022; Kleine et al., 2019; Liu et al., 2021; Shahid et al., 2021; Spreitzer & Hwang, 2019), as well as in new theoretical proposals on thriving in different contexts (Goh et al., 2022; Hyde et al., 2022; Russo et al., 2018).

Thriving became important also because of its role in employee sustainability. Barnes et al. (2023) present the Restricted Employee Sustainability Theory and position thriving as "a state of optimal health" (p.1983). For long-term sustainability, employees have to invest in their health maintenance, growth, and reproduction but also know how to balance the three throughout their lives to thrive. Thus, thriving is important for human sustainability. This makes sense because the thriving field is currently shifting focus from work aspects to how nonwork aspects also affect thriving and how workplace thriving in turn reflects in thriving at home (Porath et al., 2022; Hyde et al., 2022). Research on thriving, how work and nonwork (considering time off work in general) characteristics affect it, and how thriving employees balance both domains is in its infancy. Specifically, theoretical models (Hyde et al., 2022; Russo et al., 2018) that cover such aspects were presented recently. However, only a few (very recent) studies started addressing these connections (Di Milia & Jiang, 2024;

Porath et al., 2022; Ren et al., 2022; Yang et al., 2022; Yang et al., 2023, Merkuž & Mihelič, 2023).

One of the important aspects that needs to be addressed also is whether thriving differs within different work contexts (Porath et al., 2022), as the pandemic has pushed organizations to try new working arrangements, such as remote or hybrid work. Especially because in remote and hybrid work nonwork domains are always present, research needs to address factors that enable thriving in different contexts but also how thriving employees balance the work and nonwork domains, on the other hand. We thus aim to address these gaps: what work and nonwork characteristics are that affect employees thriving in remote work (specifically during the pandemic) and also how thriving employees balance their work and nonwork domains after the pandemic.

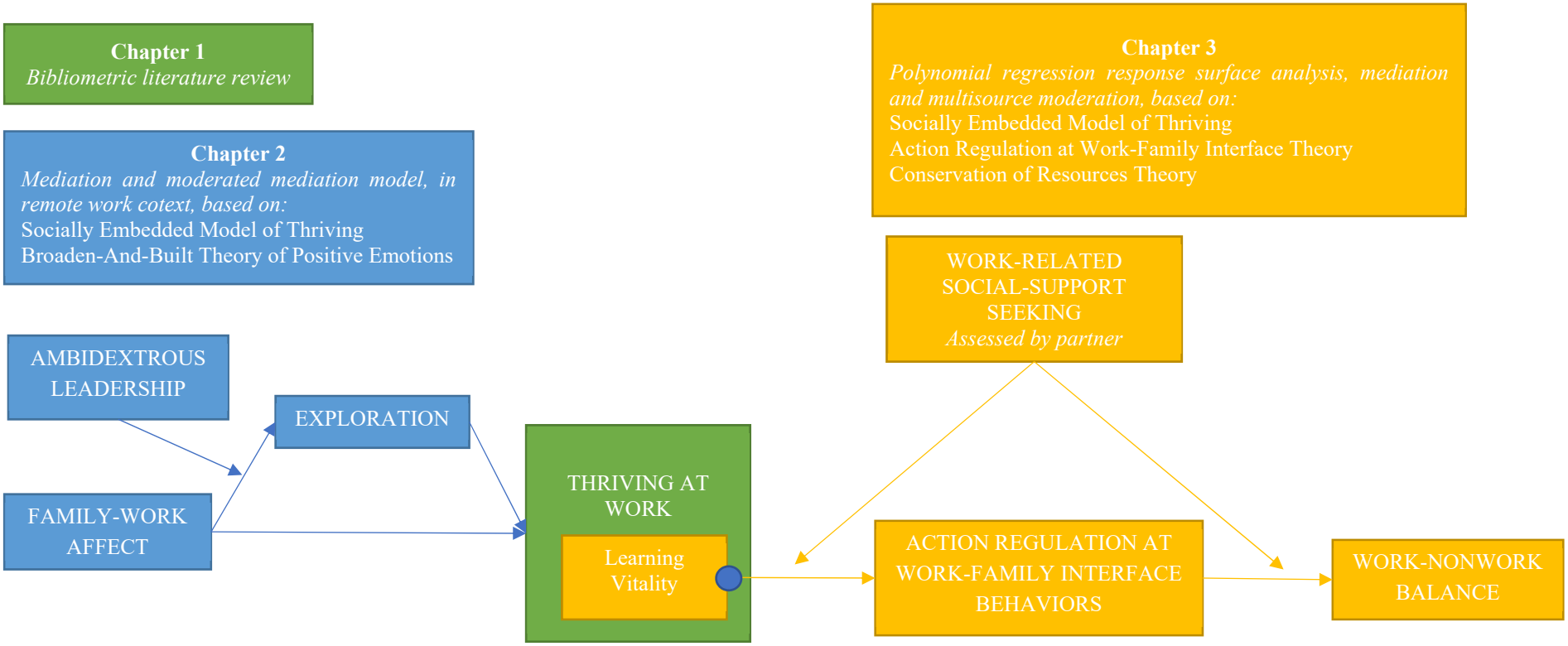
This dissertation **aims** to contribute to the understanding of thriving in the context of work and nonwork. We want to test the theoretical propositions of Spreitzer et al. (2005) in combination with other established theories: the broaden-and-build theory of positive emotions (Fredrickson, 2004), action regulation at work-family interface theory (Hirschi et al., 2019), and conservation of resources theory (Hobfoll et al., 2018). The theories were carefully chosen because they support the initial propositions of the socially embedded model of thriving. They also extend and support the meaning of selected constructs within our general conceptual model. Broaden-and-build theory and conservation of resources explain how thriving can be supported through resource gain, such as positive emotions received in the family (chapter 2) or work-related support from a partner (chapter 3). Both theories are also included in the initial theorization of thriving. Action regulation in work-family interface theory is new (tested in Chapter 3) and nested within the conservation of resources theory (same as the socially embedded model) and action regulation theory (Hirschi et al., 2019). The theory states that individuals achieve work-family balance when they actively regulate their behaviors, using available resources to diminish barriers and demands that could potentially push individuals into the resource loss spiral (Hirschi et al., 2019; Hobfoll et al., 2018). We, however, focus on the positive side of these mechanisms, taking into account how thriving employees achieve work-nonwork balance through active regulation of their goals but also how partner helps them in achieving the balance. Thus, in this dissertation, we do not address the potential detrimental effects of resource loss but surely this is an important aspect to address in the future.

The **goal** of this dissertation is to 1) perform a literature review where we identify potential gaps for future research, 2) study work and nonwork antecedents of thriving, and 3) examine the outcomes of thriving through work and nonwork. Thus, we identify work and nonwork factors and examine how they affect employee thriving and how thriving employees experience the outcomes related to work and nonwork. At this point, we should also explain that in Chapter 2 we take into account only family effects within nonwork. This made sense because, in remote work during the pandemic, employees had to be home and spend time with their families. In Chapter 3, we take a more general approach and examine nonwork in

a more general matter because we collected data after the pandemic. For action regulation at work-family interface behaviors, we specify that employees should think about their work and nonwork goals and think about their balance between work and nonwork (thus time off work which is considered as free time, time spent with family, time for hobbies, exercise, etc.). This was necessary because employees might be in different situations, have different careers, and have different preferences about work and nonwork. Thus we did not want to limit ourselves by specifying a particular nonwork aspect. Moreover, throughout the dissertation, we performed analyses on different samples: students, employees in remote work during the pandemic, employees after the pandemic (office, remote, and hybrid work, but mostly office work), and romantic partners of the last set of employees.

In this dissertation, we examine, on the one hand, how characteristics of work and nonwork affect thriving and, on the other hand, how thriving employees regulate the domains of work and nonwork. Therefore, we examine both the antecedents and outcomes of thriving in the context of work and nonwork. Interestingly, in all samples, more employees were not thriving (had medium or low scores on learning and vitality), compared to those who were thriving. The worst results on thriving were within the student sample where only 7% of participants experienced thriving while within the remote work sample, 13% of employees were thriving. The number of thriving employees was larger after the pandemic because 35% of employees were thriving, and 33% of employees' romantic partners were also thriving. While we used averaged scores to assess thriving within Chapter 2, we overcame this limitation within Chapter 3, and there we examined thriving through fit between learning and vitality. The general conceptual model of this dissertation with the corresponding chapters is shown in Figure 1.

Figure 1: Structural overview of the dissertation



Source: own work.

Description of empirical research and theoretical contributions

As mentioned above, positive affective resources enable agentic work behaviors, which is reflected in thriving (Spreitzer et al., 2005). Positive affective resources represent positive emotions experienced by the individual. In particular, the family-work affect represents how family engagement is reflected in positive emotional states and helps the individual to be a better worker (Kacmar et al., 2014). When people maintain positive emotional (affective) states at home, they foster social bonds and develop new actions and ideas which, in turn, contribute to building resources, such as knowledge or health (Fredrickson, 2004). Therefore, we hypothesize that the family-work affect, as a positive affective resource will promote thriving at work through the exploration of the individual. As individuals experience positive emotions in the context of remote work, we hypothesize that they will experience higher levels of thriving (Fredrickson, 2004; Spreitzer et al., 2005).

Spreitzer et al. (2005) point out that more research is needed on how work-related contexts promote the health of individuals. They give an example that good leadership is one of the factors that enable health. In a remote work context, especially during a pandemic, leadership plays an important role (Dirani et al., 2020). For example, ambidextrous leadership has been recognized as a leadership practice that is beneficial during the uncertainty of the pandemic (Smith & Butler, 2020). Ambidextrous leaders perform opening (completing tasks in different ways, encouraging experimentation, motivating risk-taking, independent thinking, and action, allowing mistakes) and closing (established routines, monitoring goal achievement, corrective action, adherence to rules, consistent task performance, sanctioning errors, and sticking to plans) behaviors that support employee exploration and exploitation (Rosing et al., 2011). Because of the flexibility between behaviors, ambidextrous leaders will strengthen the positive relationship between the family-work affect and thriving through exploration. We contend that employees who work remotely and have ambidextrous leaders experience higher levels of thriving.

While previous research has examined thriving in the work environment, we address thriving in remote work because the factors that promote thriving may be different in these different contexts. Furthermore, remote working is predicted to be part of the new world of work (Ozimek, 2020). Therefore, we believe this context should be addressed. Addressing workplace thriving in the context of remote work is one of the contributions of our research. We also contribute to research on family-work enrichment by examining the role of family-work affect in relation to thriving through exploration. We also respond to the call by Russo et al. (2018) to investigate the effect of enrichment on thriving. McNall et al. (2010) also indicated that future research should examine the individual effects of specific dimensions of family work enrichment on various outcomes. Finally, we extend the notion of ambidextrous leadership to the domain of thriving and positive emotions whereas it has typically been studied in the context of innovative work behaviors (Rosing et al., 2011). In addition, we address Spreitzer and Hwang's (2019) claims regarding the role of leaders in facilitating greater thriving at work.

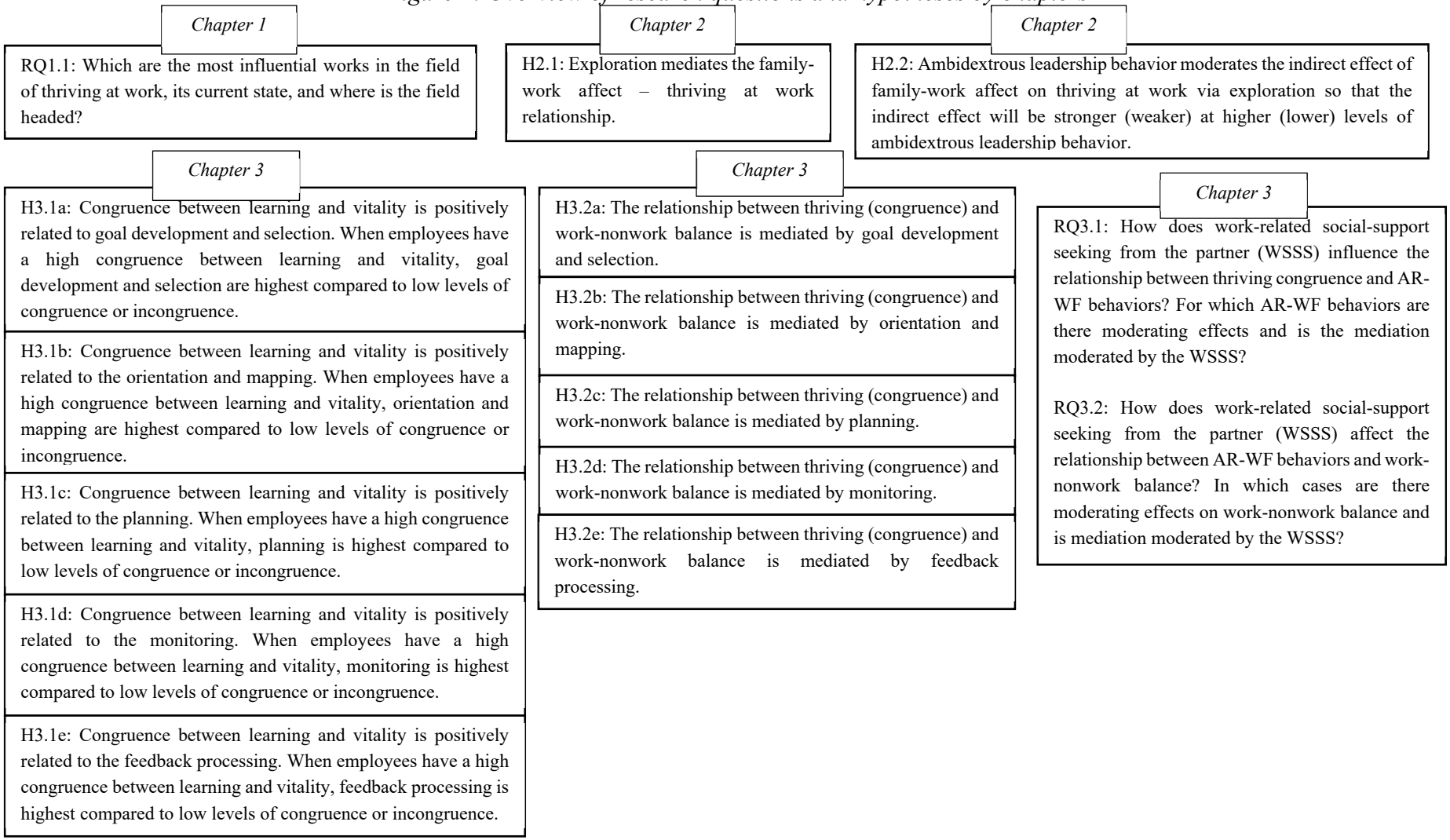
In Chapter 3, we look at the other side of the socially embedded model of thriving – what the outcomes of thriving employees are. There is little research that looks at the separate effects of learning and vitality on the joint sense of thriving at work. Recently, Kleine et al. (2023) have expressed the idea that employees who have a high vitality score and a low learning score, or vice versa, would still be considered thriving using the average scores of the measurement scale. This contradicts the definition of Spreitzer et al. (2005), which is why Kleine et al. (2023) suggest using either the interaction between vitality and learning or the congruence between the two. They emphasize that in the case of congruence, employees would benefit most when their vitality and learning are at a similar level, which fits the definition of thriving – a shared experience of learning and vitality. In this particular research, we focus on the congruence between learning and vitality. Based on the definition of thriving, we propose that employees thrive when they experience high levels of both dimensions, i.e., learning and vitality are necessarily interdependent for an individual to thrive. If employees experience low levels of congruence or any kind of incongruence, we consider this as not thriving.

Next, we examine how congruence between learning and vitality affects action regulation at the work-family interface (AR-WF) behaviors. AR-WF theory posits that people use their resources to achieve their work and family goals by actively regulating their behaviors. When the alignment of work and family goals is successful, employees experience a better work-life balance (Hirschi et al., 2019). Thus, our contribution is that we introduce thriving as a boundary-spanning resource because we present it as a predictor of AR-WF behaviors. With this contribution, we respond to Goh et al.'s (2022) call to examine thriving in contexts outside of work. Therefore, we claim that those who thrive will also show the highest scores in AR-WF behaviors. To prove this hypothesis, we use polynomial regression response surface analysis. With this particular method, we gain insight into how different levels of learning and vitality affect different outcomes. Interestingly, AR-WF behaviors could be considered agentic work behaviors because they reflect task focus and exploration. Thus, we test the feedback link proposed by Spreitzer et al. (2005), in which thriving is self-sustaining through the feedback loop to agentic work behaviors. As this has not been demonstrated previously, we argue that this is an important contribution to Spreitzer et al.'s (2005) model.

Moreover, the AR-WF theory is a novel theory that takes into account various theoretical propositions: from action regulation to goal attainment theory and work-life aspects (Hirschi et al., 2019). Thus, our study is the second to our knowledge (Hirschi et al., 2021) to test AR-WF behavior how resources affect them, and how the behaviors are related as mediators in the relationship between thriving congruence and work-nonwork balance. Finally, given the importance of support for thriving (Goh et al., 2022) and AR-WF mechanisms (Hirschi et al., 2019), we include partner support as a moderator of the proposed relationships. We examine how work-related support-seeking behaviors affect the work-nonwork balance. We take this a step further by asking employees' romantic partners to rate how much support the employee sought from them. Thus, we contribute to the literature on AR-WF by adding a resource that is evaluated by the person who provides it. Thus, we examine the propositions

of the aforementioned theory. An overview of all research questions and hypotheses can be seen in Figure 2.

Figure 2: Overview of research questions and hypotheses by chapters



Note. We marked research questions and hypotheses with corresponding chapters. Therefore, the first number indicates the chapter, and the second number indicates the number of research questions or hypotheses.

1 PAST, PRESENT AND FUTURE OF THRIVING AT WORK: A BIBLIOMETRIC ANALYSIS

1.1 Introduction

Only recently thriving research began blooming, especially due to the increased importance of employee sustainable well-being in the workplace (Burke, 2019). In particular, for young research fields, such as thriving, it is essential to reflect on their intellectual body regularly. Reflection is valuable for scholarly communication because it outlines the groundwork for developing areas and allows further directions (Culnan, 1987). Many authors already reflected on the state of the field today (see Goh et al. (2022) but with our review we contribute uniquely, using bibliometric methods. Therefore, we reflect on the existing intellectual body of thriving through bibliometric methods which provide methodological rigor for more quantified observations (Anand et al., 2020). This chapter aimed to answer the following research question:

RQ1.1: Which are the most influential works in the field of thriving at work, its current state, and where is the field headed?

The purpose of this chapter is to examine the thriving research field comprehensively regarding how it was developed, where it stands now, and where it is headed. We implement the procedures of bibliometric methods as suggested by Vogel et al. (2021) and Zupic and Čater (2015). Data was collected through the Web of Science and was used for document citation and bibliographic coupling. Document citation helps to identify the most influential works and bibliographic coupling introduces the research front (Zupic & Čater, 2015). In addition to bibliometric methods, we manually reviewed all documents retrieved which helped us to get detailed insight into thriving research. Therefore, we can identify specific future research directions.

We provide the following contributions to the literature on thriving: first, we answer calls by Vasconcelos (2018) for more profound research on concepts of positive organizational scholarship, such as thriving, currently still under research. We do that with 1) document citation where we reflect on the pillars and 2) with bibliographic coupling where we identify current conversations about the subject. Second, bibliometric methods are superior to literature reviews in the fact that they include primary and secondary documents and analyze their strength and relationships. This approach gives necessary objectivity to reviews, as traditional literature reviews usually include narrow inclusion criteria through subjective selection of articles (Vogel et al., 2021). Thus, our chapter extends previous literature reviews by holistic inclusion of documents. Third, we contribute by identifying research trends and gaps and by giving suggestions for future research. Although Goh et al. (2022) give important recommendations for advancing thriving research, we provide more specific suggestions. Our recommendations are focused on improving the existing topics, with

extension either to other research domains or other research methods. By pinpointing unexplored new topics, we provide the option for scholars to continue the conversation and stimulate important paradigm shifts in the field, recognizing its potential and importance in the domain of positive scholarship. Lastly, our contribution is not only theoretical but also practical. Due to a detailed examination of research, we also identified gaps within aspects of thriving that are left off. For example, research is mostly done on knowledge workers, while blue-collar workers are completely left out. Thus, we provide practical suggestions for unaddressed aspects: how leaders can identify if their employees thrive, how HR professionals can help in blue-collar workers' thriving, and how can unconventional employees (such as digital nomads) utilize the self-leadership aspect to facilitate thriving.

In the next section, we introduce the methods we used for our review, proceeding with results and discussion. In the discussion part, we present future research considerations as well as practical suggestions for those not yet addressed by thriving research.

1.2 Methodology

1.2.1 Analytical procedures and sample

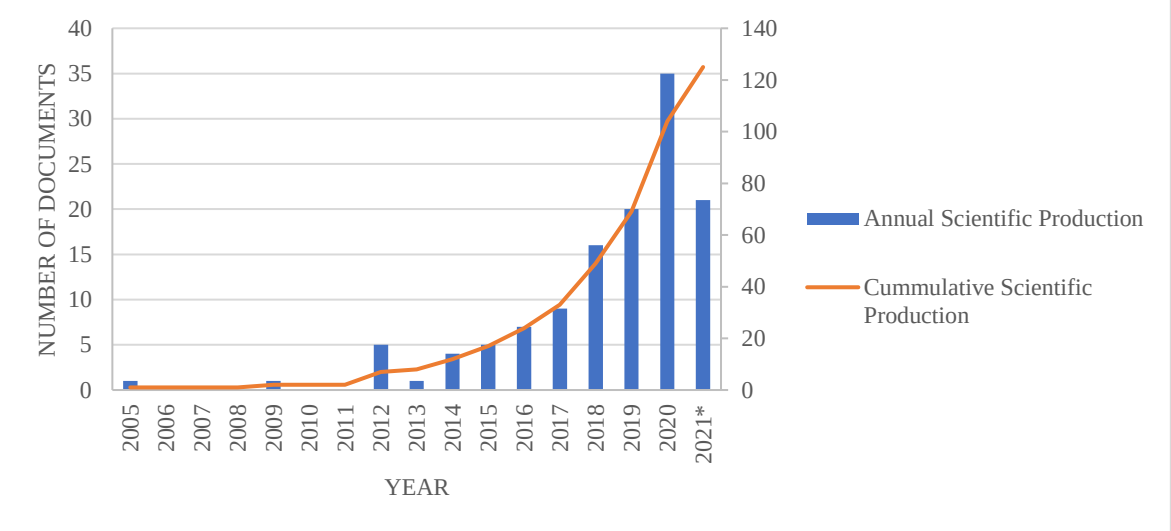
We conducted a two-step procedure to gather the papers: 1) document identification and 2) manual refinement of relevant documents. Firstly, we identified relevant documents from the Web of Science database. It is recognized as a frequently used database for bibliometric analysis (Zupic & Čater, 2015), known for its completeness, reliability, and quality (Shekarro et al., 2021). In the search engine, we defined the topic with "thriv* at work" in all databases. The search conducted in July 2021 gave 1,807 results for the topic. We further constrained the results with 1) specific document types (articles, review articles, editorial materials, and books) and 2) research areas (as provided by the Web of Science platform). In terms of research areas, we concentrated on those relevant for thriving (areas written in brackets): it is defined as a psychological state of an individual (psychology) situated in the work context (business economics) of a social system (sociology) where an individual learns and feels vital through social interactions and relational connections (behavioral sciences, social sciences other topics) (Spreitzer et al., 2005). After this selection, 660 results remained (for a summary of procedures see Figure 4).

Secondly, we manually refined the documents collected in the previous step. We only included sources, that have thriving as defined by Spreitzer et al. (2005). In regards to empirical studies, the concept needed to be used in the analysis but it was not obligatory to be the main construct in the analysis. On the other hand, in the theoretical studies, book chapters, or editorials, thriving at work had to be the main construct described. The majority of the excluded articles included the word thriving as an adjective (e.g. thriving economies) or as a verb (e.g. how organizations/people can survive and thrive in certain situations). In some articles thriving was studied as a positive psychological health by including measures

of inventories of thriving (Strecker et al., 2020). After this selection, 116 documents remained in the final dataset.

For the initial screening of the sample, we used the R package bibliometrix (Aria & Cuccurullo, 2017). The dataset consists of 89% articles and 6% book chapters. The other 5% are proceedings papers, editorial material, and reviews, published from 2005 to July 2021. The average citation per document is 24.17 and the average citation per year per document is 4.2. In total 5,752 references were included. Figure 3 shows us the annual scientific production of documents per year (including January 2021 – July 2021). The documents were published in 72 journals, most frequently in Frontiers in Psychology (10 articles – 9%) and Journal of Organizational Behavior (7 articles – 6%).

Figure 3: Number of annual and cumulative scientific production of documents per year



Note. Data were collected until 26 July 2021 and extrapolated until the end of 2021.

Source: own work.

1.2.2 Methods

1.2.2.1 Citation analysis

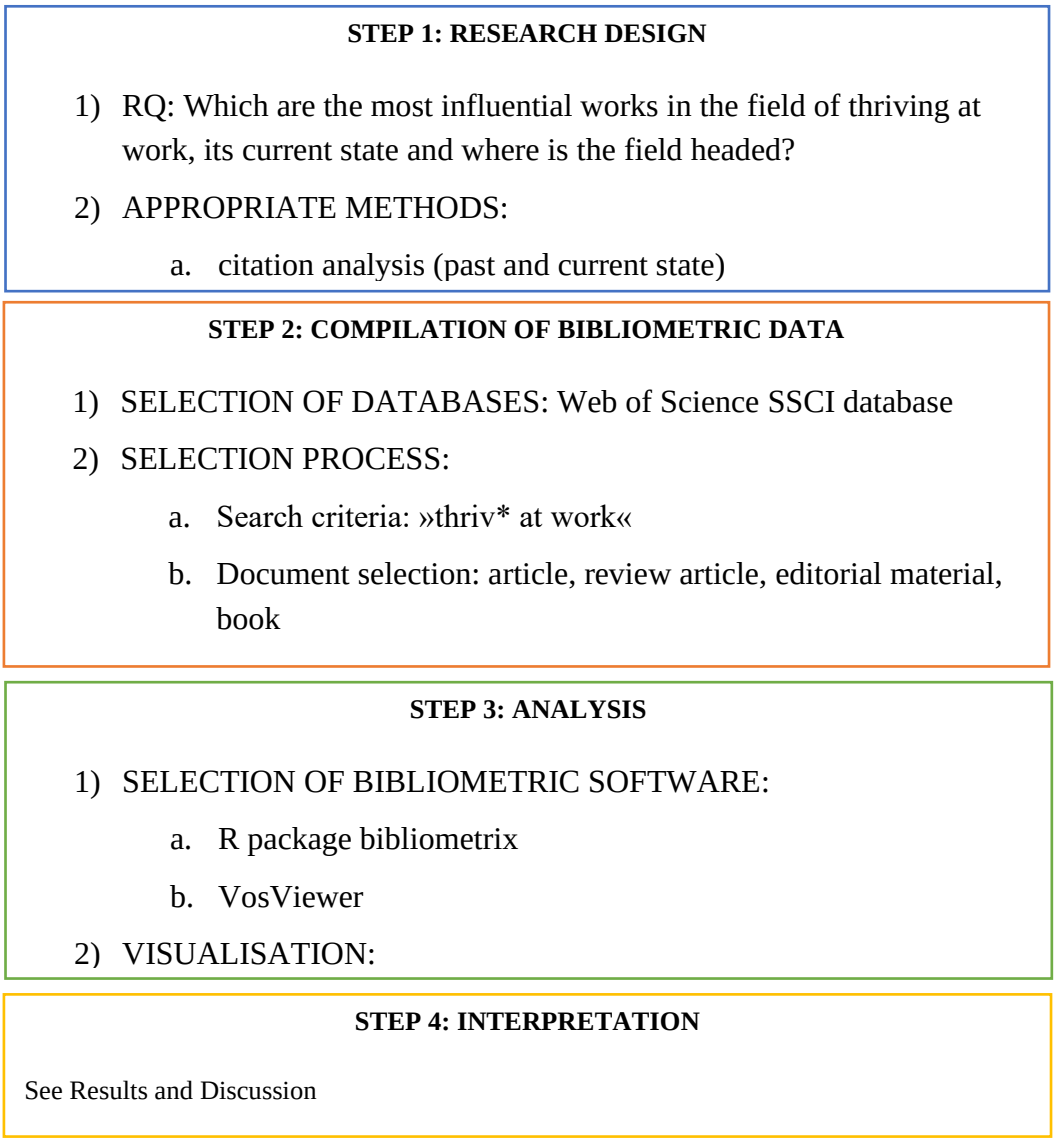
The citation analysis uses citation data to provide information on document influence. If the document is highly cited, it is considered important in the field (Zupic & Čater, 2015). The unit of analysis is document citation because our goal is to identify the most influential works from the past. We used number of global citations (total citation of a document from indexed bibliographic databases) because it focuses only on total citations of a document from reference lists in the selected documents (Aria & Cuccurullo, 2017). Although citation analysis is considered to be biased toward older publications, we address this bias by conducting bibliographic coupling. For this particular analysis, we use the R package

bibliometrix (Aria & Cuccurullo, 2017), describing the top 10 most cited documents in the period from 2005 to mid-2021 in the results section.

1.2.2.2 Bibliographic coupling

Bibliographic coupling focuses on references shared by two documents as a measure of the similarity between them, which means that more than two documents overlap, their bond is stronger. It is considered best for assessment of the present situation in the field of study, and it also helps detect trending topics (Vogel et al., 2021; Zupic & Čater, 2015). It is suggested to focus on the limited timeframe for a realistic presentation because citation habits change over time (Glänzel & Thijs, 2012). As recommended by Zupic and Čater (2015), we analyzed a four-and-a-half-year period (2016 to July 2021). Using VosViewer, we select a document as a unit of analysis, with a minimum number of citations of a document set to 0 to get a wholesome representation of the present state. Therefore, all 99 documents were included in the visualized results.

Figure 4: Workflow for science mapping using bibliometric methods



Source: adapted from Zupic and Čater (2015).

1.3 Results

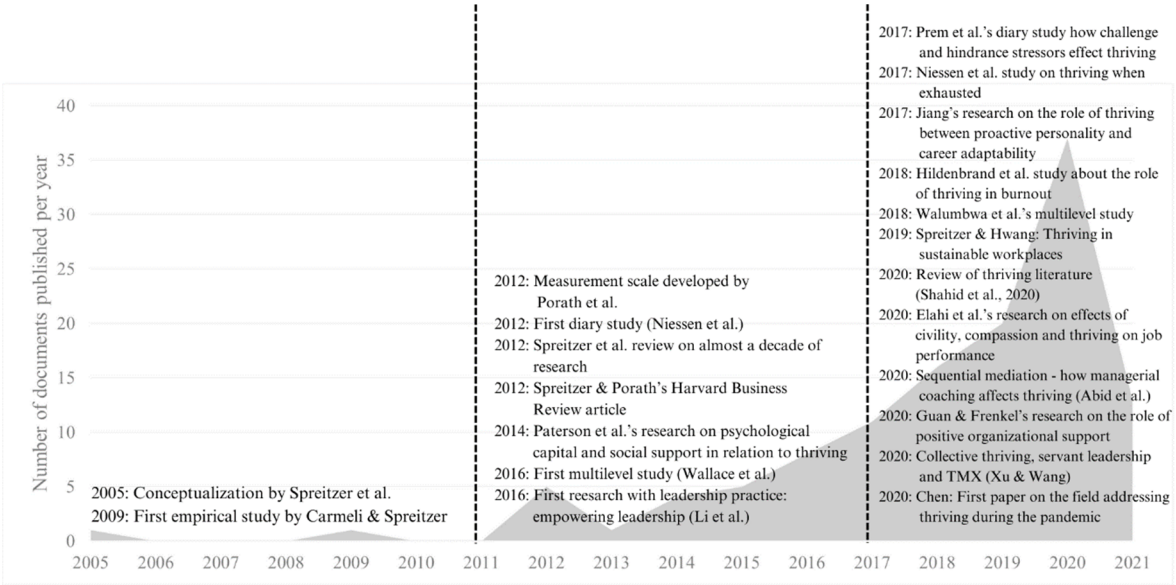
In this section, we present the results of conducted bibliometric methods. We start with the document citation analysis and finish with bibliographic coupling where we introduce bibliographic coupling clusters, their characteristics, and contents.

1.3.1 Citation analysis

We begin with outlining the most influential articles in the field, based on the number of total global citations received until July 2021. The most influential is the first conceptual paper on thriving (Spreitzer et al., 2005) with 437 total global citations. The next article is

about the development of a measurement scale for thriving by Porath et al. (2012) with 238 citations. Third in the line (190 citations) is the first empirical article on thriving by Carmeli and Spreitzer (2009), examining how trust and connectivity affect innovative behaviors through thriving at work. Next, Paterson et al. (2014) first empirical research on the effects of supervisor support and psychological capital on thriving is in fourth place with 144 total global citations. Pioneering multilevel research is fifth in line, with 123 citations, examining employee innovation through regulatory focus, thriving, and involvement climate (Wallace et al., 2016). Further on, Spreitzer et al. (2012) review of almost a decade of research with implications for sustainable workplace has 122 citations over the years. Niessen et al. (2012) (103 citations) and Prem et al. (2017) (92 citations) are both diary studies where early research focuses on testing the socially embedded model in a diary setting, and the second explores how time pressure and learning demands as challenge stressors affect thriving through cognitive appraisals. The last two documents in the top 10 list of most globally cited documents are Spreitzer and Porath's (2012) Harvard Business Review article on how managers can enable more thriving (76 citations) and, last but not least, Jiang's (2017) research on proactive personality and its effect on career adaptability through thriving. We provide a historical overview of the most influential articles in Figure 5 in three distinctive periods: the development of the field, the takeoff, and the blooming period. In the blooming period, we included dominant documents from the next section, due to their impact identified in the bibliographic coupling.

Figure 5: Historical timeline of thriving field

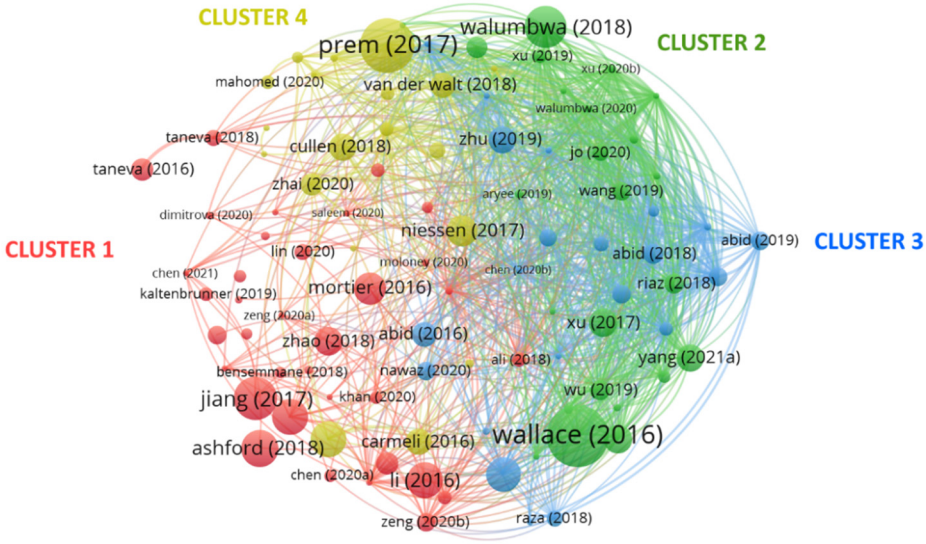


Source: own work.

1.3.2 Bibliographic coupling

We continue with 1) outlining the most important documents in the past five years as indicated by document citation strength, and 2) clusters that shape current conversation. The visual results of the bibliographic coupling are presented in Figure 6. The most influential document in the period from 2016 to 2021 is multilevel empirical research by Wallace et al. (2016) with a citation strength of 123. Next, with a citation strength of 92, is Prem et al. (2017) research on challenge stressors. Quite closely in citation strengths are Jiang's (2017) on proactive personality and career adaptability (citation strength = 60) and Walumbwa et al. (2018) multilevel investigation of antecedents and consequences of thriving (citation strength = 56). Multilevel research is the main topic in the field today.

Figure 6: The research front of thriving (bibliographic coupling)



Source: own work.

1.3.2.1 Coupling cluster 1: Navigating workplace challenges

The largest cluster (red color) consists of 35 documents, mostly empirical articles. Thriving is mostly included as a mediator (15 documents) or as an outcome (12 documents). The research mainly leans on the conservation of resources theory (Hobfoll, 2011). The data are analyzed with structural equation models, moderation and mediation models, hierarchical linear models, as well through experimental designs. Most of the samples are based in China (57% of empirical documents in the cluster), followed by five different European countries (27%). The first authors with two documents included in the cluster are Zhau Jiang, Stanimira K. Taneva, and Hao Zeng, which makes them the most influential authors for this cluster. The majority of the documents are published in Frontiers in Psychology (6) and the International Journal of Environmental Research and Public Health (3).

Content-wise, most of the documents in the cluster focus on individual perspectives in challenging (negative) workplace environments and effects on individual careers, taking charge behaviors, empowerment, prosociality, and employee well-being, especially burnout. For example, one of the top five documents by Hildenbrand et al. (2018) studied the role of transformational leadership on burnout through thriving and the effect of openness to experience. Moreover, Ali et al. (2018) researched how empowering leadership affects employee performance through thriving and Zeng et al. (2020) addressed the effects of inclusive leadership on taking charge behavior through psychological safety and thriving. The remaining two articles focus on the growing debate about the work and family/home interface. Xu et al. (2019) addressed how thriving can positively affect the work-family interface when hotel employees are proactively engaged in the implementation of organizational changes, known as taking charge behavior. Moreover, Cheng et al. (2021) discussed the effects of problems at home on the proactive customer service performance of hotel employees. This research also considered the effects of employee home-work segmentation, which weakens the effects of problems at home on thriving and proactive customer service performance.

1.3.2.2 Coupling cluster 2: Innovation and thriving nexus

The second largest cluster (green color) in several documents (24) consists of empirical articles and theoretical reviews. Research stands on self-determination theory (Ryan & Deci, 2000) and the socially embedded model of thriving (Spreitzer et al., 2005). Apart from the majority of multilevel research design, the empirical studies also tested structural equation models. Overall, thriving is mostly recognized as a mediator (18 studies), and the research is mainly done on employees from China (45%) and Pakistan (15%). Authors with the highest number of published research in this cluster are Walumbwa (2 times first author, 1 time co-author) and Muchiri (3 times co-author). The most important sources in terms of publishing in this cluster are the Leadership & Organization Development Journal (2) and the International Journal of Organizational Analysis (2).

The majority of the cluster's research focuses on employee innovation or creativity, high-performance working systems, and individual psychological perspectives (health, safety, capital). Most important works in this cluster include interesting theoretical models, such as positivity at the workplace (Shahid & Muchiri, 2019), (specific) framework of antecedents and consequences of thriving (Shahid et al., 2020), and identification based framework (Walumbwa et al., 2020). Multilevel research and the concept of collective thriving are also dominant in this cluster. The resource-building experience between the leader/team and employee has been recognized as a supportive aspect in the workplace for making employees thrive. More specifically, leader-member exchange and team-member exchange are considered antecedents of thriving on both micro- and meso-level. The multilevel model of Xu et al. (2019) examines how employees thrive at the micro-level, with the help of leader-member exchange (micro-level), store spatial crowding, and team negative affective tone

(both meso-level). On the other hand, Xu and Wang (2020) take their research on the team level (meso-level) where they addressed the effect of servant leadership on collective thriving through team-member exchange and the conditional effect of the political climate.

1.3.2.3 Coupling cluster 3: Meaningful work and relations

The cluster with 21 documents (blue color) is represented mainly by empirical research and two book chapters: how thriving matters for creating psychologically healthy workplaces (Spreitzer & Hwang, 2019) and coworking communities as enablers of thriving (Spreitzer et al., 2017). Research mostly stands on social exchange theory (Blau, 1968) and the socially embedded model (Spreitzer et al., 2005). Overall, hierarchical linear modeling (i.e., diary data), structural equation models, and moderation or mediation models are most frequently used. Thriving is mainly recognized as an outcome (10 documents). Again most studies are based on samples from Pakistan (44%) and China (38%). Ghulam Abid's works are dominant in this cluster (4 times main author, 5 times co-author). Documents are most frequently published in Frontiers in Psychology (3), Iranian Journal of Management Studies (2), and Total Quality Management and Business Excellence (2).

Topics covered in this cluster are related to meaningfulness, (in)civility, organizational support, and prosocial motivation. In the top 5 documents of the cluster, individual factors seem to be prevalent, e.g. core-self evaluations as a moderator between the mediating relationship of positive organizational support for strength use on thriving through job crafting and meaningfulness (Guan & Frenkel, 2020), the mediating roles of self-efficacy and prosocial motivation on the relationship between managerial coaching and thriving (Abid et al., 2020), the role of civility and compassion on in-role job performance through thriving (Elahi et al., 2020), and effect of ethical leadership and thriving on well-being through employee voice behavior. Moreover, the book chapter by Spreitzer and Hwang (2019) further reviews how thriving could be enabled for employees who have flexible work contracts and work from different locations.

1.3.2.4 Coupling cluster 4: Positive work dynamics

Yellow cluster's (19 documents) research mainly considers thriving as an outcome variable (8 documents) and a mediator (7 documents). The majority of the documents represent empirical research. However, this cluster is special because it also includes a book chapter on positive organizational scholarship (Rozkwitalska, 2017a, 2017b), a theoretical framework on regardful relationships for implications at work and home (Carmeli & Russo, 2016), and a conversation with Gretchen Spreitzer on positive perspectives of co-working and employee thriving (Oswick & Oswick, 2020). Overarching theories are the socially embedded model (Spreitzer et al., 2005), self-determination theory (Ryan & Deci, 2000), and conservation of resources (Hobfoll, 2011). The studies conducted are usually testing structural equation models, moderations and mediations, and mixed methods. Again, most

of the participants in the research are from China (36%). The most influential first authors are Zhou Jiang and Fathima E. Mahomed (both 2 first authorships), with Abraham Carmeli and Marcello Russo both having 1 first and 1 co-authorship. Journal of Management (3) and Journal of Industrial Psychology (2), as well as Journal of Vocational Behavior (2), have the most published articles in this cluster, additionally, the book Intercultural Interactions in the Multicultural Workplace: Traditional and Positive Organizational Scholarship is represented with 3 book chapters within this cluster. The most interesting about this cluster is that the works included were on average published in 2018, which makes this cluster the oldest on average in terms of publication year.

The main cluster theme is positive workplace factors and contexts. The strongest research in the cluster is from Jiang et al. (2020) where they examine the effects of task identity autonomy on job satisfaction through thriving, with conditional effects of mentoring. Zhai et al. (2020) on the other hand examined life satisfaction, and how it is affected by supervisor and co-worker support via thriving. Both Prem et al. (2017) and Niessen et al. (2017) researched the positive outcomes of stressors and exhaustion, more specifically how both can help employees thrive. Lastly, the theoretical framework by Carmeli and Russo (2016) stimulates the consideration of micro-moves and positive regard and how those can enable more thriving in the workplace.

Table 1: Summary of the contents of four clusters – bibliographic coupling

Cluster	Number of documents	Thriving tested as…	Main topics	Main theoretical backgrounds	Type of documents	Color
1	35	Mediator (15 studies), outcome (12 studies)	Stressors, career taking charge behaviors, empowerment, prosociality, employee well-being (burnout)	Conservation of resources theory	Empirical, editorial, reviews	red
2	24	Mediator (18 studies)	Innovation, creativity, high performance working systems, individual psychological perspectives	Self-determination theory, Socially embedded model of thriving	Empirical, theoretical	green
3	21	Outcome (10 studies)	Meaningfulness, (in)civility, organizational support, prosocial motivation	Social exchange theory, Socially embedded model of thriving	Empirical, theoretical, book chapter	blue
4	19	Outcome (8 studies), mediator (7 studies)	Positive workplace aspects: job satisfaction, mentoring, support, positive regard	Socially embedded model of thriving, Self-determination theory, Conservation of resources theory	Empirical, theoretical, book chapter, review	yellow

Source: own work.

To sum up (see Table 1), each of the clusters has its distinctive topic, which we managed to identify through content analysis. These topics represent current conversations on the field of thriving and pinpoint the starting points for future research. More specifically, a topic with only a handful of studies in the thriving research and uniquely represented in cluster 1 is the work and family/home interface. Cluster 2 mostly focuses on multilevel aspects of thriving with the inclusion of the concept of collective thriving. Cluster 3 mainly studies individual characteristics and the role of (supportive) organizations. Last but not least, cluster 4 is predominantly focused on positive contexts and challenges that enable employees to thrive.

However, it seems that all of the clusters have one thing in common: leadership practices. Each of the clusters is represented by at least one of the practices. However, transformational leadership is dominant, occurring in three clusters (the most influential is in the first cluster, and it occurs in the second and fourth). Apart from transformational leadership, the first cluster consists also of research that includes authentic, empowering, and inclusive leadership. Servant and authentic leadership prevail in the second cluster (both in different 4 studies) whereas managerial coaching is the most represented leadership perspective in the third cluster. In the latter, inclusive and ethical leadership occur in two different studies. Cluster 4 includes both transformational and humble leadership. An overview of the most important documents for each cluster can be found in Appendix 2. After outlining the contributions in the next section, we discuss the future research gaps, as revealed in the bibliographic coupling analysis. We provide specific directions, important for the advancement of thriving as an academic concept, as well as practical suggestions, for understated aspects of thriving.

1.4 Discussion

This chapter aimed to capture the development and current state of the field of individuals thriving at work. We did so with a comprehensive and inclusive overview through bibliometric methods with two aspects: across time and sources (Vogel et al., 2021). In this part, we outline the contributions and continue with future research propositions based on the results obtained.

The first theoretical contribution is the novel adoption of bibliometric methods in thriving research. This approach enabled us to produce objective and comprehensive reviews, conversely to traditional reviews, which are usually limited by narrow inclusion criteria and subjective document selection (Vogel et al., 2021). Thriving has been already addressed through literature reviews (Goh et al., 2022; Moloney et al., 2020; Shahid et al., 2020; Spreitzer & Hwang, 2019; Spreitzer et al., 2012) and meta-analysis (Kleine et al., 2019; Liu et al., 2021) but not without limitations. Many times limited aspects (i.e., limited set of journals or specific types of studies) are considered justifiable in traditional literature reviews (Glynn & Raffaelli, 2010). Nevertheless, prior reviews were either performed earlier

(Spreitzer et al., 2012), reviewed a limited set of studies (Shahid et al., 2020), or focused on particular aspects, such as nurses' thriving (Moloney et al., 2020) and flexible workers' thriving (Spreitzer & Hwang, 2019). We extend these reviews by utilizing bibliometric analyses: citation analysis and bibliographic coupling. The benefits of said analysis are presented in Table 2.

Table 2: Benefits of citation analysis and bibliographic coupling

Citation analysis	Quick identification of important works in the field
Bibliographic coupling	Does not require citations to accumulate: gives an overview of the field immediately;
	Great for: - new publications not cited yet - emerging fields (such as thriving) - smaller subfields

Source: Zupic and Čater (2015).

Apart from Goh et al. (2022), previous literature reviews failed to be inclusive across all sources, focusing either on studies that only measured thriving based on the Porath et al. (2012) scale (Shahid et al., 2020) or focused on particular profession (Moloney et al., 2020). We observed and analyzed a broad range of documents, which in the majority have not been featured in existing reviews, including book chapters and other journal articles. Goh et al. (2022) overcome the mentioned limitations and review thriving literature more comprehensively. They managed to address antecedents and outcomes of thriving and provide an integrative multilevel review of the concept. They specifically focused on level-specific conceptualization of thriving, suggesting how future research should address each level of thriving (i.e., individual, dyads, and collectives). We further extend the comprehensive review of Goh et al. (2022) by identifying clusters of research within thriving field, rather than addressing general aspects, such as antecedents and outcomes. While it is important to review the field in a general manner, we believe it is also important to address specific aspects of the field and provide some pointers for scholars as well as the community outside of academia.

The second contribution of this work is the informed and practical suggestions for future research. In the next section, we provide future recommendations for strengthening existing research and unexplored new topics, providing new paths for the development of research. Recommendations are developed from bibliographic coupling clusters, which provide the current intellectual structure. Thus, we particularly help researchers who desire to extensively understand the mechanisms of thriving and seek future research agendas. Besides theoretical contribution, we also provide practical suggestions for practitioners. We specifically focus on suggestions for leaders/managers, HR professionals, and employees. We address situations that are not yet highlighted within thriving research. However, we

believe that a wider society would benefit from these implications. Therefore, we connect what we know about thriving and introduce it to the work-related aspects that are largely ignored in the literature (such as blue-collar workers and digital nomads).

The third theoretical contribution lies in the presentation of knowledge accumulated over almost two decades of thriving research. Through a review of the most influential documents via citation analysis we address the past, reflecting on the pillars of the subject area. Using bibliographic coupling, we further demonstrate the intellectual structure of the area, identifying the present trends that shape the domain of thriving. By distinguishing the current conversations in the field, we were able to identify the gaps that would help thriving literature take one step forward in development, providing considerations for the future. Thus, in the next section, we identify the research gaps that could be addressed by scholars in the future, starting with the general future topics and concluding with understudied topics identified within bibliographic coupling clusters. We continue and finish with practical recommendations for practitioners and employees on how thriving can improve their workplace as well as general well-being.

1.4.1 Opportunities for future research

1.4.1.1 Leadership

Leadership is largely present in the literature on thriving, as it was found in all clusters. Currently, transformational leadership is trending. We advise that future research could explore the effects of emerging leadership practices on thriving, such as respectful leadership (Van Quaquebeke & Eckloff, 2010), healthy leadership (Rudolph et al., 2020), compassionate leadership (Shuck et al., 2019), distant leadership (Busse & Weidner, 2020) or ambidextrous leadership (Rosing et al., 2011). Ambidextrous leadership positively affects innovative behaviors through thriving (Usman et al., 2022). However, it would be interesting to examine the unexplored influence of thriving employees through the theoretical framework of ambidextrous leadership (Rosing et al., 2011). Another interesting venue to explore in this context is self-leadership (Liu & Zhou, 2023). Moreover, we suggest measuring daily leadership behaviors and their effects on thriving daily. Especially time-lagged effects of leadership behaviors (Kelemen et al., 2020) on thriving could expand this area of research.

1.4.1.2 Work-family/home interface

The new working arrangements taking place currently due to the ongoing pandemic shed new light on employee thriving because now employees do not thrive only at work but should also thrive at home, which is largely under-studied in this particular field. Past research on thriving focused mainly on employees thriving at the office where the family

was not present. Thus, the role of the home environment should be taken into consideration when evaluating employee thriving. These findings were predominately found within cluster 1. Thus, this cluster was the basis for this section. We suggest that future research evaluates whether thriving at work is affected by the home environment, in addition to the workplace factors. Past research identified in cluster 1 has already addressed work-family conflict (Zhang et al., 2022), work-family enrichment (Russo et al., 2018), and home segmentation preferences (Cheng et al., 2021). We advise further inclusion of other well-established but not yet explored constructs in this research domain, such as work-family/life balance, work-self facilitation, work-life boundary management, and family-work resources spillover, to name a few. Furthermore, scholars could also test the spillover or crossover effects of psychological states between partners, especially between dual-earning parent couples.

1.4.1.3 Collective thriving

This section is based on cluster 2 findings. In an organizational context, we recommend future research to address the underexplored avenue of collective thriving which was first presented by Keister (2014). The introduction of collective thriving represented a strong shift, especially in thriving multilevel research. Collective thriving surfaces from individual employee thriving, and it was previously researched at the unit level (meso-level) (Walumbwa et al., 2018; Wu & Chen, 2019; Xu & Wang, 2020). We suggest that future research advance the field by examining how collective thriving at the meso-level impacts organizational performance on the macro-level (for a more comprehensive overview of potential future research on the multilevel aspect of thriving see Goh et al. (2022)).

1.4.1.4 Individual characteristics

Most of the past research (specifically in cluster 3) focused on individual characteristics that enable thriving (for example self-efficacy and prosocial motivation (Abid et al., 2020)). A few of the studies tried to capture the role of personality, for example, core-self evaluations (Guan & Frenkel, 2020; Kleine et al., 2019; Porath et al., 2012). Another potentially fruitful avenue for future research is the inclusion of the big 5 personalities: from proactive personality to negative personality traits, such as narcissism or Machiavellianism. For example, Carmeli and Russo (2016) suggest that individuals high in agreeableness or conscientiousness would experience greater thriving through positive responses at work and home, in terms of their theoretical framework. We advise a promising theoretical framework for research on the effect of personality traits on thriving is the personality trait activation theory (Tett & Burnett, 2003) which could provide evidence about within-person behavioral variations, based on personality and thriving. Apart from personality, scholars could also consider studying other individual characteristics, such as nationality. Most of the research in the field examined thriving in the context of Asian employees (70% of identified samples in empirical research), of which 67% were employees from China. Samples from different European countries were represented in 20% of empirical research (most were from

Germany) whereas only 10% of the samples were based in the USA. Some recent studies included cross-cultural samples (Jiang et al., 2020; Rego et al., 2020; Russo et al., 2018). However, we suggest that further studies include such samples to establish greater generalizability. Previous works also examined thriving in different professions, such as nurses (Jiang et al., 2020) or employees in different life stages (i.e., older workers (Taneva & Arnold, 2017; Taneva et al., 2016)). Upcoming research could also study how employees with different home situations (single parents, employees living alone) thrive.

1.4.1.5 Role of organizations

For employees to thrive, organizations need to create sustainable working environments (de Jonge & Peeters, 2019). These aspects were highlighted within cluster 3. Specifically, Spreitzer and Hwang (2019) provide interesting suggestions for future research in terms of flexible location and flexible employment contracts, addressing the forgotten group of gig or precarious workers (Ashford et al., 2018). We advise the introduction of organizational inclusion and diversity (Barak, 1999) into the research stream of thriving. Moreover, no published study until mid-2021 identified the role of compensations and benefits provided by the organization on employee thriving. Thus, we encourage scholars to examine what/how compensations and benefits enable employees to thrive in the organization (examples of HR strategies for retaining top talent available in Bryant and Allen (2013)). Another suggested research question would refer to top talent's thriving experience, especially in terms of what organizational perspectives and what kind of environment enables their thriving. Further studies could also take into account the millennial and Gen Z perspectives on thriving, and how it differs from previous research.

1.4.1.6 Positive contexts: hybrid workplaces

The future of work is said to be hybrid (Corporation, 2021) due to the sudden shift to work from home in 2020. This change is creating new challenges for the organizations, which will also reshape how employees thrive in the new world of work. In cluster 4 we identified the first published research on thriving during the COVID-19 pandemic focused mainly on career self-management (Chen, 2020) and career sustainability (Fang et al., 2021) but it also addressed the role of proactive personality in the performance of nurses and doctors (Yi-Feng Chen et al., 2021). In upcoming years, employee thriving in the new reality is a fruitful avenue for future research, especially because thriving fuels positive relational factors, such as support (Zhai et al., 2020), and the most affected are working relationships due to the spatial separation (Yamaguchi et al., 2020). We suggest that scholars explore the relationships between thriving and the role of remote support and remote work relationships in hybrid workplaces, or new HR policies introduced due to the new working arrangements.

An overview of proposed future research agendas and additional specific suggestions are presented in Table 3.

Table 3: Overview of opportunities for future research

MICRO LEVEL	MESO LEVEL	SITUATIONAL PERSPECTIVE
Personality - Big 5 - Positive personality traits - Negative personality traits	*Leadership practices* - Respectful leadership - Healthy leadership - Compassionate leadership - Distant leadership - (further examination of) Ambidextrous leadership - Daily leadership behaviors	*Work-home interface* - Work-family/life balance - Work-self facilitation - Work-life boundary management - Family-work resource spillover - Spillover and crossover effects between dual-earning (parent) couples
Individual characteristics - Nationality - Cross-cultural samples - Generations (Millennials and Generation Z) - Demographics	*Organizational factors* - Organizational inclusion and diversity - Compensation and benefits	*Hybrid workplace* - Remote support - Remote working relationships - New HR policies
Individual contexts - Flexible employment contractors (gig workers) - Top talent - Single (parent) employees - Employees living alone	*Collective thriving* - Effect on macro-level	

Source: own work.

1.4.2 Practical implications

In this section, we address how the world outside of academia can enhance thriving at work, based on our review. We identified that some aspects and employees are left out of thriving research. We use this review to provide food for thought firstly for leaders (how to identify if employees thrive), secondly, for blue-collar workers and HR professionals, and, lastly, for unconventional employees – digital nomads and gig workers.

1.4.2.1 For leaders and managers

Leadership is one of the most important aspects that influences an individual's thriving. Leaders and managers should be mindful of how they nurture the thriving of their subordinates. For future research, we proposed scholars take into consideration new leadership practices, identified in current research (Busse & Weidner, 2020; Rosing et al., 2011; Rudolph et al., 2020; Shuck et al., 2019; Van Quaquebeke & Eckloff, 2010). However, we urge practitioners to first recognize the importance of employee thriving. Thriving is an

important aspect of employee well-being (Goh et al., 2022). Therefore, we suggest leaders and managers rethink if they build a sufficient space for their employees to thrive. Our bibliometric analysis confirmed that the socially embedded model is the main theoretical framework for thriving (see Table 1) and that research done in the field leans on its propositions. Because of this fact, we use a socially embedded model to create key questions to inspire leaders and managers on how to enable the thriving of their employees. Leaders should ask themselves (Spreitzer et al., 2005):

1. Does our organization provide decision-making discretion? Do we support broad information sharing? Is there a climate of trust and respect?
2. Concerning my specific work group, is there a positive meaning within my work group? Do we share knowledge and build on relational positive resources?
3. Do I provide the opportunity to nurture agentic work behaviors for employees (such as task focus, exploration, and heedful relating)?
4. How do I currently enable employee's sense of learning and sense of vitality?

Based on these questions, leaders, and managers can identify initial gaps that need to be filled to enable employee thriving. For example, if you are a team leader in a hospital and you identify that there is a lack of knowledge sharing within the team, you could organize quick sessions between team members. Senior nurses can teach newcomers how to do specific tasks. Consequently, newcomers gain new knowledge while indirectly building on their relational positive resources. Research has proven that coworker support enhances thriving (Zhai et al., 2020). Therefore, this could be a positive way of enabling more thriving within your team.

1.4.2.2 For HR professionals

Based on our bibliometric analyses, the majority of research on thriving is made on a sample of knowledge workers. We encourage HR professionals to look beyond white-collar employees and also think about the thriving of blue-collar workers. Those who work at the production line usually do the same work every day but they could also benefit from enhanced feelings of learning and vitality. As per Spreitzer et al. (2005), employees thrive after they experience agentic work behaviors: task focus, exploration, and heedful relating. Firstly, to facilitate positive meaning and motivation through task focus (Spreitzer et al., 2005), HR professionals could organize a campaign where they would vividly position the role of the blue-collar worker in the general picture of the organization. For example, in pharmaceutical companies HR professionals could emphasize the role of the blue-collar worker on the impact of people's health. If the worker does not do his/her work, some people might not get the medicine they require. By positioning blue-collar work tasks in a more general perspective, individuals would be more motivated to work due to the increased meaningfulness of their work and would consequently thrive (Guan & Frenkel, 2020), which is in line with cluster 2 findings.

Secondly, thriving could be enhanced through the exploration of innovative ways of production. For example, an organization could set an option for blue-collar workers' suggestions to the management. If a worker finds a way to improve a particular aspect of their work, they could present it to managers who might consider implementing innovative solutions to their issues. This particular campaign could be led and advertised by the HR department. Those participating in sharing their innovative ideas could be awarded, which would further encourage other employees to explore their workplace as well. Lastly, heedful relating is reflected in the relationship between employees. As we mentioned above, coworker support is important for thriving, and we believe that is also true for blue-collar workers as well. Although they might not work in teams and each has a specific task, organizations should strive that no employee works in isolation. Even if working by themselves on a production line, employers should encourage regular breaks where they spend time with each other while the production is affected minimally. Regular breaks improve employee well-being as well as performance (Lyubykh et al., 2022) but they also help initiate informal conversations. During COVID-19, for example, employees missed the social interaction and the informality of in-person meetings (Mihelič et al., 2021). Therefore the presence at the office would be beneficial.

1.4.2.3 For employees

Due to technological advancements, employees can work from anywhere (digital nomads) or have additional work apart from their formal contract (known as gig work). Digital nomads work digitally while traveling (Schlagwein, 2018). Their lifestyle differs significantly from a conventional employee. Thus, their thriving might also differ significantly. On the other hand, gig workers can have additional jobs apart from their regular jobs, from participating in online panel surveys to being drivers for Uber (Watson et al., 2021). The main denominator in both cases is the important role of self-leadership. In propositions for future research, we highlight the importance of addressing self-leadership in the context of thriving. Great examples of self-leadership practices are digital nomads and gig workers. We did the bibliometric data analysis in 2021 and there was no study examining thriving among those particular workers. Only recently, however, one study addressed the effect of self-leadership on thriving among gig workers (Mao et al., 2024). Although Mao et al. (2024) focus on practical implications for online labor platforms, we think that in terms of self-leadership individuals have most of the power. Therefore, for digital nomads and gig workers to thrive it is firstly important to think about the specific goals to be achieved, think about resources, demands, and barriers that could help/inhibit goal attainment, and put the plan into action (Hirschi et al., 2019). When feeling empowered through increased autonomy, individuals have better self-leadership (Klösel, 2022) and consequently thrive at work (Mao et al., 2024).

1.5 Limitations and conclusion

Our study is not without limitations. We performed our research in July 2021. Thus, we did not take into account the whole year period. Donthu et al. (2021) highlight the fact that bibliometric studies offer a short-term forecast of the field. We agree with this assertion and view it as a limitation. However, we believe that this is also the case for other examples of literature reviews, as researchers can only make conclusions from the data obtained and analyzed.

In this chapter, we provide an overview of the literature on thriving at work. We identified 5 clusters in the field, which works have been shaping the field and provided theoretical as well as practical implications. In the next two chapters, we address an important gap: thriving in the context of work and nonwork domains. In chapter 2, we test antecedents of thriving while working remotely, specifically how the family-work affect affects thriving through exploration, and what is the moderating effect of ambidextrous leadership.

2 THRIVING WHILE WORKING REMOTELY: THE ROLE OF FAMILY-WORK AFFECT, EXPLORATION, AND AMBIDEXTROUS LEADERSHIP

2.1 Introduction

Remote work is an established working arrangement. More recently, however, its implementation was questioned due to decreased collaboration and decreased work pace (Simons, 2017). While working remotely, either from home or another offsite location, employees can experience professional or social isolation due to less in-person formal and informal communication at work, such as meetings or watercooler talk (Choudhury, 2020). The importance of social relationships in remote work received further attention in 2020 due to the global COVID-19 pandemic, which led many people to work from home. Not surprisingly, remote work had been previously referred to as a mixed blessing (Duberley & Carrigan, 2013) because the boundaries between family and work are blurred, due to the non-existent physical separation between work and nonwork domains, and this can negatively impact employee emotions and well-being. Maintaining positive affective states at home may help build novel and creative actions, ideas, and social bonds, which in turn build resources, such as knowledge and health (Fredrickson, 2004). Aside from family, leaders (i.e., supervisors) could also play an important role in mitigating the negative effects of unexpected changes in the work environment (Kraft, 2018). That said, the factors that increase employee thriving while working from home (i.e., working remotely) have thus far not been sufficiently explored.

In this chapter, we propose and test a conceptual model, where the family-work affect will increase thriving at work through the mediating role of exploration, which is defined by

experimentation, risk-taking, discovery, and innovative behaviors, helping people stretch and grow in new directions (Spreitzer et al., 2005). Moreover, we hypothesize a moderating role of ambidextrous leadership which reflects a leader's ability to motivate employees to explorative and exploitative behaviors and flexibly switch between both (Rosing et al., 2011). We situate these hypothesized relationships in a remote (i.e., home) work setting, testing them on two samples: students who attend classes and study exclusively remotely and employees working exclusively remotely. Following previous studies (Schaufeli et al., 2002), we assert that the substitution of studies at the university for work (in terms of thriving at work) is not problematic, as students perform daily activities in their studies at the university, which is fundamental for their role. Thus, thriving at work in the student sample represents thriving through the accumulation of formal and informal knowledge at the university and feeling vitality due to the newly acquired knowledge and good relationships at the university. Moreover, the rationale behind our choice of samples was an examination of the contextual embeddedness of thriving across two major populations, which were most effected by working from home due to COVID-19 restrictions (Cao et al., 2020). The hypotheses are grounded in the socially embedded model of thriving at work (Spreitzer et al., 2005) and the broaden-and-build theory (Fredrickson, 2004).

This research intends to make the following contributions to the literature on thriving, work-family affect, and positive emotions. Firstly, we respond to calls by Russo et al. (2018) to explore the effect of family-work enrichment on thriving whereby we focus on positive affective experiences at home which help employees to be more engaged during remote work (Yamaguchi et al., 2020). Here, rather than work affecting family roles, we are interested in how family factors influence positive work outcomes, as the family becomes an employee's key stakeholder in the remote work domain. Secondly, in the work-family enrichment literature, we address the call in McNall et al. (2010) for more work to examine the individual effects of the specific dimensions of family-to-work enrichment on different outcomes (McNall et al., 2010). More specifically, our research investigates the role of the family-work affect, the most prominent dimension of family-work enrichment (Jaga & Bagraim, 2011). This complements existing literature on family-to-work constructs, such as the family-work affect are significantly less studied than work-to-family constructs. Thirdly, while ambidextrous leadership behavior has thus far been linked exclusively to employee innovative behaviors (Gerlach et al., 2020), here, we situate it in a different context. We provide a more nuanced understanding of how leaders can stimulate employee exploration by introducing ambidextrous leadership as a moderator in the thriving literature, responding to calls by Spreitzer and Hwang (2019) on the role of leaders in promoting thriving at work. Finally, to the best of our knowledge, this is the first research focusing on thriving at work in a remote work/study setting (i.e., at home), which is predicted to become more common even after the end of the pandemic (Ozimek, 2020). This is important because factors facilitating thriving at home may be different from factors affecting thriving at work. In what follows, we use "thriving" to refer to thriving while working (either working in a home

setting, either as a student studying or employee working) to reduce repetition and complexity.

We first present the theoretical background for our conceptual model and hypotheses. Next, we present an overview of the studies performed. We continue with presenting the methodology and results for each of the studies. In the last part, we discuss the results, provide practical suggestions, and indicate limitations and future research opportunities.

2.2 Theoretical background

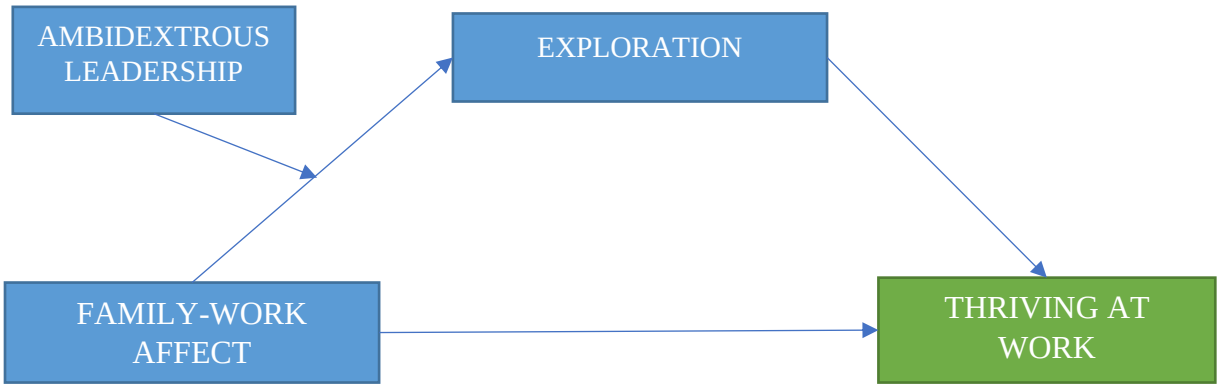
As already identified in Chapter 1, existing research on thriving focused exclusively on a classical workplace with employees in physical offices. To summarize from Chapter 1, the literature found that the following factors contribute to thriving: perceived organizational support, various leadership practices (Kleine et al., 2019), relationships at work (Carmeli & Spreitzer, 2009), support from co-workers (Zhai et al., 2020), other work resources and positive relationships. The concept of thriving in turn increases well-being (Yousaf et al., 2019), job satisfaction, and positive attitudes toward self-development (Kleine et al., 2019), to name a few of its impacts. When employees work remotely, and specifically from home, the factors contributing to thriving may change. Specifically, the novel work surroundings, both in terms of physical atmosphere, as well as psychological atmosphere, become paramount for employees. In this chapter, we focus on the psychological atmosphere, namely positive affective experiences and leader support, as positive emotions and social support were recognized as the most important factors in mitigating the negative effects of the pandemic (Yamaguchi et al., 2020). We rely on the broaden-and-build theory of positive emotions and the socially embedded model of thriving.

Firstly, the broaden-and-build theory explains that positive affect moves individuals forward and helps them to get onto the higher ground of optimal well-being, helping them to be more creative, knowledgeable, resilient, socially integrated, and healthier (Fredrickson, 2004). The positive (and negative) state-based specific affective reactions evidently move across domains, which proves the reciprocal impacts of domains on one another (Eby et al., 2009). These positive affective states experienced further trigger state-based global affective reactions, which are considered consequences of work-family (or family-work) experiences, such as job satisfaction, family satisfaction, and well-being (Eby et al., 2009). Positive social exchanges in the workplace with co-workers and leaders are important sources of an individual's vitality and learning which consequently create more positive affective resources (Spreitzer et al., 2005). In the light of remote work and positive affective resources, we consider the family-work affect as the driver of a remote worker's thriving.

Secondly, based on Spreitzer et al. (2005) model of thriving, basic contextual features that enable people to thrive at work through agentic work behaviors is also adequate supervision. When (rapidly) shifting to remote work, leaders have to navigate employees through the process to effectively adapt to the (new) working environment (Kraft, 2018). This calls for

ambidexterity in managing the process of defining work strategies for remote work. We thus introduce ambidextrous leadership as an example of a promising leadership practice that will help employees explore thriving. Ambidextrous leadership, which is a more recent concept, is conceptualized by opening leader behaviors, which foster employee exploration, and closing leader behaviors, which foster employee exploitation (Rosing et al., 2011). However, it also can switch flexibly between both these leader behaviors, as required by the given situation (Rosing et al., 2011). In the next two sections, we will provide further theoretical rationale on mediating and moderating roles of two important aspects of the socially embedded model of thriving: exploration and contextual feature of ambidextrous leadership. The relationships are presented in Figure 7 where exploration is presented as a mediator of the family-work affect – thriving relationship and ambidextrous leadership is the moderator of the family-work affect – exploration relationship.

Figure 7: Conceptual model for chapter 2



Source: own work.

2.2.1 The mediating effect of exploration between the family-work affect and thriving

When working at home, a person's family role and work role are physically intertwined, allowing for the possibility of enriching each other in the form of positive affect. Eby et al. (2009) note the importance of positive affective states, as they have reciprocal effects on work and family, and even cross over to partners and other family members. For example, employees reporting high daily job satisfaction also had higher daily marital satisfaction and higher positive affect at home (Ilies et al., 2009). The positivity that arises due to the caring and loving emotions received from one's family helps individuals feel more enthusiastic, alert, and energetic, and in turn, they can more efficiently transfer these positive resources from the family to the work domain (Greenhaus & Powell, 2006). For example, the family-work affect occurs when involvement in one's family results in positive emotional states that help the individual to be a better worker (Kacmar et al., 2014). These positive emotions help employees simply perform better, giving them better perceptions of their work, co-workers, leaders, and even organizations. However, in a remote work setting the resources from work might be mitigated by the spatial separation that occurs, especially due to blurred boundaries

between work and family domains. Thus, the increase in the importance of a positive relationship between family and work in a remote setting becomes inevitable, and this is why the impact of an employee's family in a remote setting should be addressed. Moreover, positive emotions also promote positive thinking which builds relational capacity in the workplace, giving a powerful tool for individuals to foster strong social resources (Vacharkulksemsuk & Fredrickson, 2013).

We propose that exploration, which involves experimentation, risk-taking, discovery, and innovative behaviors (Spreitzer et al., 2005), will mediate the relationship between the family-work affect and thriving during remote work. When employees engage in exploration, they explore new ways of working by encountering novel ideas, information, and new strategies to achieve their work goals (Spreitzer et al., 2005). It is recognized as a prerequisite to personal growth (Kashdan et al., 2004). Based on previous research, positive affect and openness to experience were the strongest predictors of employee exploration (Zacher et al., 2016). Employee exploration is beneficial for employees and organizations, as the amount of knowledge available increases. In the context of remote work, this may not only include exploring new tasks, gaining knowledge, and finding new solutions to problems but also new ways of working in terms of technology and managing the work environment in the home setting. This in turn would be reflected in personal growth and thriving (Sia & Duari, 2018).

We argue that positive affective states will propel remote workers to engage in more exploratory behaviors. We make this assumption based on the broaden-and-build theory which states that positive affective states will broaden one's attention and awareness, creating exploration, resulting in knowledge and intellectual complexity and thus building an individual's personal resources (Fredrickson, 2004). Moreover, individuals with family support feel more positive towards their family, which helps them to be better workers because they develop positive emotional attitudes. Taken together, the daily experience of positive emotions builds positive interpersonal relationships (Vacharkulksemsuk & Fredrickson, 2013) motivating employees to experiment and try new things. The positive feelings received from one's family during remote work are even more important during the COVID-19 pandemic, as social distancing is required for health reasons (Yamaguchi et al., 2020). Therefore, as remote workers receive positive affect from their family members, they would broaden their thoughts and actions at work, becoming more interested in adopting an explorative mindset in their work role, along with increasing willingness to try novel solutions to work challenges (Fredrickson, 2004). In turn, a wider breadth of alternative solutions will enable them to learn on the job, and meaningful relationships due to the positive affect experienced at home will make them more energetic, thereby enabling thriving, as stated in the following hypothesis:

H2.1: Exploration mediates the family-work affect – thriving at work relationship.

2.2.2 The conditional effect of ambidextrous leadership

Next, we hypothesize that ambidextrous leadership, as a contextual enabler of thriving, will moderate the relationship between the family-work affect and exploration, extending the theoretical background presented in H1 with the socially embedded model of thriving (Spreitzer et al., 2005). Ambidextrous leadership encapsulates opening and closing behaviors performed by leaders, which in turn foster exploration and exploitation in employees (Rosing et al., 2011). Opening leader behaviors allow employees to accomplish tasks in different ways, encourage experimentation, motivate risk-taking, raise the possibilities of independent thinking and acting, create room for a person's ideas, allow errors to be made, and encourage learning from them (Rosing et al., 2011). On the other hand, closing leader behaviors help in establishing routines, controlling goal attainment, taking corrective actions, controlling adherence to rules, paying attention to uniform task accomplishment, sanctioning errors, and sticking to plans (Rosing et al., 2011). Ambidextrous leaders exhibit temporal flexibility, which is the ability to switch between both behaviors as the situation requires (Rosing et al., 2011). This is why ambidextrous leadership was recognized as an essential leadership practice during the COVID-19 pandemic, as it provides different ways of thinking that are important for short-term survival and long-term success (Smith & Butler, 2020). Ambidextrous leadership has previously been linked to innovation performance (Gerlach et al., 2020), creativity (Tung, 2016), and job crafting (Luu et al., 2019). Most recently it was also explored as an antecedent of thriving (Usman et al., 2022) although here we conceptualize its moderating role. We assume that ambidextrous leaders recognized as an example of basic contextual features of agentic work behaviors would further help build the resources needed to experience exploration during the pandemic (Spreitzer et al., 2005).

We assert that the combined behaviors of ambidextrous leaders will strengthen the positive relationship between the family-work affect and thriving through exploration because of the flexibility that ambidextrous leadership entails. Those remote workers who will experience a positive family-work affect will be more open and aware of ambidextrous leadership practices, which work "paradoxically in tandem" (Smith, 2016), embracing the new COVID-19 working environment. The lack of face-to-face supervision, lack of access to information, or even distractions at home might compromise employee performance. Thus, leaders would aim to restore balance by establishing structured daily check-ins on the one hand. On the other hand, they would encourage employees to try different innovative ways of handling their remote work. The two polar opposite behaviors in ambidexterity help encourage different ways of thinking and applying new practices in the changing workplace, which in a way is similar to the highly unpredictable and complex innovation processes (Rosing et al., 2011). For example, a diary study on ambidextrous leadership and employee innovation provided insights into the importance of a wholesome approach to ambidexterity in leadership behaviors. Results showed that opening leadership behavior stimulated employee exploration and, consequently, innovative behaviors. However, closing behaviors further boosted the positive effects of opening behaviors on employees (Zacher & Wilden, 2014).

Leaders who will engage in ambidextrous leadership behaviors will be more involved in the process which, in turn, will help employees to feel that they have the ability to cope and make sense of the new situation, encouraging them to explore (Kashdan et al., 2004). If leaders are not ambidextrous, they are not able to flexibly switch between the two behaviors, resulting in higher potency of either one of the behaviors. This means, that in this particular crisis, some leaders could engage only in closing behaviors, controlling and directing employees when working from home, resulting in extensive exploitation of employees rather than giving space to employee creativity (White, 2010). Extensive monitoring hinders employee performance and well-being. It might increase productivity over the short term (White, 2010). In the long term, however, it would hinder employee exploration and consequently their thriving. Oppositely, if leaders give employees the complete freedom of performing work-related tasks, not monitoring their goal attainment, not sticking to plans, and giving no structure in implementing new strategies for remote work, that could result in overwhelmed employees, losing track of their work-related demands. Therefore, leaders need to know when to use particular behavior in particular situations to balance employee performance at work.

We hence suggest that a good mood at work – when experiencing the family-work affect in combination with supervisor support of an ambidextrous leader as a contextual feature – will help employees to feel more explorative. Thus, leaders who behave highly ambidextrous will give better guidance and space to the employees when they need it the most to enable agentic work behavior of exploration. Moreover, ambidextrous leaders will further help organizations to remain adaptive by integrating external and internal knowledge, cultivating employee learning (Luu et al., 2019) which, in turn, helps people feel more energetic (Spreitzer et al., 2005). Therefore, based on the broaden-and-build theory of positive emotions with interlaced basic tenets of the socially embedded model of thriving, we hypothesize:

H2.2: Ambidextrous leadership behavior moderates the indirect effect of family-work affect on thriving at work via exploration so that the indirect effect will be stronger (weaker) at higher (lower) levels of ambidextrous leadership behavior.

2.3 Overview of studies

We tested the hypotheses by conducting two studies among individuals who rapidly switched to working from home during the pandemic. By employing two samples, we included two major populations that had to work from home due to COVID-19 (Cao et al., 2020).

Study 1 examined a mediation model (H2.1) which was tested on the sample of university students involved exclusively in online learning, using a cross-sectional methodological design with self-reported data. Following previous research (Schaufeli et al., 2002), studying

is considered the main work task for students, as their daily activities represent underlying working activities important for their role.

In study 2, our sample consisted of employees who were working from home during the pandemic. In addition to replicating the mediating effects, we further extend the mediation model by exploring the notion of workplace support during remote work (H2.2) in the form of ambidextrous leadership. This leadership construct is included only in the second sample because it refers to behaviors that are exhibited by the immediate supervisor at work, which is not the case at the university. Therefore, we could not measure ambidextrous leadership in sample 1, as university students do not have immediate supervisors.

2.3.1 Study 1: Mediation model

2.3.1.1 Method

The participants of this study are university students from a triple accredited business school in a European country who were recruited through an online course and were at the time studying exclusively remotely. Participation was voluntary and no personal data was required thereby assuring the anonymity of responses. Informed consent was obtained from all participants. After data were collected via an online survey, preliminary screening of the data was conducted (e.g. examining missing data at item level, assumptions of normality, and outliers). The final sample comprised a total of 169 responses, with an average age of 20 years (SD = 1.45), with 65% being female and 35% male. Their average GPA is 8.65 and on average they spend 23 hours on school work per week. Most of them are currently unemployed (61%) and 36% engage in some form of student work at least sometimes. The average experience at work (student work included) was 10 months.

2.3.1.2 Measures

Validated and established scales were used for the measurement of the core variables (see Appendices 3 and 4 for all items). If not stated otherwise, a 5-point Likert scale was used, ranging from 1 – strongly disagree to 5 – strongly agree. The respondents were asked to think about their current situation at the faculty and focus on their experiences with online learning.

Thriving at work was measured using an adapted thriving at work scale (Porath et al., 2012). We instructed participants to reflect on their regular experience with online learning. Therefore, we have evaluated thriving during daily activities performed by the students for school work where they learn and feel vital due to the contextual features and resources produced during schooling. Sample items used in the survey are: “At the school, while experiencing online education, I find myself learning often.” and “At the school, while

experiencing online education, I feel alive and vital." As suggested by Porath et al. (2012), we have used aggregated scores from both dimensions to represent thriving.

Family-work affect was measured using items assessing the family-work affect, a subscale of the family-work enrichment scale (Kacmar et al., 2014) which was adapted for students. Participants were asked to think about their school and family nexus. A sample item is: "My engagement and active participation in my family puts me in a good mood and this helps me be a better student."

Exploration was measured by the curiosity and exploration inventory (Kashdan et al., 2004). This measurement of exploration was used by previous studies, which addressed exploration as an agentic work behavior in the context of Spreitzer et al. (2005) model of thriving at work (Porath et al., 2012; Sia & Duari, 2018). A sample item is: "I would describe myself as someone who actively seeks as much information as I can in a new situation."

For *control variables,* we used student age, gender, experience with work (in months), and grade point average (Ozcan et al., 2021). In Table 4, the validity and reliability of the scales used are presented.

Scales are self-reported, which presents the risk of common method bias. To mitigate the bias, we incorporated steps suggested by Podsakoff et al. (2012): 1) reducing evaluation apprehension by indicating that the survey is completely anonymous, protecting respondent anonymity and that there are no right or wrong answers, and 2) using marker variable approach where marker variable was unrelated to the other variables. There was no difference in significance between the zero-order correlations and those partially out by the marker variable showing low common method variance risk in the dataset.

Table 4: Results for the validity and reliability of the scales used (Study 1)

Scale	Number of items	Cronbach alpha	AVE	CCR
Family-work affect	3	0.96	0.93	0.98
Thriving at school	10	0.92	0.54	0.92
Exploration	7	0.72	0.40	0.81

Source: own work.

In the case where the average variance extracted is under 0.5 but above 0.40 and if composite reliability and Cronbach alpha are both above 0.6, the convergent validity of the measurement scale is still acceptable (Fornell & Larcker, 1981; Tehseen et al., 2017).

2.3.1.3 Results

In Table 5, we present descriptive statistics and correlations between the study and control variables.

Table 5: Descriptive statistics and correlations (Study 1)

	Variable	Mean	S.D.	1	2	3	4	5	6
1	Gender	1.36	0.49						
2	Age	19.67	1.47	0.15					
3	Work experience	9.49	14.54	-0.16*	0.18*				
4	Grade point average	8.66	6.74	-0.04	0.02	0.00			
5	Family-work affect	3.34	1.19	-0.05	-0.02	-0.01	-0.14		
6	Exploration	3.34	0.61	-0.04	0.84	0.17*	-0.04	0.39***	
7	Thriving	2.74	0.88	0.13	0.64	0.09	-0.02	0.35***	0.49***

*p < .05, **p < .01, ***p < 0.001

Source: own work.

H2.1 proposed the indirect relationship in the mediated model. We have tested the indirect effect with the SPSS macro PROCESS model 7 using 95% bootstrap confidence intervals (5,000 resamples). We included gender, age, and work experience as covariates. The results of the analysis are presented in Table 6. H2.1 stated that exploration mediates the family-work affect – thriving relationship. The results show that the family-work affect was positively related to exploration (ß = 0.20; p < 0.000), and exploration was positively related to thriving (ß = 0.60; p < 0.000) when controlling for the family-work affect. The direct effect of family-work affect on thriving is 0.15 with a 95% confidence interval not containing zero (0.04 to 0.25) which provides evidence that the mediation model is significant (Hayes, 2017). Controlling for exploration, those who experience a greater family-work affect will experience higher levels of thriving. The indirect effect of the mediation is 0.12 with a 95% confidence interval not containing zero (0.06 to 0.18) which means that as one experiences a higher family-work affect, it will result in higher levels of thriving through exploration, whereas those who experienced more affect will feel more explorative and consequently thrive more. As such, the results support H2.1.

Table 6: Results of the mediation analysis (Study 1)

Relationship	Coefficient	95% CI
Family-work affect → Thriving	0.15** (0.05)	0.04, 0.25
Family-work affect → Exploration	0.20*** (0.04)	0.13, 0.27
Exploration → Thriving	0.60*** (0.10)	0.39, 0.81
Gender → Thriving	0.29* (0.12)	0.05, 0.53
Age → Thriving	0.01 (0.04)	-0.07, 0.09
Work experience → Thriving	0.00 (0.00)	-0.01, 0.11
Grade point average → Thriving	0.00 (0.00)	-0.01, 0.01
Exploration	0.12 (0.03)	0.06, 0.18

Note. Standard errors are presented in parentheses next to the fixed effects. CI = Confidence intervals. Confidence intervals that do not contain zero are deemed significant.

*p < .05, **p < .01, ***p < 0.001

Source: own work.

2.3.2 Study 2: Mediation and moderated mediation model

In study 2, we conducted research on a sample of employees, who have been working from home during the pandemic full time and have never worked remotely before the pandemic. Moreover, they all lived with their romantic partner, which was a prerequisite to assessing the family-work affect.

2.3.2.1 Method

The participants of this study were recruited online through Prolific Academic where participants are recruited for scientific purposes. Prolific Academic is recognized as superior to alternative platforms, due to the high quality of the participants it enables (in terms of honesty, diversity, and being less exposed to common research tasks) (Peer et al., 2017). Our sample comprises remote workers from a European country who have shifted to working exclusively from home since the first wave of the COVID-19 pandemic. Informed consent was obtained from all participants. Anonymity was assured and participants could withdraw from the survey at any point. After data collection, preliminary screening of the data was conducted (e.g. examining missing data at the item level, assumptions of normality, and outliers). The final sample comprised a total of 314 responses, with an average age of 36 years (SD = 0.48) with 63% being female and 37% male. Most of the respondents have a bachelor's degree (54%). 21% only completed secondary education. 21% have a master's degree or equivalent. 4% have a doctorate or equivalent. The average tenure at the current employer is 6 years.

2.3.2.2 Measures

The same scales as in Study 1 were used to measure the main constructs whereby the items reflected the home work context of employees (see Appendix 5 for all items).

Ambidextrous leadership behavior was assessed with the scale of opening and closing behaviors (Zacher & Rosing, 2015). Participants were instructed to assess how often their direct supervisor has behaved in certain ways over the past few months. Sample items are: "My supervisor allows different ways of accomplishing a task" and "My supervisor monitors and controls goal attainment". The items were answered on a 5-point Likert scale ranging from 1 – never to 5 – frequently if not always.

For *control variables*, we used employee age, gender, education, and tenure, as suggested by previous research about thriving (Carmeli & Spreitzer, 2009). We further added participants' family conditions as controls (age of the youngest child in the household and caregiving responsibilities for elderly family members) due to the nature of the context of the research in a remote work setting due to the pandemic. The validity and reliability of the used scales are presented in Table 7.

We performed the same procedures to mitigate common method bias as in study 1. With the marker variable approach, there was again no difference in significance between the zero-order correlations and those partially out by the marker variable (Podsakoff et al., 2012).

Table 7: Results for the validity and reliability of the scales used (Study 2)

Scale	Number of items	Cronbach alpha	AVE	CR
Family-work affect	3	0.95	0.91	0.97
Ambidextrous leadership	10	0.83	0.57	0.94
Exploration	7	0.72	0.53	0.88
Thriving	10	0.91	0.67	0.95

Source: own work.

2.3.2.3 Results

In Table 8, we present descriptive statistics and correlations between the study and control variables for Study 2.

Table 8: Descriptive statistics and correlations (Study 2)

	Variable	Mean	S.D.	1	2	3	4	5	6	7	8	9
1	Gender	1.36	0.48									
2	Age	35.89	9.36	0.06								
3	Education	2.06	0.75	0.03	-0.03							
4	Tenure	6.29	5.49	0.10	0.49***	-0.21***						
5	Age of youngest child in the household	4.00	1.20	0.04	-0.56***	0.06	-0.28***					
6	Caregiving responsibilities for an elderly family member	1.08	0.27	-0.10	0.20***	0.01	0.11	-0.14*				
7	Family-work affect	3.88	0.89	-0.03	-0.00	-0.02	-0.01	0.00	0.04			
8	Ambidextrous leadership	3.59	0.60	-0.02	-0.02	-0.01	-0.11	0.07	-0.06	0.25***		
9	Exploration	3.47	0.60	0.09	-0.01	0.12*	-0.08	0.01	0.08	0.16**	0.22***	
10	Thriving	3.14	0.78	0.15**	0.09	0.05	-0.02	-0.02	-0.03	0.32***	0.29***	0.37***

*p < .05, **p < .01, ***p < 0.001

Source: own work.

Both hypotheses were tested in study 2, using the two-stage process of Preacher and Hayes (2004), through SPSS macro PROCESS (models 4 and 7). The first stage tests the indirect relationships of the mediation model (H2.1). The next stage was testing the moderated mediation model (H2.2), involving inference testing of the moderator. In both cases, 95% bootstrap confidence intervals (5,000 resamples) were used. We included gender, age, education, tenure, age of the youngest child in the household, and elderly caregiving responsibilities as covariates.

Table 9: Results of the mediation analysis (Study 2)

Relationship	**Coefficient**	**95% CI**
Family-work affect → Thriving	0.24*** (0.05)	0.16, 0.33
Family-work affect → Exploration	0.11** (0.04)	0.04, 0.19
Exploration → Thriving	0.40*** (0.07)	0.27, 0.53
Gender → Thriving	0.22* (0.08)	0.06, 0.38
Age → Thriving	0.01* (0.01)	0.00, 0.02
Education → Thriving	0.00 (0.05)	-0.10, 0.11
Tenure → Thriving	-0.01 (0.01)	-0.03, 0.01
The youngest child → Thriving	0.02 (0.04)	-0.06, 0.09
Caregiving → Thriving	-0.19 (0.15)	-0.48, 0.10
Mediation	**Indirect effect**	**95% CI**
Exploration	0.04 (0.02)	0.01, 0.09

Note. Standard errors are presented in parentheses next to the fixed effects. CI = Confidence intervals. Confidence intervals that do not contain zero are deemed significant.

*p < .05, **p < .01, ***p < 0.001

Source: own work.

The results of the first stage of the analysis are presented in Table 9, testing the proposition of H2.1: exploration mediates the family-work affect – thriving relationship. The results show that the indirect paths between the family-work affect and exploration (ß = 0.11; p < 0.01), and exploration and thriving (ß = 0.40; p < 0.000) are statistically significant. Moreover, the indirect effect of mediation is significant with an indirect effect of 0.04 (95% CI 0.01 to 0.09), which means that those who are experiencing higher levels of family-work affect will experience higher thriving through exploration whereas those having more family-work affect will exhibit higher levels of exploration and experience higher thriving. We again confirm the H2.1 with the study 2 results.

Table 10: Results of the moderated mediation analysis (Study 2)

Predictors	**Exploration**		**Thriving at work**	
	Coefficient	**95% CI**	**Coefficient**	**95% CI**
Family-work affect (X)	0.10* (0.04)	0.02, 0.17	0.24*** (0.04)	0.16, 0.33
Exploration			0.40*** (0.07)	0.27, 0.53
Ambidextrous leadership (W)	0.21** (0.06)	0.09, 0.32		

To be continued

Table 10: Results of the moderated mediation analysis (Study 2) (cont.)

Predictors	Exploration		Thriving at work	
	Coefficient	**95% CI**	**Coefficient**	**95% CI**
X × W	0.14* (0.06)	0.04, 0.25		
Gender	0.13 (0.07)	-0.02, 0.25	0.19* (0.08)	0.03, 0.36
Age	0.00 (0.00)	-0.01, 0.01	0.01* (0.01)	-0.00, 0.02
Education	0.09* (0.05)	0.01, 0.18	0.00 (0.05)	-0.10, 0.11
Tenure	-0.01 (0.01)	-0.02, 0.01	-0.01 (0.01)	-0.03, 0.01
Age of youngest child in the household	-0.01 (0.03)	-0.08, 0.05	0.02 (0.04)	-0.06, 0.09
Caregiving responsibilities for an elderly family member	0.21 (0.13)	-0.04, 0.45	-0.19 (0.15)	-0.48, 0.10
Constant	-0.02 (0.03)	-0.09, 0.05	0.01 (0.04)	-0.07, 0.09
Conditional indirect effect				
Low W (-1SD)			0.01 (0.02)	-0.03, 0.05
Average W (Mean)			0.04 (0.02)	0.01, 0.08
High W (+1SD)			0.08 (0.03)	0.03, 0.13
	R^2 = 0.34 F (9,304) = 4.30, p = 0.0000		*R^2 = 0.49 F (8,305) = 11.83, p = 0.0000*	

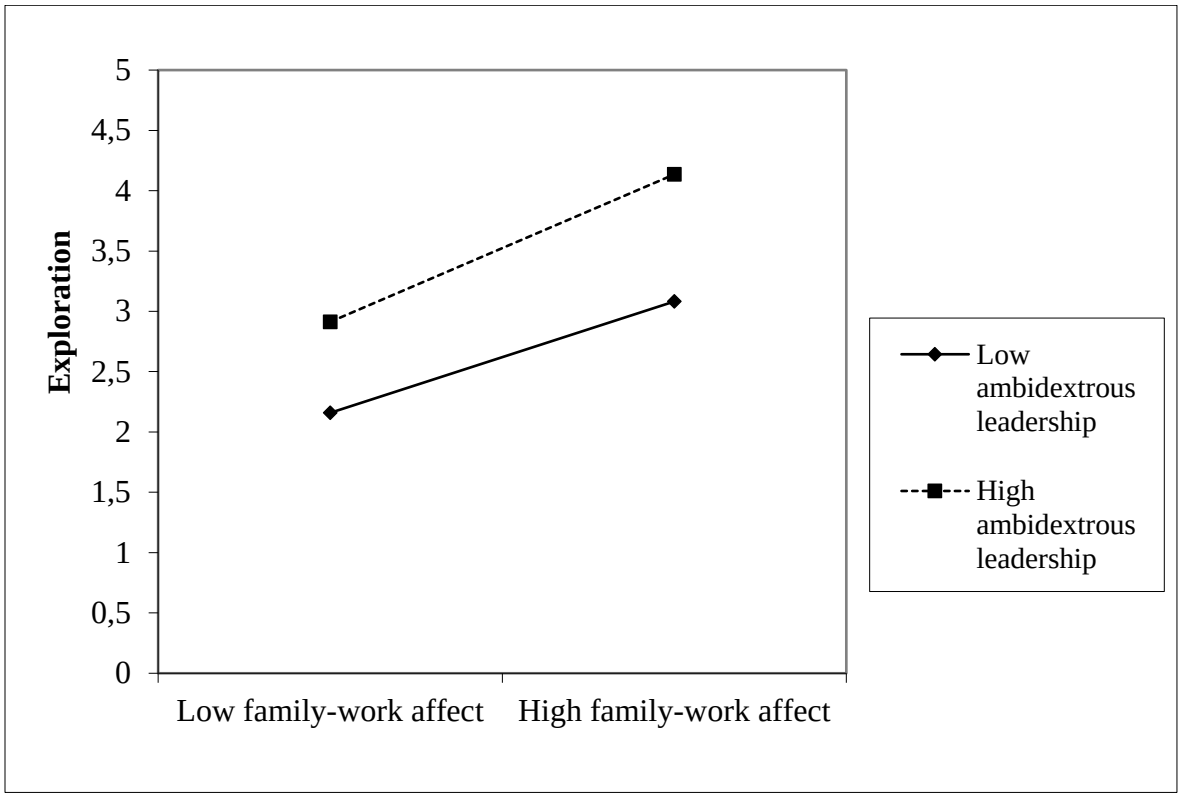
Note. Standard errors are presented in parentheses next to the fixed effects. CI = Confidence intervals. X = independent variable. W = moderator. Confidence intervals that do not contain zero are deemed significant.

*p < .05, **p < .01, ***p < 0.001

Source: own work.

The results of the second stage of the analysis are presented in Table 10, and these show that while keeping the family-work affect and the covariate variables constant those employees with relatively high exploration report higher levels of thriving relative to those with lower exploration (ß = 0.40, 95% CI = 0.27 to 0.52, p < 0.000). H2.2 suggests that ambidextrous leader behaviors moderate the indirect effect of family-work affect on thriving via exploration so that the indirect effect is stronger at higher levels of ambidextrous leadership behavior. Results show that ambidextrous leadership in fact moderates the relationship between family-work affect and exploration (ß = 0.14, 95% CI = 0.05 to 0.25, p < 0.05). The plotted interaction of the moderating relationship is presented in Figure 8. It is evident that the family-work affect on exploration relationship is stronger under high levels of ambidextrous leadership (+1SD) and weaker with lower levels of ambidextrous leadership behaviors (-1SD).

Figure 8: Moderating effect of ambidextrous leadership



Source: own work.

The results further suggest that the mediating role of exploration in the relationship between the family-work affect and thriving was conditional on employees experiencing average (95% CI = 0.01 to 0.08) to high (95% CI = 0.03 to 0.13) levels of ambidextrous leadership. For those employees with experienced low levels of ambidextrous leadership, there was no statistically significant relationship between the family-work affect and thriving through exploration. To sum up, for employees who experience higher levels of ambidextrous leadership behaviors from their leaders, the indirect effect increases, as the index of moderated mediation is positive and significant (index = 0.06; 95% CI from 0.01 to 0.11). Leaders engaging in ambidextrous leadership will help nurture employee exploration and consequently help employees thrive at work. Therefore, H2.2 is supported. Moreover, a total of 34% of the variance for exploration and 49% for thriving were explained in the final model of moderated mediation.

2.4 Discussion

This research investigated the antecedents of thriving in the context of remote work, specifically working from home. Testing mediation and a moderated-mediation model in two studies, we show that the family-work affect increases thriving. The family-work affect also motivates student and employee exploration, as the positive affect helps them to get new ideas at work or during online studies while more exploration enables employees to

thrive more at work. Moreover, ambidextrous leaders that are highly present in remote work settings enable employee exploration, promoting higher levels of thriving, due to this conditional indirect effect of first-stage moderator. With this research, we provided several important contributions, examining what remote work factors contribute to thriving in remote work settings.

First, we established the family-work affect as a novel predictor of thriving. Previously, research connecting the relationship between thriving and the work-family interface focused on work-family conflict and thriving, with a spillover effect from helping one's neighbors (Zhang et al., 2022), and a mediating effect of work-family enrichment on family-supportive supervisors and their effect on thriving (Russo et al., 2018). However, the current research takes one step further by proving the positive impact of the family-work affect on thriving while working from home. With this knowledge, we contribute to the work-family enrichment theory, as the positive family-work affect is a part of the family-work enrichment dimension. When the family-work affect is experienced during remote work, it helps employees to be better workers increasing their ability to thrive at work. We thus proved that the family-work affect buffers the negative consequences of a changed working environment, making family and work allies rather than enemies (Greenhaus & Powell, 2006). Thus, we responded to the call of Russo et al. (2018) to research the relationship between family-work enrichment and thriving, and that of Greenhaus and Powell (2006) to address specific experiences using the work-family enrichment theoretical model.

Second, we complement the literature on family-work enrichment by measuring only the affective dimension of the family-work enrichment construct because McNall et al. (2010) called for more research measuring separate dimensions, rather than the overall family-work enrichment construct to understand the relationships between the dimensions of enrichment and the various outcome variables. Moreover, Jaga and Bagraim (2011) reported that affect was the strongest dimension of family-work enrichment, helping employees increase their quality of work role, due to the positive emotional state that can arise from their family role, which then contributes to a positive mood in their work role (Greenhaus & Powell, 2006). Thus, our research adds to the importance of the family-work affect in organizational research.

Third, our research offers additions to the ambidextrous leadership literature in two ways. On the one hand, we establish ambidextrous leadership as a moderator in the relationship between family-work affect and exploration in which context has never been studied before. Thus our research expands the current domain of ambidextrous leadership outcomes focused on innovative behaviors (Gerlach et al., 2020) to the family-work interface and agentic work behaviors. Our research proves that employees who have leaders who are highly engaged in ambidextrous behavior explore more when experiencing the family-work affect during remote work. On the other hand, we extend these relationships to the outcome of thriving. Some very recent research addressed the mediating role of thriving in the ambidextrous leadership – innovative behavior relationship (Usman et al., 2022) but we included

ambidextrous leadership as a moderator in the mediated model of family-work affect – exploration – thriving. This is in line with the call for future research on how leadership practices might promote thriving (Spreitzer & Hwang, 2019). Our results further confirm the important role of the leader during remote work, as the higher the level of ambidextrous leadership, the stronger the indirect effect of family-work affect on thriving, via exploration. Therefore, ambidextrous leaders play an important role in uncertain circumstances, such as those that arose during the global pandemic, as they can balance contradicting behaviors, bringing out the best in their employees (Kraft, 2018). As such, we augment thriving literature with the novel construct of ambidextrous leadership.

Lastly, we extend the knowledge on thriving by situating it in a non-classical, remote work setting (i.e., home). The pandemic forced organizations to adopt remote work to ensure the well-being of their employees, creating additional challenges. Decreased face-to-face interactions at work further contributed to the social and professional isolation of remote workers, which affected the synergies at work and (in)formal learning opportunities (Choudhury, 2020). We take this research further by including in our sample remote students who had experienced only online schooling at the university and remote workers who had rarely worked from home before but had to do so due to COVID-19, which provided us with novel information about the factors facilitating thriving in this context. To confirm the hypotheses, we provided evidence on the importance of enriching family domains in remote work settings, with the combination of ambidextrous leadership practices which are needed for employees to feel vital and learn in the remote work context.

2.4.1 Practical implications

Our research offers various practical recommendations for HR professionals, leaders, and remote workers. When it comes to an organization's attempts to increase thriving, HR professionals need to acknowledge the role of family during remote work for individuals to thrive, as it is unfeasible to completely disconnect family and work demands. A more general approach for HR professionals to address all employees regarding positive family emotions in a remote work setting could be sharing some established tips and tricks on how to manage work-life balance during remote work, focusing on the importance of family and/or life, or giving remote workers regular opportunities to engage in positive family roles but with their work tasks having first been completed. HR professionals could also prepare a campaign, showcasing positive family experiences. Such an example could be "bringing a child/family member to work day" where employees would have a flexible slot of one hour in a work day to have quality time with their child or other family member. Such positive experiences within the family could affect employees' thriving in remote work settings positively.

With their families helping remote workers to become better employees through increased positive affect, employees would feel more energy to engage in exploration. Organizations can also encourage exploration by giving employees the option to decide upon their daily

routine during remote work, as exploration consists of experimentation, risk-taking, discovery, and innovative behaviors (Spreitzer et al., 2005). Allowing employees to balance their family and work obligations by working from home will make them more comfortable with exploration at work (Sia & Duari, 2018). Moreover, those employees who exhibit more exploration are more likely to seek information actively to create additional resources, which would consequently lead to more thriving (Spreitzer et al., 2005). HR practitioners can help in increasing exploration in the workplace by having monthly online discussions on best practices regarding company-specific challenges and learning from successful employees in the company. Monthly discussions in remote work could present best practices of time and spatial management in remote work settings, allowing remote workers to address issues and discuss solutions, as well as for them to actively participate in dealing with such problems, building their skills and thriving (Spreitzer et al., 2005).

Moreover, our findings reveal that ambidextrous leaders facilitate employee exploration. Greater flexibility between opening and closing leader behaviors can help employees explore or exploit innovations at work (Rosing et al., 2011), and it is in the leader's domain to know what direct subordinates need the most in this regard. Ambidextrous leaders could identify when employees need more of a routine, and in this case, they should exhibit closing behaviors. On the other hand, by giving employees room for creativity when they need it the leader would exhibit opening behavior. Hence, we suggest that supervisors take time and organize meetings with each employee via phone or other means of communication, such as Zoom or Teams, to get their input on work experience during work from home. Supervisors and remote workers could together identify the areas where the latter need more monitoring and control concerning goal attainment, help with routines and sticking to plans, and where they need space to be creative, experiment, think, and act independently. With this input, leaders could identify where employees need more opening (creativity, experimentation, etc.) and at which times more closing behaviors (monitoring, control, etc.). With the combination of closed and open behaviors from their supervisors, remote workers will want to explore even more than before because they will have the feeling that they could be creative but will still have some support in terms of structure in the relatively unstructured environment when working from home.

2.4.2 Limitations and future research

While the present research has its merits, the limitations need to be acknowledged. First, we collected data for one of the studies through the online service Prolific Academic where participants are paid for their collaboration in online surveys, and thus may give biased answers to receive the reward. However, the online service enabled us to apply multiple screeners to target specific participants (remote work during COVID-19, living with a partner, and nationality), which is not possible in other research settings. This is an important advantage, as we can contextualize our research, providing more nuanced results (Smith et al., 2015). Moreover, researchers can identify participants who have a large number of

rejected responses, which serves as quality control for survey responses (Peer et al., 2017). A second limitation is that the scales used were self-reported, which could produce common method bias. To decrease this, however, we took the steps described in the methods section for each study. A third limitation lies in the cross-sectional study design. While this research design does not allow us to establish causality, it is appropriate for conducting studies in novel contexts (such as the COVID-19 pandemic) as was the case in this study. Namely, unlike the previous studies that explored thriving in the office, our study investigated thriving in the home office. Spector (2019) argues that cross-sectional design is valuable in processes that have already occurred and the subject of the research is established in the current process. We conducted the studies at the end of 2020 and the beginning of 2021 when the COVID-19 pandemic had been present for almost a year, and the effects of remote work had already occurred and developed.

Thriving is a psychological state, and there is a continuous feedback loop to the resources that enable thriving in the future (Spreitzer et al., 2005). Therefore it would be beneficial to see how family-work affect and exploration impact thriving over a longer period. In this research, we focused on the family-work affect and did not investigate other dimensions of family-work enrichment. Thus, we propose that in the future the other two dimensions of family-work enrichment (development and efficiency (Kacmar et al., 2014)) should be studied concerning thriving. It would also be beneficial to study how daily levels of thriving vary throughout the week, observing the effect of family-work environment, agentic behaviors, and support from leaders or co-workers. Overall, both studies were done in the context of remote work. Thus, we propose that the model could be tested also in other contexts, such as hybrid work or pre-pandemic work environments, depending on the development of work environments in the future. Thus, it would be beneficial to research the effects of family-work affect, ambidextrous leadership, and exploration of thriving in the future of work.

In the next section, we continue with addressing outcomes of thriving employees, as well as investigating the dimensions of thriving. We investigate propositions by Spreitzer et al. (2005) that employees thrive when experiencing high levels of learning and vitality, and we test whether there is a difference in outcomes at different scores of the dimensions.

3 THRIVING EMPLOYEES' ACTION REGULATION OF WORK-NONWORK BALANCE

3.1 Introduction

The theory of action regulation at the work-family interface theory (AR-WF theory (Hirschi et al., 2019)) conceptualizes the balance between work and family through the perspective of action regulation in the realization of work and family goals. Individuals jointly achieve multiple work and family goals by applying action strategies that depend on the resources,

barriers, and demands present in the environment (Hirschi et al., 2019). Hirschi et al. (2021) present five behaviors of action regulation strategies: goal development and selection, mapping and orientation, planning, monitoring, and feedback processing. In each behavior, individuals use their resources or reduce barriers to achieve a better work-life balance and well-being (Hirschi et al., 2019; Hirschi et al., 2021). For example, based on the theoretical propositions of AR-WF, Calderwood et al. (2021) found that daily physical activity improves recovery at work and achievement of goals outside of work and increases vitality, leading to better satisfaction with work-life balance. Clearly, resources are an important feature of experiencing work-life balance but it is challenging to understand resources and their importance to individuals (Hobfoll et al., 2018).

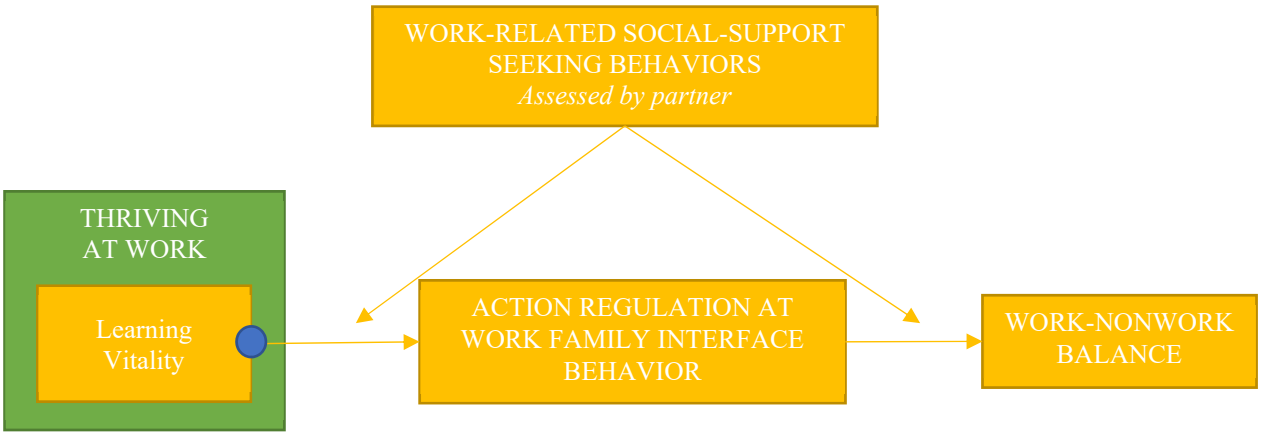
AR-WF theory addresses this issue as it focuses on the micro-level context and reflects the individual mechanisms of action regulation behaviors for a better work-life balance. Specifically, in this chapter, we examine work and nonwork balance, rather than work-life balance. By examining work-nonwork balance and not just the narrower view of work-family balance, we follow Hirschi et al.'s (2021) call to include a broader aspect of it. The aim of this research is threefold: 1) to establish learning and vitality as commensurate dimensions of thriving at work; 2) to establish thriving as a boundary-spanning resource that helps workers regulate behavior to achieve work and nonwork goals, and 3) to test the mechanisms of our proposed conceptual model, which is presented in the socially embedded model (Spreitzer et al., 2005), AR-WF theory (Hirschi et al., 2019), and conservation theory (Hobfoll et al., 2018). We are particularly interested in how the fit between the components of thriving – learning and vitality – affects engagement in AR-WF behaviors and how this relationship affects individuals' work-nonwork balance. Given the demonstrated importance of family support for both thriving (Griffin et al., 2023; Ren et al., 2022) and work-life balance literature (Casper et al., 2018), we include support as a moderator in the proposed mediation model. Our hypothesized conceptual model is depicted in Figure 9.

Our study makes an important contribution to the literature in several important ways. First, we examine thriving at work as a congruence between learning and vitality. Many studies have emphasized that the components of thriving should be examined more closely or with caution (Oliveira, 2023; Prem et al., 2017). To confirm the theoretical underpinnings of learning and vitality in the context of thriving, we additionally test congruence effects on outcomes previously validated as consequences of thriving. In doing so, we contribute to the burning question of when employees actually thrive. Second, we advance research by introducing thriving as a boundary-spanning resource, responding to the calls of Goh et al. (2022) regarding the extent to which thriving at work provides benefits beyond the workplace. Third, we contribute to AR-WF theory by examining AR-WF behaviors as a consequence of thriving congruence and the mediating effects on the relationship between thriving congruence and work-nonwork balance. AR-WF theory is new and still in its infancy. Therefore, we advance this stream of research by examining how AR-WF behaviors are affected by resources and how they affect work-nonwork balance. Fourth, the conservation of resources (Hobfoll et al., 2018), AR-WF theory (Hirschi et al., 2019), and

work-nonwork balance research (Casper et al., 2018) emphasize the importance of close relationships. Casper et al. (2018), for example, suggest that based on social information processing theory, social cues, such as feedback from a romantic partner, could be a potential antecedent of work-nonwork balance. Therefore, we contribute to AR-WF and work-nonwork theories by including work-related social-support seeking behaviors as a moderator in the proposed conceptual model. In addition, support was assessed directly by the worker's partner so that we could take the perspective of the person providing the actual support.

This chapter is structured as follows: First, we present our hypotheses and research questions. We then present the sample, the measurements, and the methods of analysis. Before moving on to the results, we present preliminary analyses in which we test the congruence of learning and vitality on critical outcomes of thriving. In the Results section, we first present the results of the polynomial regression response surface analysis (PRRSA), followed by mediating models and concluding with testing moderating effects to answer the proposed research questions. In the discussion, we provide an overview of the results and explain the theoretical and practical implications of the presented research, as well as limitations and suggestions for future research. The chapter ends with a brief conclusion.

Figure 9: Conceptual model for chapter 3



Source: own work.

3.2 Theoretical background

When individuals thrive, they experience both vitality and learning simultaneously and "feel a sense of progress or forward movement in one's self-development" (Spreitzer et al., 2005, p. 538). Previous research focused primarily on thriving as an outcome in various contexts (Goh et al., 2022) but recent research also focuses on the consequences of thriving, such as mental and physical health (Kleine et al., 2023), career satisfaction (Chang et al., 2020), and organizational citizenship behavior (Wu et al., 2023). Only recently has thriving been considered in relation to the family domain. One of the first works that positioned thriving in the nonwork domain was the theoretical model by Russo et al. (2018). Consequently,

research on thriving in the family domain blossomed in the past year: from the multi-level perspective of how team reflexivity influences work and family enrichment through thriving (Wang et al., 2023) to the positive role of thriving on family role performance (Yang et al., 2023) and well-being at work during COVID-19 (Huang & Zhou, 2024), as well as the (surprising) positive effect of thriving on work-family conflict (Ni et al., 2023).

However, there are only a few studies that consider learning and vitality separately. Recently, Kleine et al. (2023) expressed the idea that employees who are high in vitality and low in learning ability or vice versa would still be considered thriving if averages were used. As this is not in line with Spreitzer et al.'s (2005) definition, Kleine et al. (2023) suggest using either the interaction between vitality and learning or the congruence between the two. They emphasize that in the case of congruence, employees would benefit most when their vitality and learning are at a high level, which accounts for the definition of thriving – a joint experience of learning and vitality. In this particular research, we focus on the congruence between learning and vitality. Based on the definition of thriving, we propose that employees thrive when they experience both dimensions at a high level, i.e., learning and vitality are necessarily interdependent. If employees experience a low level of congruence or any kind of incongruence, we consider this as not thriving.

In this study, we consider thriving as a personal resource (Okros & Virga, 2023). Resources are important for coping with stressful situations, as individuals with sufficient resources are better able to solve problems than those with fewer resources. Thus, when confronted with the demands of the environment, individuals can utilize selected resources and continue to pursue their goals (Hobfoll, 2002). A solid reservoir of resources reinforces the individual's general tendency to accumulate resources because it makes them less vulnerable to resource depletion. It also helps the individual to gain momentum and vigor by adding more resources. On the other hand, when resources are depleted, individuals become defensive and irrational. When they behave defensively and irrationally, they look for adaptive strategies that motivate them to replenish their resource reserves. So, if individuals have a sufficient base of resources, they can face the challenges that arise and achieve their goals. Therefore, resources are the key to adapting to different situations and circumstances (Hobfoll, 2002; Hobfoll et al., 2018).

Successful adaptation to different circumstances depends on the values and needs of the individual. One of the theoretical foundations that deal with adaptive strategies for a better work-family balance, taking into account the resources, demands, and barriers of individuals, is Hirschi et al.'s (2019) action regulation model of work-family balance or AR-WF. This model states that individuals are self-regulating agents who actively shape their environment and the development of work and family goals by utilizing various action strategies. It takes into account the temporal dynamics of work and family resources, demands, and barriers. The model focuses on strategies at the individual level, in particular on the assessment of how individual demands, resources, and barriers concerning work and family and the corresponding goals can be achieved through the best action strategies. Those individuals

who are successful with their action regulation strategies achieve their set goals and consequently experience a better work-family balance (Hirschi et al., 2019).

The five different behaviors of action regulation strategies are (Hirschi et al., 2021): goal development and selection, orientation and mapping, planning (to achieve goals), monitoring (of the execution of behaviors and plans), and feedback processing. A detailed description of the individual behaviors can be found in Table 11.

Table 11: Description of action regulation behaviors at work-family interface

AR-WF behaviors	Description
Goal development and selection (GDS)	Individuals internally generate and self-select or adopt assigned goals. Goals are adopted by a supervisor or life partner.
Orientation and mapping (OM)	Individuals search for action-relevant information for successful goal attainment. Information is gained from opportunities, constraints, or resources.
Planning (P)	Individuals develop and select a plan for goal attainment. They also include sub-goals or back-up plans in case of problems.
Monitoring (M)	Individuals monitor the execution of behaviors and plans during goal pursuit. They compare actual behavior with the set goal.
Feedback processing (FP)	Individuals process information regarding their performance and progress toward their goal attainment. They adapt their goals, plans, and/or behaviors if this is necessary.

Source: Hirschi et al. (2021).

These AR-WF behaviors represent the degree to which one effectively regulates actions and reflects intentional behaviors for managing the work and family domain through goal multiplicity. They represent a sequence of behaviors that individuals engage in to reduce the discrepancy between multiple goals and the current state (Hirschi et al., 2019) but in reality, the behaviors may not follow this sequence. Engagement in different behaviors to regulate action is considered adaptive and dynamic, as individuals experience different situations and their decision on which behaviors should adapt is instantaneous (Hirschi et al., 2021). We will not investigate which sequence or behavior is better but rather look for insights into how (thriving) employees engage in such behaviors (as suggested by Hirschi et al. (2021)).

As part of goal development and selection, the individual develops goals that they want to achieve in relation to work and family, which are sometimes adopted by an important person in the domain. In the professional sphere, this could be the line manager, and in the family sphere the partner. When individuals engage with orientation and mapping, they look for information to successfully achieve the goals they have set. They monitor and map their

environment for opportunities, constraints, or resources that could help them achieve several goals they have set for themself. Next, the individual enters the planning phase. They plan their activities to achieve the goals but also make additional plans if the primary plans are not working as desired. In monitoring, goal achievement is already underway which means the individual monitors how close the current situation is to achieving the goal. Finally, if the individual is not satisfied with the progress, they adapt/change their goals, plans, or behaviors depending on what would help them achieve the set goals (Hirschi et al., 2021).

It is important to note that individuals who focus on capitalizing and achieving multiple work and family goals need to make the most efficient use of available boundary-spanning resources – resources that contribute to achieving both work and family goals (Hirschi et al., 2019). Research has confirmed that role resources (such as energy and social support) promote engagement in AR-WF behaviors while role demands have no significant impact on the behaviors (Hirschi et al., 2021). This is consistent with the conservation of resources and AR-WF theory, as resources are a critical component of allocation strategies, as individuals identify and utilize resources that jointly contribute to goal achievement in the domains of work and family (Hirschi et al., 2019). For example, positive emotions while playing with your child help the family goal of being a good parent and impact work goals in terms of better performance the next day (Hirschi et al., 2019). Or if we take it a little further – when one helps one's neighbors (nonwork goal), one experiences positive emotions, which in turn translate into less work-family conflict and higher thriving at work (work goal) (Zhang et al., 2022). In work and nonwork (or family) research, thriving has been established as an outcome of work outcomes but here we position thriving as a boundary-spanning resource that helps employees achieve their (work and family) goals.

3.2.1 Thriving at work and action regulation at work-family interface (AR-WF) behaviors

Thriving as a resource can help employees achieve their diverse goals. Thriving employees are self-determined individuals who are internally motivated to grow and develop through vitality and learning (Spreitzer et al., 2005). Specifically, those who felt vital in the morning reported higher goal achievement after work (Rodríguez-Carvajal et al., 2019) and in an intervention study, only 8.4% of students who engaged in self-determined learning reported that they had not achieved their goal while others successfully met their goals (Shogren et al., 2021). In addition, thriving employees take charge at work (Li et al., 2019), have a greater desire for challenging goals, and are consequently more resilient in their careers (Jiang, 2017). On the other hand, Hyde et al. (2022) suggest that thriving in the work domain spills over to the nonwork domain, which has also been confirmed – thriving at work had a positive effect on work-family enrichment (Cui & Zhang, 2022; Wang et al., 2023). Due to the strong sense of vitality and the need to learn, employees will think deeply about what work and nonwork goals they want to achieve and how they want to achieve them, and due to their

growth orientation, they will monitor and act accordingly if they do not achieve the desired goals.

Hirschi et al. (2021) emphasize that AR-WF behaviors are usually not performed in a specific order, as individuals can frequently switch between behaviors. There is currently no further empirical research on AR-WF behaviors apart from the first study by Hirschi et al. (2021) in which they presented a measurement scale for AR-WF behaviors. As the research is still in its infancy, we argue that it would be beneficial to test each behavior separately and gain important insights into the content of the behaviors rather than the entire process of performing the behaviors.

Firstly, we look at the *goal development and selection*. Previous research found that students engage and focus better when they develop weekly goals related to professional nursing practice (Price et al., 2013). The same research reported that goal development allowed them to optimize their learning opportunities as well as track their growth and progress. Furthermore, individuals with a learning goal orientation (they are willing to choose a challenging work task from which they can learn) were more engaged when they proactively managed their vitality weekly (Bakker et al., 2020). The development and selection of goals are thus influenced by the individual's learning orientation and expected future development. This is also confirmed by self-determination theory, as individuals focus more on the what and why (and less on the how) when selecting goals (Deci & Ryan, 2000) to increase well-being by achieving goals. In addition, self-determined individuals (such as thriving employees) favor the selection of autonomous goals (linked to their interests and values) that help them achieve their goals (Koestner & Hope, 2014). Because thriving employees are oriented toward growth and well-being (Spreitzer et al., 2005), they will be more engaged in goal development and selection than those who do not thrive (i.e., exhibit low congruence or experience an incongruence between learning and vitality). Therefore, we hypothesize that:

H3.1a: Congruence between learning and vitality is positively related to goal development and selection. When employees have a high congruence between learning and vitality, goal development and selection are highest compared to low levels of congruence or incongruence.

As mentioned earlier, *orientation and mapping* refer to the active search for constraints, opportunities, and resources in the process of goal attainment (Hirschi et al., 2021) in their environment. Previous research emphasizes that thriving is promoted in a positive work environment (as well as in the home environment – see Chapter 2) and can decrease when the work environment is hostile (Nawaz et al., 2020). Furthermore, Okros and Virga (2023) found that individuals who thrive in a safe (work) environment experience higher job satisfaction because they thrive while at work. In addition, a safe work environment leads to a further decrease in health complaints due to thriving.

Consistent with the conservation of resources theory (Hobfoll et al., 2018), individuals seek resources to mitigate potential resource loss, and those who have more resources are less vulnerable to resource loss and more likely to gain resources. Furthermore, the loss of resources is much stronger than the gain of resources which is why individuals strive to avoid the loss of resources. Those in the loss spiral are more stressed and vulnerable and less able to gain resources (Hobfoll et al., 2018). Applying this to our research, we argue that thriving employees (who are already resource-orientated) are more sensitive to their environment and more oriented towards orientation and mapping for opportunities, resources, and potential hindrances. Conversely, those who do not thrive (lacking resources) will be less able to attract resources because they have fewer resources than those who thrive (assuming it is a resource). Therefore, we hypothesize the following:

H3.1b: Congruence between learning and vitality is positively related to orientation and mapping. When employees have a high congruence between learning and vitality, orientation and mapping are at their highest compared to low levels of congruence or incongruence.

The theory of self-determination in relation to goals states that individuals are motivated to achieve goals by making better use of plans. Such individuals plan how, when, and where to perform goal-directed behaviors (Koestner & Hope, 2014). Hirschi et al. (2019) point out that *planning* behavior serves as a mental simulation of action regulation to achieve multiple goals. Planning not only refers to the creation of plans to achieve goals but also involves thinking about alternatives in case unforeseen situations arise. Again, resources play an important role and are an essential part of employees' adaptability when planning to achieve goals but also when things do not go as planned (Van den Heuvel et al., 2013). Therefore, we hypothesize that thriving employees will be more engaged in planning than non-thriving employees. For example, thriving has been confirmed as a predictor of career adaptability (Jiang, 2017), with research showing that thriving individuals are more willing to plan their careers, take responsibility for their careers, explore the environment for career opportunities, and can overcome any barriers encountered along the way. Thriving employees plan more because they want to maintain the momentum of growth and vitality while those who do not thrive do not put as much effort into their planning behavior.

H3.1c: Congruence between learning and vitality is positively related to planning. When employees have a high congruence between learning and vitality, planning is at its highest compared to low congruence or incongruence.

AR-WF theory describes the monitoring of execution in a more general sense – a comparison between what was planned and the behaviors undertaken to achieve specific goals based on the resources (or barriers and demands) one has discovered in one's contextual environment (Hirschi et al., 2019). In terms of processing feedback, Kaiser et al. (2021) emphasize that individuals often rely on positive or negative feedback when engaging in goal-directed actions or behaviors to see if their behavior aligns with current goals. Therefore, individuals

feel in control of their actions (i.e., monitoring) when they process information in the form of feedback (i.e., feedback processing), which helps them to learn and actively regulate their behavior (Kaiser et al., 2021). In the context of orientation and mapping behavior, we found that thriving employees are more resourceful and, therefore, more likely to analyze information from the environment (such as feedback). Previous studies confirm that feedback-seeking behavior has a positive effect on thriving at work (Wang et al., 2022) but no study has addressed the question of how thriving employees manage the monitoring and processing of feedback on their behavior in relation to their goal achievement. Therefore, we hypothesize that thriving employees will engage in more 1) monitoring and 2) feedback processing due to their self-determined, growth- and well-being-focused nature, and resourcefulness. Those who do not thrive have fewer resources and their mindset is not focused on improvement (Hobfoll et al., 2018). Therefore, they will monitor and process feedback less.

H3.1d: Congruence between learning and vitality is positively related to monitoring. When employees have high levels of congruence between learning and vitality, monitoring is highest compared to low levels of congruence or incongruence.

H3.1e: Congruence between learning and vitality is positively related to feedback processing. When employees have a high congruence between learning and vitality, the processing of feedback is highest compared to a low level of congruence or incongruence.

3.2.2 Thriving at work and work-nonwork balance: mediating effect of AR-WF behaviors

In line with Hirschi et al. (2019), we consider the balance between work and nonwork as a consequence of the relationship between thriving and AR-WF behaviors. Casper et al. (2018) define work-nonwork balance as the employee's assessment of a favorable combination of work and nonwork roles. The combination depends on their level of affective experience, perceived involvement, and effectiveness in the roles, including the value they place on the roles. The optimal use of action strategies to achieve different goals forces individuals to be dynamic and flexible in achieving goals and to adapt to changes depending on their initial values and priorities (Hirschi et al., 2019). For example, if a work-related aspect changes, the employee must adjust their work goals, which may also affect family goals. This, in turn, could affect the employee's perception of work-life balance. To mitigate the significant impact of change, employees who have sufficient resources will cope more easily than those who suffer from a lack of resources (Hirschi et al., 2019; Hobfoll et al., 2018). We, therefore, assume that the resource of thriving has a positive effect on work-nonwork balance via the mediating effects of AR-WF behaviors.

Initial research on AR-WF behaviors found that they help employees achieve their work and family goals and work-family enrichment but that they are also positively related to work-family conflict (Hirschi et al., 2021). In general, the AR-WF behaviors relate to work and

family goals but we extend the domains beyond that – using the nonwork perspective to assure the contextual accuracy of the conceptual model. AR-WF theory also incorporates the notion of individual perspective captured in work-nonwork balance. Specifically, this means that individuals actively manage their work and family roles by setting goals in both areas, mapping resources, planning how to achieve these goals, and ultimately monitoring progress toward their goals and processing feedback. Thus, individuals actively shape their environment (work and home) and their individual development, which in turn improves their work-family balance (Hirschi et al., 2019; Hirschi et al., 2022).

Interestingly, a similar concept to AR-WF behavior is work-nonwork balance crafting, which reflects the general crafting tendencies of individuals who purposefully balance their resources and demands by proactively balancing both areas of life. This purposeful work-nonwork crafting is influenced by individual proactivity and initiative behavior and improves the work-nonwork balance of employees (Kerksieck et al., 2022). Proactive individuals who take the initiative are therefore better able to harmonize their work and nonwork goals through crafting and consequently have a better work-life balance. This is also in line with self-determination theory (the conceptual theory behind thriving (Spreitzer et al., 2005)), as self-determined individuals (such as thriving employees) are more likely to achieve their set goals effectively, which in turn would lead to better well-being (Koestner & Hope, 2014).

For example, it has been shown that thriving employees can adapt to their careers (Jiang, 2017) and tend to engage in change-oriented organizational citizenship behavior (Li et al., 2016; Wu et al., 2023), which represents employees' voluntary participation in organizational change (Bettencourt, 2004). Therefore, thriving individuals tend to engage in AR-WF behaviors more than non-thriving individuals. In addition, previous research has confirmed that those who are satisfied with their work-family balance thrive at work (Griffin et al., 2023) and thriving employees also have a better work-nonwork balance (Di Milia & Jiang, 2022). Therefore, we expect that thriving employees will have a better work-nonwork balance due to the mediating effect of AR-WF behaviors.

We continue with hypotheses on mediating effects for each AR-WF behavior in the relationship between thriving congruence and work-nonwork balance. Because we have already made arguments in the first set of hypotheses for 1) how learning and vitality congruence (thriving employees) might affect different AR-WF behaviors, and 2) how thriving congruence affects work-nonwork balance, we now focus only on arguments for the relationship between each AR-WF behavior and work-nonwork balance.

In general, self-determined individuals (such as thriving individuals) tend to set personal goals that help them improve their well-being (Koestner & Hope, 2014). Previous studies suggest that individuals who accumulate enough (right) resources (i.e., thrive) have more self-belief to achieve set goals and consequently experience a satisfactory level of work-life balance (Brough et al., 2020). Furthermore, Hildenbrand et al. (in press) emphasize that

allowing employees to set their goals flexibly and create a balance between their professional and non-professional domains results in higher life satisfaction. In summary, self-determined, resourceful individuals (i.e., those who thrive) achieve a better work-nonwork balance through behavior focused on goal development and selection. Therefore, our hypothesis is:

H3.2a: The relationship between thriving (congruence) and work-nonwork balance is mediated by goal development and selection.

Work and nonwork environments that have resources and opportunities enable involvement in roles that individuals value (Casper et al., 2018). When individuals search for available resources and opportunities in their environment (orientation and mapping behavior), they seek to optimize their involvement in work and nonwork roles, which contributes to a better overall balance between work and nonwork (Casper et al., 2018; Hirschi et al., 2019). Research also found that occupational resources positively influence work-life balance (Mellner et al., 2022). As thriving as a resource has a positive impact on work-nonwork balance (Di Milia & Jiang, 2022), we argue that this relationship is mediated by orientation and mapping behavior. Thriving employees are more receptive to their environment and seek resources and opportunities to achieve their goals (see H1b argument), and because of this behavior, they will experience a better work-nonwork balance than employees who do not thrive. Employees who do not thrive will have a poorer work-nonwork balance but will also have problems identifying resources because they are already less resourceful (see H1b reasoning). Therefore, we hypothesize that:

H3.2b: The relationship between thriving congruence and work-nonwork balance is mediated by orientation and mapping.

Early research on career planning and work-family conflict has already emphasized the importance of planning activities to identify the potential for conflict between work, family, and personal roles (Greenhaus & Kopelman, 1981). Plans guide goal attainment behavior and achieving personally valued goals in both domains contributes significantly to work-nonwork balance (Hirschi et al., 2022). In addition, autonomy at work (considered a resource) correlates positively with career planning (Tabiu et al., 2020). Therefore, resources have a positive impact on planning while planning has an impact on work and family outcomes (Hirschi et al., 2022). Again, thriving employees achieve a better work-nonwork balance through their planning behavior. As they engage in more planning behavior, they will be able to mitigate the barriers and demands that will consequently affect their work-nonwork balance. Meanwhile, those who are not as thriving will not manage their planning behavior as efficiently (i.e., be successful) due to a lack of resources and will consequently have a poorer work-nonwork balance than those who thrive.

H3.2c: The relationship between thriving congruence and work-nonwork balance is mediated by planning.

Monitoring goal progress is related to higher goal attainment (Harkin et al., 2016), and when individuals are satisfied with their goal attainment, they can experience improved well-being (Hirschi et al., 2022). In addition, those who process feedback from the environment about their goal achievement tend to adjust their goals and behaviors to create better conditions for themselves (Hirschi et al., 2022). For example, feedback on work tasks (which could be considered a work goal) predicted work-family conflict negatively (Wang & Lin, 2018), and teachers who proactively seek feedback on their work from principals and colleagues report a better work-life balance (as one of the components of job satisfaction) (Vanmol et al., 2022). Due to the proactive nature of thriving employees, we hypothesize that they experience a better work-nonwork balance through their behavior in monitoring and feedback processing behaviors. Therefore, our final hypotheses are:

H3.2d: The relationship between thriving congruence and work-nonwork balance is mediated by monitoring.

H3.2e: The relationship between thriving congruence and work-nonwork balance is mediated by feedback processing.

3.2.3 The moderating effect of work-related support seeking from partner

Hirschi et al. (2019) mention that boundary-spanning resources alone are not enough to achieve a goal. Structural resources are just as important, such as skills and social networks (at home or work) (Ten Brummelhuis & Bakker, 2012). Ten Brummelhuis and Bakker (2012) explain that structural resources provide stability because they can be used continuously over time. There are various structural resources (personal resources, for example: individual skills, and optimism) but we focus on contextual resources. These can be objects or conditions, such as a house or a marriage (Ten Brummelhuis & Bakker, 2012). People who have more resources are better able to achieve their goals than those who lack them (Hirschi et al., 2019; Hobfoll et al., 2018). In addition, strong resources and weak barriers represent ideal conditions for goal achievement (Hirschi et al., 2019). Therefore, resourceful individuals will exhibit better behaviors to achieve their goals and have a better balance between their work and nonwork aspects.

Resource creation can occur in environments, contexts, and interrelationships between sources (either at work or outside of work) that allow personal resources to be connected (Hobfoll et al., 2018). Employees who thrive are more likely to believe that their work environment supports their goals, which in turn increases their intention to stay in that environment (Cho et al., 2009). For example, organizational thriving has been recognized as an important aspect of one's thriving at work (Abid et al., 2015; Imran et al., 2020), confirming the assertion that social contexts in the workplace are important for thriving employees (Rego et al., 2021). Furthermore, thriving is promoted by the social aspect, as one of the agentic behaviors at work is heedful relating (in terms of relationships with others) (Spreitzer et al., 2005). Spreitzer et al. (2005) also emphasize that thriving can be self-

sustained through these agentic work behaviors. Therefore, social contexts, particularly relationships with others inside and outside of work, potentially have a large impact on how thriving employees perceive their work-nonwork balance through the mediating effect of AR-WF behaviors.

It has been proven that supportive relationships, both with superiors and with romantic partners, influence thriving. Supervisor support is one of the aspects studied in thriving research and has been shown to have a positive impact on employee thriving (Paterson et al., 2014; Zhang et al., 2022). However, in our context of work and nonwork domains, we focus on the role of the romantic partner as we already address the work-related resource through thriving at work. The COR positive crossover suggests that experiences, emotions, and resources are transferred between dyads (Hobfoll et al., 2018; Westman, 2001). For example, if an employee had low performance self-esteem, this significantly predicted changes in the partner's performance self-esteem (Neff et al., 2012). Thus, resources can be transferred between partners and consequently contribute to increasing the resource pool (Hobfoll et al., 2018). Furthermore, the work-home resource model confirms the assertions that work resources enhance personal resources, which has a positive impact on home outcomes, and vice versa – home resources have a positive impact on personal resources, which leads to positive work outcomes (Ten Brummelhuis & Bakker, 2012).

In terms of goal pursuit, a meta-analysis has found that close relationships are important when individuals have strong intentions to achieve goals (Vowels & Carnelley, 2022). For example, employees who seek support from their partner can reduce demands at work or mitigate job stressors and achieve satisfaction in the relationship (Tement et al., 2023). Work-related support seeking from a partner (WSSS) is not a perception of the general availability of support from the partner but rather describes how the employee actively seeks work-related support from a romantic partner to mitigate the negative effects of work more efficiently (Tement et al., 2023). In WSSS, the partner provides the employee with guidance and advice on work-related issues (informational support) and listens to work-related problems, showing understanding and patience (emotional support) (Tement et al., 2023).

Individuals who have a sufficient reservoir of resources tend to maintain or increase the level of their resources if they are confronted with a loss of resources. When individuals have sufficient resources (in our case through thriving and WSSS), they can achieve their goals more effectively (Hirschi et al., 2019). This was also confirmed in a recent study investigating the impact of partner support for growth opportunities on goal outcomes. The results show that individuals with higher relational support had better goal outcomes (Vowels et al., 2021). Therefore, we hypothesize that thriving employees who actively regulate their work and nonwork domains will seek work-related support from their partners to mitigate the potential loss of resources. In the absence of research on AR-WF behaviors, we cannot state with certainty that partner support has a positive or negative effect (although previous studies on thriving and goal attainment argue for a positive effect). Therefore, we pose a research question:

RQ3.1: How does work-related social-support seeking behavior from the partner (WSSS) influence the relationship between thriving congruence and AR-WF behaviors? For which AR-WF behaviors are there moderating effects and is the mediation moderated by the WSSS?

Those who actively engage in AR-WF behaviors also actively seek support from their partner to maintain a high level of work-nonwork balance. For example, research on partner support behavior and self-improvement success has shown that self-improvement success and relationship quality increased when the individual received action-enhancing support from their partner. Action-enhancing support specifically includes the partner's efforts to help the individual by offering information or advice for improvement or providing resources to initiate change (Overall et al., 2010). We view work-related support seeking from partners similarly to individuals seeking support from their partners for work-related problems (Tement et al., 2023). Furthermore, in defining work-nonwork balance, Casper et al. (2018) emphasized that social cues from role partners could be an important resource for a better work-nonwork balance. Based on the above arguments, we ask:

RQ3.2: How does work-related social-support seeking behavior from the partner (WSSS) affect the relationship between AR-WF behaviors and work-nonwork balance? In which cases are there moderating effects on work-nonwork balance and is mediation moderated by the WSSS?

3.3 Methodology

3.3.1 Sample

Our participants were employees and their romantic partners (n=306). We recruited them via a panel study provider where the employees were first contacted and provided a contact of their partner. We asked the service provider to gather at least 300 responses from employees and their partners. Thus, this was the threshold for data collection. Data was collected at three points in time: the employee participated at two-time points, the partner at one. We chose such a sample because we wanted to inspect the role of romantic partners within the mechanisms of active regulation of work and nonwork goals. Furthermore, we collected data at different time points because we first had to get in contact with the partner within the first survey of employees. However, we also used such a design to decrease common method bias (see section Common method bias below). The dropout rate for employees was 50%, comparing responses from time 1 and time 3 (partners participated only in one-time points). The participants are members of the panel study provider and receive a (symbolic) number of bonus points for their participation in our study. Once they have collected a certain number of bonus points, they can exchange them for vouchers or take part in a prize draw (Valicon, n.d.). The panel study provider is based in Slovenia. Therefore, the participants were Slovenians. The condition for participation was that both were employed in the last three months. The sample was gender balanced (50% male) and the average age

of the employees was 44 years. Most of them work full-time (88%) and they work exclusively in the office (72%) or in a hybrid work setting (26%).

3.3.2 Measurements

All items were translated into Slovenian (see Appendix 6) and a 5-point Likert scale was used (from strongly disagree to strongly agree), unless otherwise stated. The results of the validity and reliability of the measurement scales are shown in Table 12 below.

We measured *learning and vitality* using an established 10-item scale by Porath et al. (2012). The items for learning and vitality were averaged as in previous studies. However, we conducted an exploratory factor analysis to determine whether the items loaded on two different factors. Using maximum likelihood and varimax rotation, the results suggest that the solution is better with two factors (χ^2 (26) = 29.98; p = 0.27) than with one factor (χ^2 (35) = 257.29; p = 0.00). The items for learning loaded on the first factor while the items for vitality loaded on the second factor. For the polynomial analysis, we centered each of the variables on the midpoint of their corresponding means (Edwards, 1994; Lambert et al., 2012). The sample item for learning is: At work, I am developing a lot as a person. The sample item for vitality is: At work, I feel alert and awake.

The *AR-WF behaviors* were measured using a scale developed by Hirschi et al. (2021). Each behavior consists of three items and we asked participants to reflect on the balance of work and nonwork in the past week and that we are interested in how they achieved what they wanted in this aspect of their lives. We used nonwork over family because we wanted to assess nonwork aspects throughout the whole model, not only in the outcome (see work-nonwork balance below). Hirschi et al. (2021) pointed out in their analysis that the average score for all five behaviors is an appropriate and parsimonious way to assess the AR-WF behaviors together. Therefore, we used the average scores for the overall assessment of the AR-WF behaviors. Sample items include: for goal development and selection: I develop goals that are attractive to me; for orientation/mapping: I consider factors that may hinder me from attaining my goals; for planning: I think about different options to achieve my goals; for monitoring: I compare my actual behavior to my initial plans; for feedback processing: I assess how fast I am making progress toward my goals.

We assessed *work-nonwork balance* using Wayne et al. (2021) 10-item scale which measures balance through effectiveness and involvement balance. The sample item for involvement balance is: I spend enough time on important work and nonwork activities. The sample item for effectiveness balance is: I do well in roles that are my biggest priorities.

For support assessed by partner, we used Tement et al. (2023) *work-related social-support seeking* scale (6 items) which consists of informational support and socio-emotional support. The sample item for the former is: My partner asked for specific advice related to his/her

work. The sample item for socio-emotional support is: My partner asked me to listen to his/her work-related problems.

For *control variables* in path models, we used gender, age, number of children in the household, and elderly care. Gender and age have previously been used as control variables for AR-WF behaviors and thriving (Hirschi et al., 2021; Porath et al., 2012). In addition, Hirschi et al. (2021) also used the number of children in the household as a control variable, as we asked participants about their nonwork and work goals and children which are part of nonwork goals. As an additional aspect of nonwork responsibilities, we asked participants whether they were currently caring for an elderly family member (yes/no), as this could significantly influence the nonwork-work dynamic. The control variables were only assessed by the employees.

Table 12: Results on the validity and reliability of the scales used

Scale	Number of items	Cronbach alpha	AVE	CR
Thriving at work	10	0.84	0.51	0.91
Learning	5	0.78	0.50	0.83
Vitality	5	0.81	0.53	0.84
AR-WF	5	0.80	0.76	0.94
GDS	3	0.71	0.64	0.84
OM	3	0.61	0.57	0.79
P	3	0.66	0.59	0.81
M	3	0.73	0.65	0.85
FP	3	0.64	0.59	0.81
WSSS	6	0.82	0.66	0.92
WNB	10	0.89	0.50	0.91

Note. AVE = average variance extracted. CR = composite reliability. AR-WF = action regulation at work-family interface behavior. GDS = goal development and selection. OM = orientation/mapping. P = planning. M = monitoring. FP = feedback processing. WSSS = work-related social-support seeking. WNB = work-nonwork balance.

Source: own work.

For all items, we calculated Cronbach alpha, average variance extracted, and composite reliability. The threshold for acceptable values for Cronbach alpha is 0.6, the average variance extracted is 0.5, while for composite reliability is 0.8 (Hair et al., 2009; Netemeyer et al., 2003). Based on all parameters, our measurement scales are adequate.

3.3.3 Common method bias

To mitigate the common method bias, we followed the remedies suggested by Podsakoff et al. (2012). First, we temporarily separated the measurements and obtained measurements from different sources. We collected data at three different time points: In the first time point, we collected data from employees, including asking employees if their life partners would

participate in our study. In this first wave, we collected data on thriving at work, goal development and selection, orientation and monitoring, and planning. In the next phase, partners were contacted and they participated in a survey. At time 2, we collected data on work-related social-support seeking behaviors. In the final, third wave, employees were contacted again and asked about their monitoring, feedback processing, and work-nonwork balance. We separated the measurements of the AR-WF behaviors, as goal development and selection, orientation, and monitoring, and planning refers to goal setting and planning, while monitoring and feedback processing refers to reflecting on goal progress. Therefore, it made sense to ask them about the first behaviors of goal achievement in the first part of the study and about the rest in the second part. All three data collections were conducted within one and a half months.

Secondly, we formulated the instructions for the defined measurement points as specifically as possible to avoid ambiguity. For example, we asked employees to think about the past month so that participants knew which period of their lives they were supposed to think about. Third, we also used statistical means to identify potential common-method bias. We used Harman's single-factor test and partial correlation procedures (Tehseen et al., 2017). Herman's single-factor test, in which all items were loaded onto a single factor using principal component analysis, showed that there was more than one factor in the unrotated factor solution and the variance was distributed across the eight identified factors. Therefore, the variance of the joint method was not a problem in this case. In addition, we thoroughly examined the correlation matrix (see Table 13) and found no large correlations between the variables (i.e., above 0.9 (Bagozzi et al., 1991)). Therefore, we can confirm that the possibility of common method bias is low.

3.3.4 Analytical approach

3.3.4.1 Polynomial regression response surface analysis

Polynomial regression examines congruence effects, which represent how the fit of two variables predicts an outcome (Edwards, 1994; Yao & Ma, 2023). For our research, we adapted the steps proposed by Edwards (1994) for polynomial regression and the new comprehensive holistic approach of polynomial regression response surface analysis (hereafter PRRSA) by Yao and Ma (2023) to provide a rigorous test of the analysis. First, Edwards (1994) emphasizes three important steps for polynomial regression: 1) appropriate measurement scales, 2) identified regression equation, and 3) model evaluation.

Traditionally, polynomial regression analysis measures a construct at the actual and desired levels (i.e., job attributes). However, the overarching rule is that the component measures are commensurate at the interval level and have the same scale (Edwards, 1994). In our case, the components are learning and vitality which are joint measures of thriving at work by definition (Porath et al., 2012; Spreitzer et al., 2005), and we measured actual levels for both

(see Measurements subchapter above). We used a 5-point Likert scale to assess actual levels for both concepts, as recommended in previous research (Porath et al., 2012). In addition, we included all items on learning and vitality whereas Kleine et al. (2023) used only three items each to reduce the time required for participants (due to four monthly measurement waves). Overall, we ensured that the measures of learning and vitality were complete and appropriate at the interval level and that they had the same scale, confirming the first step.

Next, we determined corresponding regression equations for each AR-WF behavior which are considered as outcome variables in our case:

$$GDS = b_0 + b_1 Learning + b_2 Vitality + b_3 Learning^2 + b_4 Learning \times Vitality + b_5 Vitality^2 + error \quad (1)$$

$$OM = b_0 + b_1 Learning + b_2 Vitality + b_3 Learning^2 + b_4 Learning \times Vitality + b_5 Vitality^2 + error \quad (2)$$

$$P = b_0 + b_1 Learning + b_2 Vitality + b_3 Learning^2 + b_4 Learning \times Vitality + b_5 Vitality^2 + error \quad (3)$$

$$M = b_0 + b_1 Learning + b_2 Vitality + b_3 Learning^2 + b_4 Learning \times Vitality + b_5 Vitality^2 + error \quad (4)$$

$$FP = b_0 + b_1 Learning + b_2 Vitality + b_3 Learning^2 + b_4 Learning \times Vitality + b_5 Vitality^2 + error \quad (5)$$

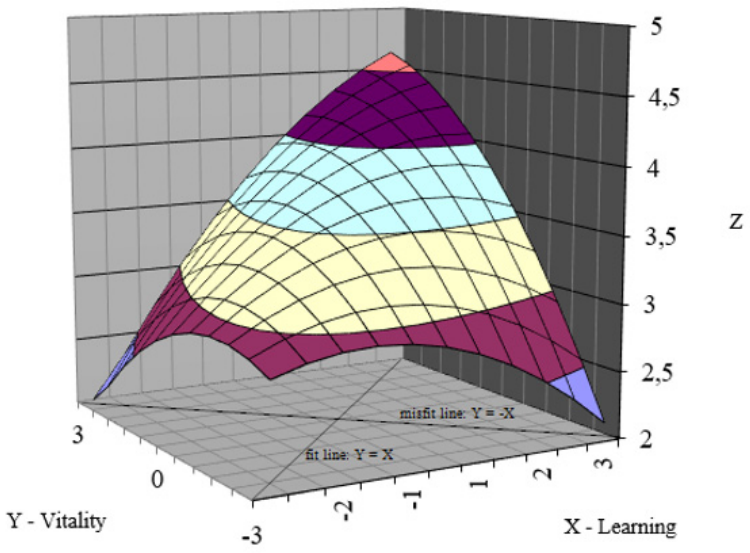
Finally, in evaluating the model, we will look for the proposed requirements (Edwards, 1994, 2002): 1) R^2 of the regression equation is significant, 2) there are no higher order terms beyond those specified by the model, 3) the implied conditions are valid (constraints described below), and 4) the coefficients are different from zero. To reduce the likelihood of a Type I error, we also followed the suggestion of Edwards (1994) and interpreted individual coefficients showing a significant F-test. In step 2, we performed a hierarchical regression analysis for each AR-WF behavior. The results show that the cubic terms are not statistically significant, confirming that there are no higher-order terms beyond the proposed model.

Regarding Step 3, Yao and Ma (2023) emphasize that all conditions should be examined and tested, and the coefficients related to the response surface should be discussed in aggregate form to support the relationship between the congruence and the outcome. In H1, we claim that both values for learning and vitality should be high when the performance of the behaviors is highest. Thus, we aim for an exact match (= perfect fit is optimal) and that there is an optimal combination of the congruence variables under investigation (high-high). Therefore, the conditions we test are: $a_1 \neq 0$; $a_2 = 0$; $p_{10} = 0$; $a_4 < 0$; $p_{11} = 1$ (Edwards &

Cable, 2009; Yao & Ma, 2023). For approximate visualisation of the conditions see Figure 10.

The main characteristics of the conditions are 1) the surface is curved downward along the misfit (incongruence) line, which means that successful alignment with AR-WF behaviors decreases when there is a misfit between learning and vitality ($a_4 < 0$), 2) the ridge or peak of the surface is maximized along the fit (congruence) line ($p_{10} = 0$; $p_{11} = 1$), 3) the surface along the fit (congruence) line is not flat, as we expect the dependent variable to be maximized at the high levels of learning and vitality compared to the low levels ($a_1 \neq 0$; $a_2 = 0$). For better understanding, we plotted a hypothetical surface, representing the congruence effect of learning and vitality, related to a particular outcome Z. In our case, the outcomes will be the AR-WF behaviors. For PRRSA (preliminary analysis and H1), we used SPSS software. We tested the nonlinear conditions with bias-corrected confidence intervals using 10,000 bootstrap samples (Edwards, 1994; Edwards & Cable, 2009).

Figure 10: Hypothetical surface representing congruence effect of learning and vitality



Source: own work.

3.3.4.2 Path analysis

For mediation models (H3.2), we used the software Mplus 8th Edition (Muthén & Muthén, 1998-2017), and for moderating effects and moderated mediation model the macro PROCESS for SPSS (Hayes, 2017). To capture the congruence between learning and vitality and to test it within the proposed conceptual model, we used the block variable approach (Edwards, 1994; Heise, 1972). Learning and vitality are represented by the five quadratic terms (L, V, L^2, L*V, and V^2) that were used to obtain the block variable needed for the path coefficient. "A block variable is a weighted linear composite … in which the weights are

estimated regression coefficients for the variables in the block." (Edwards & Cable, 2009, p. 660). Therefore, we used the coefficients as weights for the five quadratic terms of learning and vitality, creating thriving as a block variable.

We calculated thriving as a block variable for each AR-WF behavior since each of the behaviors has a different regression equation and thus the coefficients (or in this case the weights) are different. In the first step, we tested the mechanism of action regulation at the work-family interface (H3.2) where we investigated how thriving employees perceive their work-nonwork balance through the mediating role of the different AR-WF behaviors. In the second step, we added moderators for the relationship between thriving and the AR-WF behaviors and for the relationship between the AR-WF behaviors and work-nonwork balance. We wanted to test whether 1) resources in the form of support improve the relationships between the congruence of thriving and the AR-WF behavior and the AR-WF behavior and work-nonwork balance, and 2) whether they affect the individual AR-WF behavior. All moderators were mean-centered (Hayes, 2017) and the path coefficients of each variable in the mediation model are reported as standardized values (Edwards & Cable, 2009).

3.4 Results

In Table 13 you will find a bivariate correlation matrix in which we included all the variables used in the analyses.

Table 13: Correlation matrix

Variables		Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12
1	Gender	0.5	0.5												
2	Age	44.04	10.67	-0.12*											
3	Number of children in the household	1.46	1.04	0.08	0.29***										
4	Elder care	0.72	0.45	-0.09	-0.16**	-0.13*									
5	Thriving	3.80	0.51	0.03	0.04	0.01	-0.06								
6	Action regulation at work-family interface behaviors (aggregated)	3.82	0.53	-0.02	-0.08	0.04	-0.12*	0.36***							
7	Goal development and selection	3.91	0.53	-0.05	-0.01	-0.06	-0.08	0.26***	0.79***						
8	Orientation and mapping	3.84	0.49	-0.03	-0.05	0.02	-0.01	0.27***	0.75***	0.59***					
9	Planning	3.87	0.52	0.03	-0.02	-0.00	-0.10	0.23***	0.78***	0.68***	0.64***				
10	Monitoring	3.76	0.54	0.02	0.01	0.04	-0.12*	0.28***	0.75***	0.36***	0.36***	0.34***			
11	Feedback processing	3.74	0.54	0.02	0.04	0.02	-0.11	0.30***	0.69***	0.33***	0.25***	0.26***	0.71***		
12	Work-related social-support seeking	3.43	0.70	0.13*	-0.03	0.01	-0.06	0.04	0.22***	0.10	0.15**	0.14*	0.25***	0.19**	
13	Work-nonwork balance	3.87	0.46	0.03	-0.09	-0.02	-0.05	0.20***	0.36***	0.28***	0.31**	0.27***	0.29***	0.22***	0.10

*** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$.

Source: own work.

3.4.1 Preliminary analysis: Measuring thriving as a congruence concept

One point that Edwards (1994) emphasizes for polynomial regression analysis is that the measures used to assess congruence should be commensurate at the interval level. This means that they are conceptually relevant to each other and ensure meaningful results. A common example of such measures is the level of autonomy that the employee desires and receives. In our case, there is no desired and received measure but employees rate their actual level of learning and vitality. We argue that learning and vitality are conceptually relevant to test their fit because thriving is primarily defined as a component of both learning and vitality, which are not mutually exclusive but should be considered together (Porath et al., 2012; Spreitzer et al., 2005). Furthermore, Spreitzer et al. (2005) emphasize that employees should be high on both learning and vitality. Therefore, if we analyze the components in a polynomial regression analysis, we will obtain meaningful results.

Interestingly, previous research found no significant congruence of learning and vitality on health outcomes (Kleine et al., 2023), which means that there is currently no evidence for thriving as a congruent concept. Therefore, we would like to show that learning and vitality are indeed components of thriving and that a person thrives when they experiences high levels of both. With our sample (see subsection Sample), we tested the congruence between learning and vitality in relation to four work outcomes that have been cited in previous research as consequences of thriving: Work-nonwork balance, work-family conflict, emotional exhaustion, and job satisfaction. Reliable and validated measures were used for the selected outcomes (Demerouti et al., 2003; Warr & Inceoglu, 2012) (Demerouti et al., 2003; Warr & Inceoglu, 2012; Wayne et al., 2004; Wayne et al., 2021). Based on previous research, thriving at work was a positive predictor of work-nonwork balance (Di Milia & Jiang, 2022) and job satisfaction (Huo & Jiang, 2021; Jiang et al., 2020). On the other hand, thriving was negatively related to work-family conflict but the relationship was not significant in the structural model (Zhang et al., 2020). Emotional exhaustion was usually a predictor of thriving (Ding & Liu, 2023) or an outcome along with thriving (Cao et al., 2023). In both cases, thriving was negatively correlated with emotional exhaustion. Furthermore, in a study by Porath et al. (2012), emotional exhaustion was part of the burnout variable (along with cynicism), with thriving significantly reducing the impact of burnout.

In assessing the polynomial regression model, we focused only on significant fit and misfit regression coefficients to establish that learning and vitality may indeed be variables that measure thriving as a coherence concept. Consistent with the previous chapter, we focused on 1) R^2 is significant, 2) there are no significant higher order models, 3) the coefficients are different from zero, and 4) the F-test is significant (Edwards, 1994). We omit step 3 of the model evaluation (conditions) and also do not examine the response surface (see Appendix 7) because we are only interested in whether learning and vitality are suitable as congruence variables.

We first performed a hierarchical regression to determine whether there were significant higher-order term models. The results showed that there are significant higher-order models for the balance between work and nonwork and job satisfaction, suggesting that the quadratic terms are underestimated (Edwards, 1994). Therefore, we tested another model with quartic terms but it did not show significant regression coefficients. We then assessed congruence using the cubic regression coefficients and will interpret the higher-order model. The results of the polynomial regression are shown in Table 14.

Table 14: Polynomial regression with different work outcomes

		Work-nonwork balance		**Work-family conflict**	**Emotional exhaustion**	**Job satisfaction**	
		Quadratic model	*Cubic model*	*Quadratic model*	*Quadratic model*	*Quadratic model*	*Cubic model*
REGRESSION COEFFICIENTS	L (b_1)	0.09	0.25**	-0.23**	0.08	-0.04	0.04
	V (b_2)	0.13*	-0.02	0.39***	-0.08	0.51***	0.52***
	L^2 (b_3)	-0.06	-0.02	-0.03	0.02	-0.10	0.04
	L*V (b_4)	0.22*	0.04	-0.00	-0.02	0.10	-0.11
	V^2 (b_5)	-0.03	0.14	-0.01	0.02	0.01	0.01
	R^2	*0.07***		*0.11***	*0.03*	*0.15***	
	L^3		-0.19*				0.05
	L^2*V		0.52**				0.24
	L*V^2		-0.46***				-0.48*
	V^3		0.15**				0.03
	R^2		*0.12***				*0.18****
FIT (Y=X) LINE	a_1	0.22***	0.23**	0.16	0.00	0.47***	0.56***
	a_2	0.12*	0.17	-0.05	0.02	0.01	-0.22
	F test	6.91**	8.09***	3.58*	0.11	15.30***	11.78***
MISFIT (Y=-X) LINE	a_3	-0.05	0.28*	-0.62***	0.17*	-0.55**	-0.48*
	a_4	-0.31	0.09	-0.04	0.05	-0.22	0.42
	F test	1.62	2.06	9.87***	2.32	6.07***	2.25

Note. Bias corrected percentile method was used (bootstrapping 10,000 samples). L = learning. V = vitality.

*** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$.

Source: own work.

The work-nonwork balance had a positive significant slope in relation to the fit between learning and vitality ($a_1 = 0.23$; $p < 0.001$), which means that thriving employees (who rate both learning and vitality high) experience a higher work-nonwork balance compared to those who rate both learning and vitality low. The same is true for job satisfaction ($a_1 = 0.56$; $p < 0.01$) – those who score high on learning and vitality experience a higher level of job satisfaction compared to those who score low on learning and vitality. On the other hand, the work-family conflict has no significant results for the fit line (the F-test is not significant (Edwards, 1994)) but only for the misfit line ($a_3 = -0.62$; $p < 0.001$). This means that those who have a high vitality score and a low learning score have more work-family conflict than those who have a low vitality score and a high learning score. Finally, emotional exhaustion appears to be insignificant as an outcome of thriving, which in some ways confirms previous research – emotional exhaustion is probably not an outcome but rather a predictor of thriving

at work. Curvature (a_2 and a_4) was insignificant for all outcomes (except for the quadratic model for work/nonwork balance, which is underestimated – therefore, a cubic model should be considered), suggesting that the surface is linear.

Preliminary analyses yielded interesting results: For positive outcomes, such as work-nonwork balance and job satisfaction, only fit parameters were significant, while for negative outcomes, such as work-family conflict, only misfit parameters were significant. This confirms the theoretical basis of the socially embedded model of Spreitzer et al. (2005): For individuals to achieve positive outcomes, they should experience high levels of learning and vitality together. In addition, individuals who are essentially not thriving experience higher levels of work-family conflict. Interestingly, however, there is no evidence of how thriving employees experience work-family conflict (the fit parameters are not significant). This is also true for the positive results – when there is a mismatch between levels of learning and vitality and employees experience a misfit, there is no evidence of its relationship to work-nonwork balance or job satisfaction. These surprising results suggest that thriving employees facilitate positive outcomes while those who do not thrive may experience negative rather than positive outcomes.

With this additional analysis, we aimed to establish and confirm that learning and vitality are commensurate, adequate measures to assess thriving at work. We compared the polynomial regression results with previous research and can confirm the conceptual relevance of the component measures, which is essential for a meaningful interpretation of the results (Edwards, 1994), which we require for our main analyses.

3.4.2 Polynomial regression response surface analysis

H3.1a-H3.1e hypothesize how the congruence of learning and vitality affects AR-WF behavior. Each hypothesis states that engagement in AR-WF behaviors is highest when employees exhibit high levels of learning and vitality, respectively. To test H3.1, we conducted PRRSA. To interpret the surface for each of the AR-WF behaviors, we examined 1) stationary points (where the surface is centered, indicating the orientation of the surface), 2) intercepts and slopes of the first principal axis (p_{10} and p_{11}), indicating the maximum curvature of the surface (if there were a perfect fit between learning and vitality, the first principal axis would coincide with the line of fit (Edwards & Parry, 1993)), and 3) slopes and curvatures of the surface along the (mis)fit lines ($a_1 – a_4$). The results of the polynomial regression are shown in Table 15 (we comment on aggregated AR-WF results in Appendix 8). We have also added the corresponding regression equation for each behavior. In addition, we have made a visualization of the response surface. By examining the surface, we want to determine whether the three conditions described in the methodology are met. Therefore, we want to confirm 1) that the surface is curved downward along the misfit line 2) that the ridge of the surface is maximized along the fit line, and 3) that the surface is not flat along the fit

line. In the figures, the fit and misfit lines are defined (when Y=X and Y=-X). The X and Y axes are set from -3 to 3 while the Z axis is adjusted to best fit the data.

Table 15: Estimated polynomial regression coefficients

		AR-WF		GDS		OM		P		M		FP	
		Coeff.	*Sign.*	Coeff.	*Sign.*	Coeff.	*Sign.*	Coeff.	*Sign.*	Coeff.	*Sign.*	Coeff.	*Sign.*
REGRESSION COEFFICIENTS	L (b_1)	**0.22**	*[0.13; 0.32]*	**0.20**	*[0.06; 0.33]*	**0.18**	*[0.06; 0.31]*	0.12		**0.31**	*[0.18; 0.45]*	**0.30**	*[0.17; 0.44]*
	V (b_2)	**0.11**	*[0.02; 0.21]*	**0.17**	*[0.03; 0.30]*	**0.14**	*[0.02; 0.26]*	**0.18**	*[0.04; 0.31]*	0.02		0.06	
	L2 (b_3)	-0.05		-0.03		-0.08		-0.09		-0.05		-0.01	
	L*V (b_4)	0.13		0.04		0.19		0.03		0.20		0.17	
	V2 (b_5)	0.03		**0.13**	*[0.01; 0.24]*	0.02		**0.13**	*[0.02; 0.24]*	-0.06		-0.06	
	R^2	**0.16**	*p < 0.001*	**0.10**	*p < 0.001*	**0.10**	*p < 0.001*	**0.08**	*p < 0.001*	**0.10**	*p < 0.001*	**0.11**	*p < 0.001*
FIT (Y=X) LINE	a_1	**0.33**	*[0.24; 0.43]*	**0.36**	*[0.24; 0.47]*	**0.32**	*[0.21; 0.42]*	**0.30**	*[0.18; 0.41]*	**0.33**	*[0.21; 0.45]*	**0.36**	*[0.23; 0.48]*
	a_2	**0.11**	*[0.02; 0.20]*	**0.14**	*[0.03; 0.30]*	**0.13**	*[0.03; 0.24]*	0.07		0.10		0.10	
	F test	**24.23**	*p < 0.001*	**14.23**	*p < 0.001*	**12.86**	*p < 0.001*	**10.29**	*p < 0.001*	**12.16**	*p < 0.001*	**14.58**	*p < 0.001*
MISFIT (Y=-X) LINE	a_3	0.11		0.02		0.04		-0.06		**0.30**	*[0.09; 0.51]*	**0.24**	*[0.02; 0.48]*
	a_4	-0.14		0.06		-0.25		0.02		-0.30		-0.24	
	F test	1.14		0.08		0.08		0.11		**3.58**	*p < 0.05*	2.41	
STATIONARY POINTS	X_0	-0.01		**2.48**	*[0.64; 8,899.53]*	-0.50	*[-11.27; -0.77]*	0.57		**-1.38**	*[-28.10; -0.28]*	**-1.70**	*[-95.07; -0.80]*
	Y_0	**-1.77**	*[-19.99; -1.03]*	**-1.04**	*[-9.44; -0.09]*	**-1.33**		-0.73		**-2.21**	*[-123.11; -1.37]*	**-1.97**	*[-122.47; -1.00]*

To be continued

Table 15: Estimated polynomial regression coefficients (cont.)

		AR-WF		GDS		OM		P		M		FP	
		Coeff.	*Sign.*	Coeff.	*Sign.*	Coeff.	*Sign.*	Coeff.	*Sign.*	Coeff.	*Sign.*	Coeff.	*Sign.*
1st PRINCIPAL AXIS	p_{10}	**-1.75**	*[-122,56; -0.40]*	**-21.15**	*[-332,992.50; -7.21]*	-0.54		**-9.33**	*[-21,957.24; -2.10]*	**-0.92**	*[-20.55; -0.38]*	-0.69	
	p_{11}	1.82		**8.12**	*[4.76; 3,201.76]*	**1.58**	*[0.01; 6.78]*	**14.99**	*[9.45; 7,538.27]*	0.94		0.75	
	$-p_{10}/(p_{11}+1)$	**0.62**	*[0.14; 37.37]*	**2.32**	*[0.45; 9,717.89]*	0.21		0.58		**0.47**	*[0.19; 9.28]*	0.39	
2nd PRINCIPAL AXIS	p_{20}	**-1.78**	*[-13.23; -0.73]*	**-0.73**	*[-3.41; -0.09]*	**-1.65**	*[-12.38; -0.84]*	**-0.70**	*[-1.97; -0.20]*	**-3.67**	*[-76.49; -1.27]*	**-4.24**	*[-143.05; -0.90]*
	p_{21}	-0.55		-0.12		-0.63		-0.07		**-1.06**	*[-8.78; -0.37]*	**-1.33**	*[-33.39; -0.09]*
	$-p_{20}/(p_{21}+1)$	**3.94**	*[1.03; 472.63]*	0.83		**4.49**	*[1.49; 591.39]*	**0.75**	*[0.06; 2.47]*	**-58.69**	*[-55,275.32; -47.90]*	**-12.78**	*[-10,474.74; 3.50]*

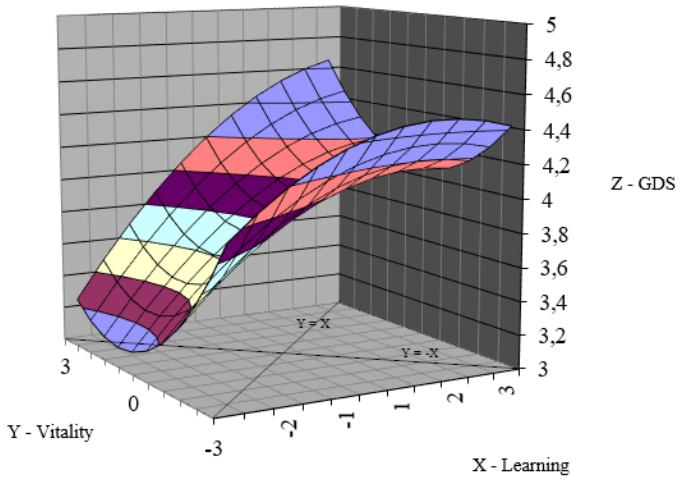
Note. Significant coefficients are bolded. a_1 (b_1+b_2) and a_3 (b_1-b_2) represent the slopes, a_2 $(b_3+b_4+b_5)$ and a_4 $(b_3-b_4+b_5)$ represent the curvature of corresponding lines. p_{10} and p_{20} represent the intercepts, $p_{11,}$ and p_{21} represent the slopes, and estimates $-p_{10}/(p_{11}+1)$ and $-p_{20}/(p_{21}+1)$ indicate the degree of shift of the principal axis, referenced to fit and misfit lines. For significant coefficients, 95% bootstrap confidence intervals or p-values are provided. L = learning. V = vitality. AR-WF = (aggregated) action regulation at work-family interface behavior. GDS = goal development and selection. OM = orientation/mapping. P = planning. M = monitoring. FP = feedback processing. 95% CI = 95% bootstrap confidence interval.

Source: own work.

The stationary points for *goal development and selection* are at $X_0 = 2.48$ and $Y_0 = -1.04$. The slope of the first principal axis is positive and significant ($p_{11} = 8.12$; 95% CI = 4.76 to 3,201.76), and the intercept is negative and significant ($p_{10} = -21.15$; 95% CI = -332,992.50 to -7.21), resulting in a clockwise rotation of the surface. The surface is convex along the fit line ($a_2 = 0.14$; 95% CI = 0.03 to 0.30) and greater than 0 ($a_1 = 0.36$; 95% CI = 0.24 to 0.47). In terms of misfit, the results were not significant. Therefore, we cannot claim that there are differences in the performance of the goal development and selection behavior among employees who experience incongruence between learning and vitality (i.e., high learning, low vitality). Overall, the results suggest that engagement in goal development and selection behavior was higher among employees with high levels of vitality and learning (i.e., thriving employees) than among employees with low levels of fit. On the surface (Figure 11), we can clearly see that not all conditions are met. The first and second conditions are not met because the surface is convex (but it should be concave – curved downwards). However, the third condition is fulfilled: The surface along the fit line is not flat and is maximized at high levels of learning and vitality. Therefore, H3.1a is not supported.

$$GDS = 3.91 + 0.20 \times Learning + 0.17 \times Vitality - 0.03 \times Learning^2 + 0.04 \times Learning \times Vitality + 0.13 \times Vitality^2 \quad (6)$$

Figure 11: Response surface for goal development and selection (GDS)



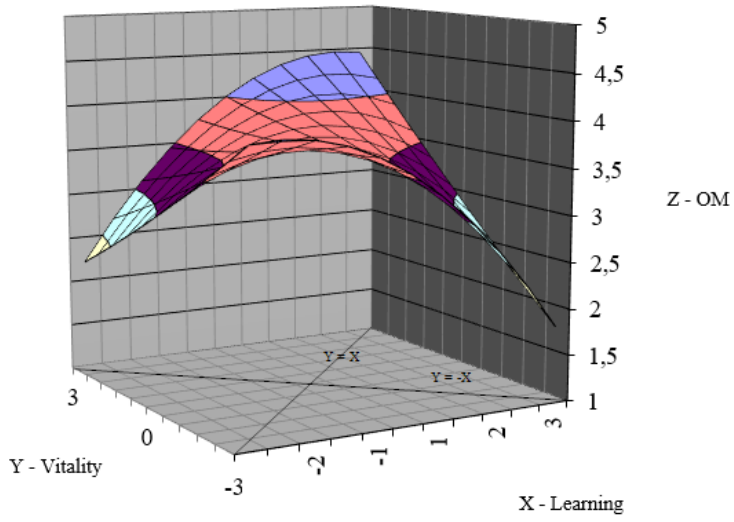
Source: own work.

The stationary points for *orientation and mapping* were at $X_0 = -0.50$ and $Y_0 = -1.33$. The slope of the first principal axis was positive and significant ($p_{11} = 1.58$; 95% CI = 0.01 to 6.78) while the intercept indicated a slight rotation of the surface, which was not significant ($p10 = -0.54$). The shape of the surface is convex along the fit line ($a_2 = 0.13$; 95% CI = 0.03 to 0.24), and the slope is positive and significant ($a_1 = 0.13$; 95% CI = 0.21 to 0.42). Concerning the misfit perspective, the coefficients were not significant. In summary, the

results indicate that employees who have a high fit in both the learning and vitality perspectives thrive) can better orient and map the environment for their corresponding goals than employees who have a low fit. In terms of misfit, we cannot conclude that there is a difference in the orientation and mapping behaviors when the discrepancy between learning and vitality occurs in an individual. In terms of conditions, we can assert from Figure 12 that the three conditions are met – along the misfit line, the surface is curved downwards. Therefore, the surface at the fit line is maximized, and the highest point of the surface is at high values of the thriving dimension (see Figure 12). H3.1b is supported.

$$OM = 3.85 + 0.18 \times Learning + 0.14 \times Vitality - 0.08 \times Learning^2 + 0.19 \times Learning \times Vitality + 0.02 \times Vitality^2 \quad (7)$$

Figure 12: Response surface for orientation and mapping (OM)



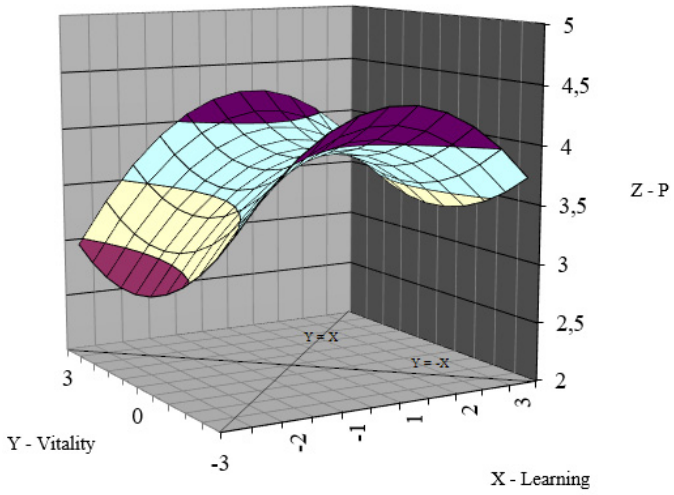
Source: own work.

For *planning*, the stationary points are X_0 = 0.57 and Y_0 = -0.73. The slope of the first principal axis is positive and significant (p_{11} = 14.99; 95% CI = 9.45 to 7,538.27), and the intercept is negative and significant (p_{10} = -9.33; 95% CI = -21,957.24 to -2.10). The slope of the line is significant and positive (a_1 = 0.30; 95% CI = 0.18 to 0.41), indicating that there is a difference between those who thrive (high-high fit) and those who do not thrive (low-low fit) so that those who thrive perform better in the planning behavior. Along the fit line, the surface is convex but the curvature is rather low but not statistically significant (a_2 = 0.07), which means that the surface is linear. Also, in terms of misfit, the coefficients were not statistically significant, which means that we cannot claim that there are differences in planning between those who experience different discrepancies in learning-vitality fit. However, from Figure 13, we can see that the surface for planning is highest when vitality is either high (+3) or low (-3) while learning is roughly in the middle. If we look at the response surface, we can draw the interesting conclusion that thriving may not be as important for planning as it is for other AR-WF behaviors. However, in terms of parameters,

we cannot say this with certainty because the misfit aspect is insignificant, which would confirm this conclusion if it were significant. The first two conditions are not met while the third is confirmed as the surface along the fit line is not flat (Figure 13). H3.1c is not supported.

$$P = 3.87 + 0.12 \times Learning + 0.18 \times Vitality - 0.09 \times Learning^2 + 0.03 \times Learning \times Vitality + 0.13 \times Vitality^2 \quad (8)$$

Figure 13: Response surface for planning (P)

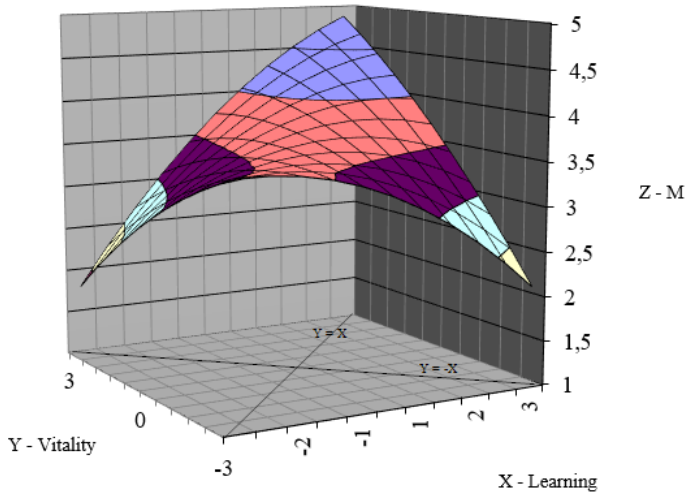


Source: own work.

Monitoring has stationary points that lie at X_0 = -1.38 and Y_0 = -2.21. The slope of the first principal axis is p_{11} = 0.94 but is not significant while the intercept is negative and significant (p_{10} = -0.92; 95% CI = -20.55 to -0.38). The slope of the fit line is positive and significant (a_1 = 0.33; 95% CI = 0.21 to 0.45) but the curvature is not significant (a_2 = 0.10), which means that the fit line is linear. In addition, the slope of the misfit line is significant and positive (a_3 = 0.30; 95% CI = 0.09 to 0.51) but the curvature is also not significant (a_4 = -0.30), indicating that the misfit line is also linear. In summary, the results indicate that thriving employees (with high fit) monitor their professional and nonwork goals more closely than employees who do not thrive (with low fit). This is also confirmed concerning misfit because monitoring was maximized when learning and vitality were equal at midpoints and decreased in both directions. Therefore, the fit between learning and vitality for the employee is important for monitoring behavior – either at midpoint or at high values. Furthermore, Figure 14 shows that the surface fulfills all three conditions, thus supporting H3.1d.

$$M = 3.79 + 0.31 \times Learning + 0.02 \times Vitality - 0.05 \times Learning^2 + 0.20 \times Learning \times Vitality - 0.06 \times Vitality^2 \quad (9)$$

Figure 14: Response surface for monitoring (M)

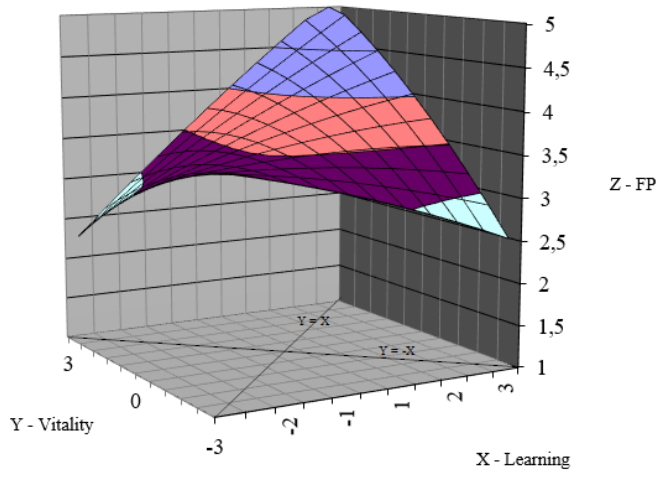


Source: own work.

Finally, the stationary point of *feedback processing* is at X_0 = -1.70 and Y_0 = -1.97. The parameters of the principal axis were not significant for feedback processing but the slope of the line of fit was positive and significant (a_1 = 0.36; 95% CI = 0.23 to 0.48). The fit line is linear as the curvature was not significant (a_2 = 0.10). For the misfit line, the slope was significant (a_3 = 0.24; 95% CI = 0.02 to 0.48) but the F-test was not significant (Edwards, 1994). The conclusions are that, again, thriving employees (high fit) are more likely to process feedback than non-thriving employees (low fit). Similar to monitoring, the misfit is highest in the midpoint and decreases in each direction. However, we cannot statistically confirm this statement due to the non-significant F-test. However, if we look at the surface in Figure 15, we can see that the three conditions are also met in this case. Therefore, H3.1e is supported.

$$FP = 3.76 + 0.30 \times Learning + 0.06 \times Vitality - 0.01 \times Learning^2 + 0.17 \times Learning \times Vitality - 0.06 \times Vitality^2 \quad (10)$$

Figure 15: Response surface for feedback processing (FP)



Source: own work.

To summarise, the slope coefficients for the fit line (a_1) are significant for all behaviors, indicating that there is a significant difference between the levels of engagement in the AR-WF behaviors at high fit values compared to low fit values. This means that engagement in the AR-WF behaviors was better for those who were thriving (high-high) than for those who were not (low-low). For GDS and OM, the curvature of the fit lines (a_2) is significant. It is also interesting to note that there are significant slopes for the misfit line (a_3) for M and FP but the F-test in the latter case is only significant for the M strategy. In addition, we also analyzed the response surfaces of the polynomial regression equations. The results show that the conditions proposed in the methodology for OM, M, and FP are satisfied so that hypotheses H1b, H1d, and H1e are supported. For GDS and P, only the third condition is met. Therefore, we cannot confirm the hypotheses for these two behaviors, as the surface indicates that individuals with high levels of learning and vitality do not perform best on GDS and P (they do not have the highest scores on GDS and P only in the high learning and vitality condition). For a summary of the results, see Table 16.

Table 16: Tests of conditions for thriving congruence effects on AR-WF behaviors

H3.1	Path	Conditions met	Hypothesis status
H3.1a	Thriving → GDS	- - 3	Not supported
H3.1b	Thriving → OM	1 2 3	Supported
H3.1c	Thriving → P	- - 3	Not supported
H3.1d	Thriving → M	1 2 3	Supported
H3.1e	Thriving → FP	1 2 3	Supported

Note. Condition 1: the surface is curved downwards along the misfit line. Condition 2: the ridge is maximized along the fit line. Condition 3: the surface along the fit line is not flat. A dash means that the condition has not been met. GDS = goal development and selection. OM = orientation/mapping. P = planning. M = monitoring. FP = feedback processing.

Source: own work.

In the next step, we extend our analysis and test whether thriving employees are satisfied with their work-nonwork balance by engagement in different AR-WF behaviors. Furthermore, we investigate whether social support from the spouse as a resource helps individuals experience higher satisfaction with work-nonwork balance in the context of mediation.

3.4.3 Path analysis – mediation

Hypotheses H3.2a to H3.2e state that there is an indirect effect between thriving congruence, AR-WF behaviors, and work-nonwork balance. Although the hypotheses of the previous step were not supported for goal development and selection (GDS) and planning, the significant results for fit slope (a_1) still suggest that thriving employees (i.e., with a high score on learning and vitality) engage more in GDS and planning compared to the times when they do not thrive (i.e., with a low score on both). For this reason, we will also include GDS and planning in further analyses.

Based on the results in Table 17, we can conclude that thriving in the sense of congruence has a positive effect on the balance between work and nonwork only through 4 behaviors. Thriving has the largest direct effect on feedback processing ($b = 0.70$; $p < 0.001$), monitoring ($b = 0.66$; $p < 0.001$) and GDS ($b = 0.56$; $p < 0.001$). In addition, GDS ($b = 0.39$) has the greatest direct effect on work-nonwork balance although the effects do not differ significantly. The indirect effects of thriving on work-nonwork balance through AR-WF behaviors are significant for almost all – for *planning* there is no significant indirect effect. The highest indirect effect is for FP (indirect effect = 0.23; 95% CI = 0.05 to 0.45), suggesting that employees who experience fit between vitality and learning experience higher levels of work-nonwork balance through their engagement in feedback processing. The same is true for the aggregated AR-WF behaviors ($b = 0.22$; 95% CI = 0.08 to 0.42), monitoring ($b = 0.22$; 95% CI = 0.06 to 0.44), orientation and mapping ($b = 0.19$; 95% CI = 0.01 to 0.21), and GDS ($b = 0.12$; 95% CI = 0.02 to 0.27). We can conclude that these four behaviors, as well as behaviors in aggregate form, additionally explain the relationship between thriving congruence and work-nonwork balance.

Table 17: Estimated path coefficients for the mediation model

	AR-WF		**GDS**		**OM**		**P**		**M**		**FP**	
Path	*Estim.*	*SE*	*Estim.*	*SE*	*Estim.*	*SE*	*Estim.*	*SE*	*Estim.*	*SE*	*Estim.*	*SE*
Gender → AR-WF	-0.09	0.12	-0.16	0.13	-0.14	0.15	-0.05	0.15	0.02	0.13	0.00	0.14
Age → AR-WF	-0.01	0.01	-0.00	0.01	-0.01	0.01	-0.01	0.01	-0.00	0.01	0.00	0.01
Number of children in the household → AR-WF	-0.01	0.06	-0.03	0.06	0.04	0.07	-0.00	0.06	0.03	0.07	-0.01	0.08
Elderly care → AR-WF	-0.24	0.13	-0.05	0.16	-0.13	0.17	-0.30	0.16	-0.23	0.15	-0.18	0.16
Thriving[†]→ AR-WF	0.56***	0.12	0.35***	0.10	0.51***	0.12	0.27*	0.13	0.66***	0.12	0.70***	0.12
Gender → WNB	0.04	0.12	0.06	0.12	0.05	0.13	0.02	0.12	0.01	0.12	0.02	0.13
Age → WNB	-0.01	0.01	-0.01	0.01	-0.01	0.01	-0.01	0.01	-0.01	0.01	-0.01	0.01
Number of children in the household → WNB	0.01	0.06	0.03	0.06	-0.01	0.06	0.00	0.06	-0.01	0.06	0.01	0.06
Elderly care → WNB	-0.05	0.15	-0.05	0.16	-0.09	0.16	-0.06	0.16	-0.05	0.16	-0.07	0.16
AR-WF → WNB	0.39***	0.07	0.35***	0.08	0.38***	0.11	0.33***	0.08	0.33***	0.08	0.32***	0.09
R^2	*0.17***		*0.13**		*0.16*		*0.12**		*0.13**		*0.12**	
INDIRECT EFFECT												
Thriving[†] → AR-WF → WNB	0.22 95% CI = [0.08; 0.42]		0.12 95% CI = [0.02; 0.27]		0.19 95% CI = [0.01; 0.21]		0.09 95% CI = [-0.01; 0.22]		0.22 95% CI = [0.06; 0.44]		0.23 95% CI = [0.05; 0.45]	

Note. [†] Thriving as a block variable. Standardized coefficients are reported. Bias corrected percentile method was used (bootstrapping 10,000 samples). CI = confidence intervals. GDS = goal development and selection. OM = orientation/mapping. P = planning. M = monitoring. FP = feedback processing. AR-WF = action regulation at work-family interface behavior. WNB = work-nonwork balance.

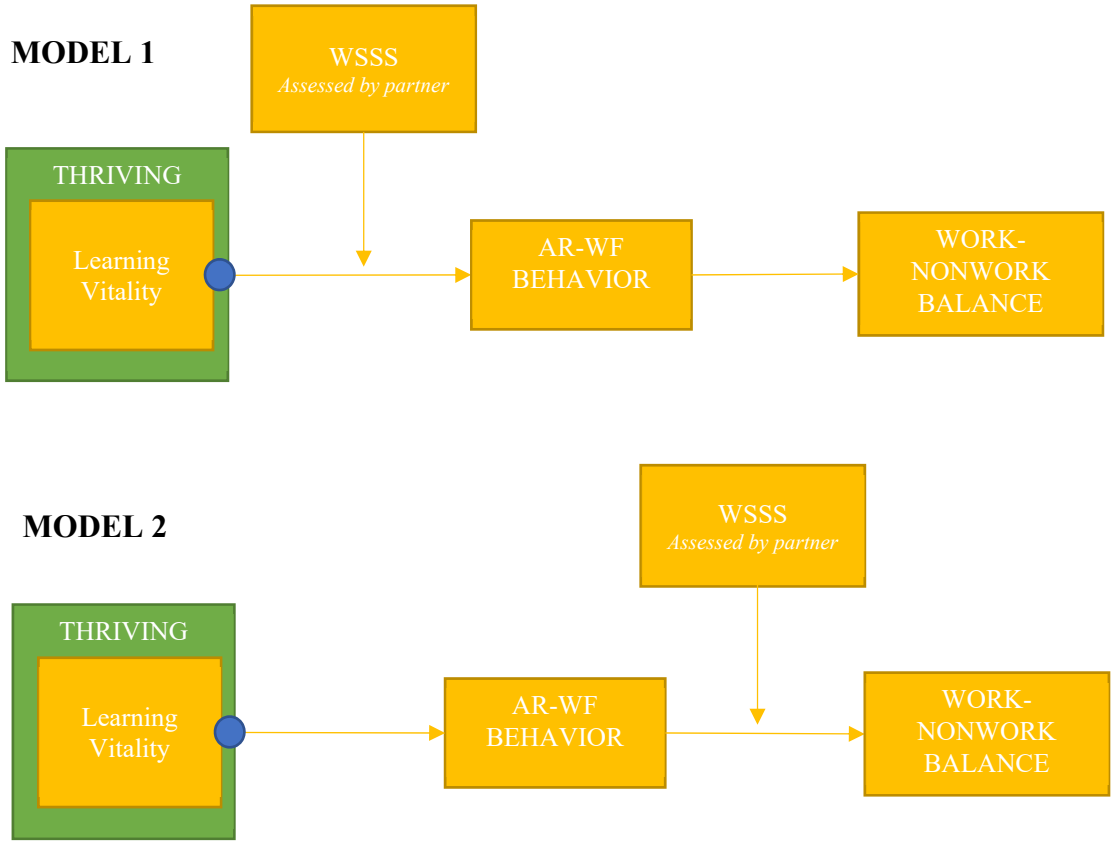
*** p < 0.001; ** p < 0.01; * p < 0.05.

Source: own work.

3.4.4 Path analysis – moderation and moderated mediation

Finally, we tested the moderation effects of partner support within individual pathways and whether moderated mediation exists within a particular pathway. With these analyses, we address RQ3.1 and RQ3.2 where we ask how partner support affects the paths and whether mediation is moderated by support. We tested the research questions with two different models which are shown in Figure 16. The moderating variable WSSS was mean-centred (Hayes, 2017).

Figure 16: Tested models for moderation and moderated mediation



Note. AR-WF = action regulation at work-family interface. WSSS = work-related social-support seeking.

Source: own work.

The results in Table 18 show that in Model 1, support from the partner is only a predictor for planning. WSSS is positively related to planning behavior ($b = 0.30$; $p < 0.05$), suggesting that seeking support from the partner increases engagement in planning, allowing the employee to plan a better balance between work and nonwork goals. However, the interaction effects are insignificant in this case, as is the index of moderated mediation.

Table 18: Estimated regression coefficients for Model 1

	MODEL 1a = AR-WF as an outcome						**MODEL 1b = WNB as an outcome**					
	AR-WF	*GDS*	*OM*	*P*	*M*	*FP*	*AR-WF*	*GDS*	*OM*	*P*	*M*	*FP*
Constant	3.40***	3.63***	3.48***	3.82***	3.12***	2.92***	2.42***	3.10***	2.95***	3.16***	3.13***	3.37***
Gender	-0.04	-0.09	-0.07	-0.02	-0.02	-0.00	0.02	0.03	0.03	0.01	0.01	0.01
Age	-0.00	0.00	-0.00	-0.00	-0.00	0.00	-0.00	0.00	-0.00	-0.00	-0.00	-0.00
Number of children in the household	0.00	-0.03	0.02	-0.00	0.02	0.00	0.00	0.01	-0.01	0.00	-0.00	0.00
Elder care	-0.09	-0.12	-0.01	-0.13	-0.10	-0.07	-0.02	-0.03	-0.05	-0.03	-0.03	-0.04
Thriving†	**0.21*** **	**0.16** **	**0.18*** **	**0.12** **	**0.28*** **	**0.28*** **						
WSSS	0.08	0.25	0.04	**0.30***	-0.00	-0.09						
Thriving†*WSSS	0.01	-0.05	0.02	-0.10	0.07	0.08						
AR-WF							**0.42*** **	**0.24*** **	**0.28*** **	**0.23*** **	**0.24*** **	**0.19*** **
R^2	*0.41*** *	*0.28*** *	*0.32*** *	*0.24** *	*0.39*** *	*0.38*** *	*0.37*** *	*0.36*** *	*0.32*** *	*0.28*** *	*0.30*** *	*0.25*** *
Index of moderated mediation	0.001 [-0.04; 0.05]	-0.01 [-0.05; 0.02]	0.01 [-0.03; 0.04]	-0.02 [-0.06; 0.01]	0.01 [-0.01; 0.05]	0.01 [-0.01; 0.05]						

Note. †Thriving as a block variable. Unstandardized coefficients are reported. Significant coefficients are bolded. Bias corrected percentile method was used (bootstrapping 10,000 samples). GDS = goal development and selection. OM = orientation/mapping. P = planning. M = monitoring. FP = feedback processing. AR-WF = action regulation at work-family interface strategy. WSSS = work-related social-support seeking. WNB = work-nonwork balance.

*** $p < 0.001$; ** $p < 0.01$; * $p < 0.05$.

Source: own work.

Table 19: Estimated regression coefficients for Model 2

	MODEL 2a = AR-WF as an outcome						**MODEL 2b = WNB as an outcome**					
	AR-WF	*GDS*	*OM*	*P*	*M*	*FP*	*AR-WF*	*GDS*	*OM*	*P*	*M*	*FP*
Constant	3.39***	3.64***	3.47***	3.84***	3.09***	2.90***	2.40***	3.06***	2.95***	3.17***	3.13***	3.44***
Gender	-0.02	-0.08	-0.06	0.01	0.01	0.02	0.02	0.02	0.02	0.00	0.01	-0.01
Age	-0.00	0.00	-0.00	-0.00	-0.00	0.00	-0.00	0.00	-0.00	-0.00	-0.00	-0.00
Number of children in the household	0.00	-0.03	0.02	-0.00	0.02	0.00	0.00	0.01	-0.00	0.00	0.00	0.00
Elder care	-0.10	-0.11	-0.02	-0.13	-0.12	-0.09	-0.01	-0.01	-0.05	-0.03	-0.02	-0.03
Thriving†	**0.21*** **	**0.15*** **	**0.18*** **	**0.12***	**0.30*** **	**0.29*** **						
AR-WF							**0.42*** **	**0.24*** **	**0.28*** **	**0.22*** **	**0.24*** **	**0.17*** **
WSSS							-0.46	-0.48	-0.08	-0.07	-0.42	-0.43
AR-WF*WSSS							0.12	**0.13***	0.03	0.03	0.12	**0.13***
R^2	*0.35****	*0.25***	*0.28****	*0.18*	*0.32****	*0.33****	*0.38****	*0.32****	*0.32****	*0.29****	*0.32****	*0.28***
Index of moderated mediation							0.03 [-0.02; 0.07]	0.02 [-0.01; 0.05]	0.01 [-0.05; 0.04]	0.00 [-0.02; 0.03]	0.03 [-0.02; 0.08]	0.04 [-0.01; 0.09]

Note. †Thriving as a block variable. Unstandardized coefficients are reported. Significant coefficients are bolded. Bias corrected percentile method was used (bootstrapping 10,000 samples). GDS = goal development and selection. OM = orientation/mapping. P = planning. M = monitoring. FP = feedback processing. AR-WF = action regulation at work-family interface strategy. WSSS = work-related social-support seeking. WNB = work-nonwork balance.

*** p < 0.001; ** p < 0.01; * p < 0.05.

Source: own work.

In Table 19, we present the results for Model 2. In contrast to the results of Model 1, there is no significant effect of WSSS on work-nonwork balance in any of the AR-WF behaviors. However, there is a significant moderating effect in two cases: goal development and selection (GDS) and feedback processing (FP). The interaction effect is positive in both cases ($b_{GDS} = 0.13$; $p < 0.05$ and $b_{FP} = 0.13$; $p < 0.05$), indicating that the relationship between AR-WF and work-nonwork is moderated by WSSS. Employees who engage in GDS and FP experience higher levels of work-nonwork balance when seeking support from their partner for work-related problems compared to those who do not. For GDS and FP, we also analyzed interaction effects at low, medium, and high values of the moderator.

The results in Table 20 suggest that the relationship between GDS and work-nonwork balance was conditional for employees requiring all levels of partner support – low, medium, and high.

Table 20: Interaction effects for different values of partner support

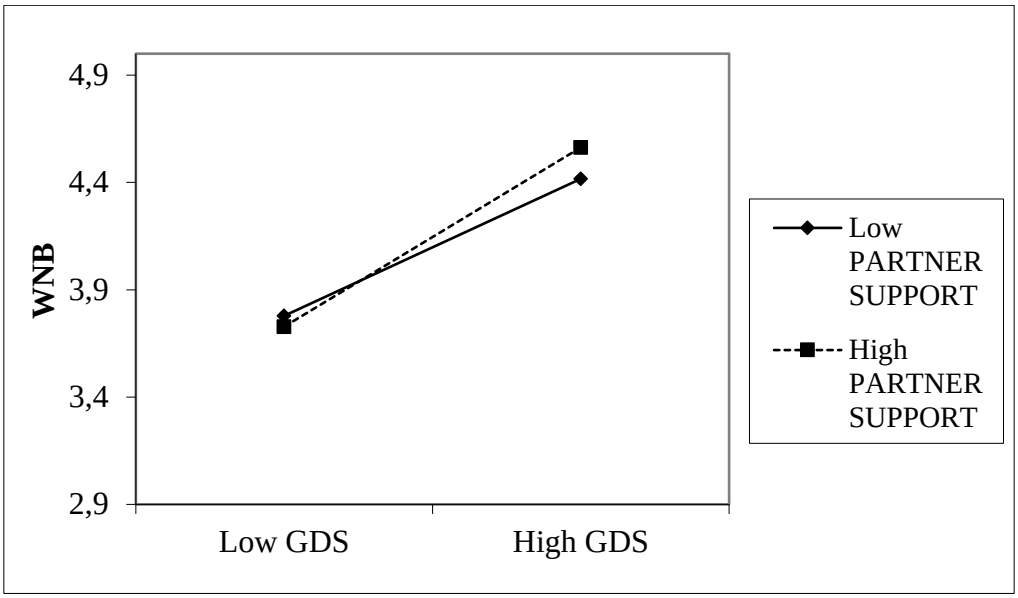
Value of moderator		**GDS**	**FP**
		Effect *95% CI interval*	*Effect* *95% CI interval*
Low	*-0.76*	0.14 [0.02; 0.27]	0.07 [-0.07; 0.21]
Medium	*0.07*	0.25 [0.16; 0.35]	0.18 [0.08; 0.27]
High	*0.57*	0.32 [0.20; 0.44]	0.24 [0.13; 0.35]

Note. Unstandardized coefficients are reported. Bias corrected percentile method was used (bootstrapping 10,000 samples). CI = confidence interval. GDS = goal development and selection. FP = feedback processing.

Source: own work.

Figure 17 also confirms that those who require low levels of partner support have a lower work-nonwork balance because they also engage less in GDS compared to those who have higher levels of proposed interaction. It is also interesting to note that the conditional effect increases with higher values of the moderators.

Figure 17: Moderating effects of partner support (GDS-WNB)

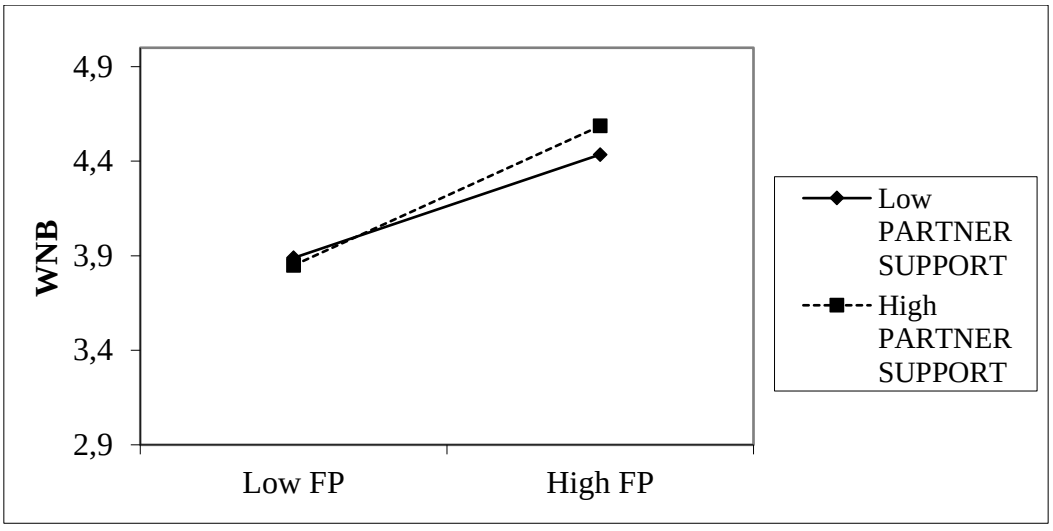


Note. GDS = goal development and selection. WNB = work-nonwork balance.

Source: own work.

For FP, on the other hand, only a medium and high level of support from the partner was conditional on the relationship between FP and WNB. There was no statistically significant relationship between FP and work-nonwork balance among employees whose partners felt that thriving employees sought little support. However, those who had more support from their partner had a better work-nonwork balance when engaging in FP (see Figure 18).

Figure 18: Moderating effects of partner support (FP-WNB)



Note. FP = feedback processing. WNB = work-nonwork balance.

Source: own work.

Based on the results, we found concerning R3.Q1 that WSSS had no moderating effect in the first stage of moderated mediation but that WSSS only directly influenced planning (however, the interaction was insignificant). Regarding R3.Q2, we found that WSSS improves the relationship between AR-WF behaviors and work-nonwork balance but only for GDS and FP. Furthermore, the conditional effects are only true for medium and high levels of support while in the second stage, moderated mediation was not significant for any of the behaviors (index of moderated mediation). In the next section, we discuss the results and the implications for theory and practice.

3.5 Discussion

The main aim of this study was to 1) introduce learning and vitality as commensurate measures of thriving, 2) establish thriving as a boundary-spanning resource, and 3) test the conceptual model, presented in Figure 9. We conducted preliminary analyses: We tested the congruence effects of thriving on various work-related outcomes. Next, we conducted a polynomial regression (PRRSA) for all five AR-WF behaviors and proceeded with mediation, moderation, and moderated mediation analyses by including work-nonwork balance as an outcome and the effects of partner support on the employee's work-related social-support seeking behaviors as a moderator.

For the first set of hypotheses, we conducted PRRSA analyses to determine whether the fit between learning and thriving influences AR-WF behaviors, taking into account the results of the polynomial regression equation, as well as the visualization of the response surface. We tested three conditions related to the surface: when the surface is curved downward along the misfit line, when the values of AR-WF behaviors are highest along the fit line, and when the surface is not flat along the fit line (so that the highest point is in the high-high condition).

Overall, H3.1b, H3.1d, and H3.1e were supported while H3.1a and H3.1c were not supported. When employees thrive (high learning and vitality scores), they show more orientation and mapping, monitoring, and feedback processing compared to employees who do not thrive. In terms of misfit – when learning is high (low) and vitality is low (high) – only the monitoring strategy showed significant results, again confirming that the fit between learning and vitality (even if it is at the midpoint) is important for an employee to successfully adopt AR-WF behaviors. Although goal development and selection (GDS) and planning met the third condition (we aimed to test whether there was a difference in AR-WF behavior between those high on both dimensions and those low on both dimensions), the first two conditions were not met. Therefore, we cannot confirm the hypotheses. These results imply that it does not matter whether individuals thrive or not when setting goals or planning for goal attainment (nevertheless, those who thrive had higher scores on GDS and planning).

In the second set of hypotheses, we asked whether there is a relationship between thriving as congruence, AR-WF behaviors, and work-nonwork balance. We confirmed that thriving

employees experience a better work-nonwork balance through GDS, orientation and mapping, monitoring, and feedback processing, but not through planning. Thus, only H2c was not supported. Finally, RQ3.1 questioned the moderating role of WSSS in the first pathway, between thriving congruence and AR-WF behaviors, while RQ3.2 questioned the moderating role of WSSS in the second pathway, between AR-WF behaviors and work-nonwork balance. The results show that WSSS significantly predicted P for the first path but there was no conditional effect. Other effects were insignificant. For the second pathway, the interactions for GDS and feedback processing were significant, suggesting that WSSS strengthened the relationship between GDS/feedback processing and work-nonwork balance at medium and high levels of support. For other behaviors, partner support was not found to be significantly important. In the next sections, we discuss the results which are summarised in Table 21.

Table 21: Overview of results

Hypothesis/ Research question	**Tested relationship**	**Supported/Not supported**
H3.1a	Learning-vitality congruence → Goal development and selection	Not supported
H3.1b	Learning-vitality congruence → Orientation and mapping	Supported
H3.1c	Learning-vitality congruence → Planning	Not supported
H3.1d	Learning-vitality congruence → Monitoring	Supported
H3.1e	Learning-vitality congruence → Feedback processing	Supported
H3.2a	Learning-vitality congruence → Goal development and selection → Work-nonwork balance	Supported
H3.2b	Learning-vitality congruence → Orientation and mapping → Work-nonwork balance	Supported
H3.2c	Learning-vitality congruence → Planning → Work-nonwork balance	Not supported
H3.2d	Learning-vitality congruence → Monitoring → Work-nonwork balance	Supported
H3.2e	Learning-vitality congruence → Feedback processing → Work-nonwork balance	Supported
RQ3.1	Moderating effects of WSSS: first stage moderated mediation	WSSS positively affects P, all other relationships insignificant
RQ3.2	Moderating effects of WSSS: second stage moderated mediation	The moderating effect of WSSS significant for: *GDS → Work-nonwork balance* and *FP → Work-nonwork balance*

Note. GDS = goal development and selection. P = planning. FP = feedback processing. WSSS = work-related social-support seeking.

Source: own work.

3.5.1 Learning and vitality as components of thriving

Our first contribution is to position learning and vitality as interdependent components of workplace thriving, as theorized by Spreitzer et al. (2005). Preliminary analyses have shown that for positive outcomes, such as work-nonwork balance and job satisfaction, the aspect of congruence (fit) is significant, which means that those who exhibit high levels of learning and vitality (thrive) experience better balance and higher satisfaction than those who exhibit low levels of both dimensions. We confirm the findings of previous research: employees who thrive are more balanced and satisfied with their work (Di Milia & Jiang, 2022; Huo & Jiang, 2021; Jiang et al., 2020). In the case of negative outcomes, such as work-family conflict, the incongruence parameters (misfit) are significant. This means that there is a difference in work-family conflict between those who are either high in vitality and low in learning, and vice versa. Furthermore, due to the non-significant results, we cannot conclude that thriving employees (scoring high on both dimensions) experience work-family conflict differently than those who do not thrive (scoring low on both dimensions).

Recent research has found that thriving positively influences work-family conflict through workaholism (Ni et al., 2023) but due to the different use of the thriving scale (we used congruence while they used the average score), we cannot draw the same conclusions. Ni et al. (2023) do state that they found the negative side of thriving but we argue that this should be taken with caution. Based on our findings from the preliminary analyses (see Table 14), there is no evidence that thriving employees experience higher levels of conflict (those on the fit line) but rather that those who do not thrive (mismatch between learning and vitality) experience the conflict. We suggest that future research should take into account the fact that employees are thriving by definition when they experience high levels of both learning and vitality (Spreitzer et al., 2005) and that averages are not sufficient to establish causal effects on the negative outcomes of thriving employees. Furthermore, as expected, we did not find a significant effect of congruence of thriving on emotional exhaustion, suggesting that exhaustion is a predictor of thriving rather than an outcome.

Overall, we found that learning and vitality are appropriate measures of thriving at work and are suitable for polynomial regression analysis. Furthermore, polynomial regression provides interesting insights into the dynamics of learning and vitality as components of thriving and its outcomes. Joint effects, but with clear insights into how learning and vitality affect an outcome, can be achieved through congruence. Therefore, we believe that polynomial regression is one of the most appropriate analyses for thriving as conceptualized by Spreitzer et al. (2005). Although Kleine et al. (2023) failed to capture congruence effects, our study shows that there are congruence effects between learning and vitality. We suggest using all items for thriving in future studies as proposed by Porath et al. (2012) to fully capture the individual's thriving.

3.5.2 Achieving balance through action regulation at the work-family interface

In our study, we found that thriving employees (i.e., those who have a high congruence between learning and vitality) engage in AR-WF behaviors better than those who do not thrive. However, when individuals develop and select their goals (GDS) and make plans to achieve them (planning), they do not need to thrive exclusively to engage in such behaviors. With these findings, we contribute to AR-WF theory by examining the nature of AR-WF behaviors in the context of (non-) thriving employees.

First, we will look at the results of the unsupported hypotheses. For GDS, we argued that thriving individuals are more committed to goal-setting behaviors, which is also true from a congruence perspective (if employees score high on both dimensions, they also have higher GDS scores than employees who score low on both dimensions) but the response surface does not support the claims regarding incongruence. The reason for these results could be that goal setting is already a common practice for individuals, as they need to set goals to achieve a certain level of performance (Locke & Latham, 2002) whether at work or home. Furthermore, goals are needed to achieve balance in both domains as they guide the individual's behavior and actions (Hirschi et al., 2019; Locke & Latham, 2002). However, it depends on how important and meaningful goals are to the individual. We asked participants about a specific goal they had in the past week, focussing on the most important one. However, we did not ask them about the importance of the goal. Future research could address this issue by considering how important the goals were: were they just everyday goals (e.g. picking up a child from school) or more significant ones (e.g. giving notice at work)?

Similarly with planning – although we expected that thriving employees would be more inclined to plan because they are more growth and wellbeing-orientated, we found that this is not the case. It is clear from the results that planning is a behavior that both thriving and non-thriving people need to engage in. Furthermore, goal setting and making plans lead to a (good or bad) cycle of goal attainment, suggesting that goal setting and making plans are central activities for goal attainment (Schippers et al., 2020).

On the other hand, the orientation and mapping (OM), monitoring, and feedback processing (FP) hypotheses were confirmed. In all three cases, the employees who were thriving (high on both dimensions) had the highest scores on the behaviors. In addition, for monitoring, the misfit slope was also significant, suggesting that those at the midpoint of learning and vitality also exhibited more monitoring behaviors. This is not surprising because thriving employees endeavor to maintain their thriving and continue to be proactive (Spreitzer et al., 2005). Specifically, this means that employees continue to seek information to achieve their goals (OM) successfully and that they process information about their performance and adjust accordingly (FP). They also maintain their task focus by comparing their actual behaviors with the goals set at the beginning and, thus, monitor their execution of the set goals (monitoring). With our results, we contribute to a holistic understanding of a thriving

employee and confirm the principles of the socially embedded model (Spreitzer et al., 2005). The principles we address are related to the feedback link between thriving and agentic work behaviors – because thriving employees want to maintain their thriving in the future, they continue to behave agentically. However, we were not able to prove the feedback link directly. Therefore, we suggest future research should examine these mechanisms with a longitudinal research design to prove it.

Spreitzer et al. (2005) suggest that thriving manifests in developmental and health outcomes which include the balance between work and nonwork (Di Milia & Jiang, 2022). Our research shows that the thriving–work-nonwork balance is partially mediated by GDS, OM, monitoring, and FP but not by planning. This could mean that employees always plan to achieve their work-life balance goals regardless of whether they thrive or not. It could be that planning is such a fundamental behavior that individuals do not do it differently when they thrive or not. Future research could investigate this particular case further. Conversely, with GDS, OM, monitoring, and FP as partial mediators, we contribute to research on thriving and AR-WF theory. First, we demonstrated thriving as a boundary-spanning resource. We measured thriving only in the work context but asked participants about active regulation of their work and nonwork goals and work/nonwork balance. By including the nonwork perspective in this particular mediation model, we were able to show that thriving can also spill over into the home domain (Ten Brummelhuis & Bakker, 2012). Because employees thrive, they experience a better balance between work and nonwork through GDS, OM, monitoring, and FP (compared to those who do not thrive). Second, we contribute to the AR-WF theory (Hirschi et al., 2019) by investigating the proposed theoretical mechanisms and testing a new measurement scale for AR-WF behaviors (Hirschi et al., 2021). AR-WF theory is a promising avenue for future research, and we encourage scholars to test the theoretical propositions. It would be particularly interesting to see whether thriving employees achieve their work and nonwork goals after engaging in AR-WF behaviors and how goal achievement is reflected in their work-nonwork balance.

3.5.3 Work-related social-support seeking as a resource

The results suggest that the balance between work and nonwork can also be improved by the support of the partner. We investigated WSSS as a moderator, with the opportunity to ask partners whether employees talk to them about work-related problems and whether they seek support in doing so. The results are quite interesting – WSSS had a positive effect on the planning strategy in the first stage of moderation but the interaction was not significant, while in the second stage of moderation, only the interactions with GDS and FP are significant, implying that support improves the relationship between GDS/FP and work-nonwork balance. It seems that planning does not play an important role in achieving work-life balance (indirect effect insignificant) but when employees seek work-related support from their partners, they can plan better to achieve their goals.

Previous research has confirmed that WSSS reduces work demands and positively influences relationship satisfaction (Tement et al., 2023). We extend the effects of WSSS to the work-nonwork interface because WSSS moderated the relationship between GDS/FP and work-nonwork balance. When employees strive for work-nonwork balance by setting the right work and nonwork goals, the partner can help them by listening to them and discussing work-related issues. Furthermore, if the employee needs to reflect on whether they have achieved their goals and process feedback on goal achievement, they also need the work-related support of their partner to achieve a better work-nonwork balance. It is therefore confirmed that the role of the partner in goal attainment and work-nonwork balance is of central importance. However, the conditional effect of WSSS was insignificant in the OM, P, and M. The main similarity in these behaviors is that thriving individuals need to take matters into their own hands: what resources they can use to achieve a better work-nonwork balance (OM), plan how to achieve goals for achieving balance (planning), and monitor how the execution of goal pursuit is going (M). For the behaviors (OM, planning, and monitoring) in which the goals and measures to achieve the goals are independent of someone else (e.g. the partner), WSSS is therefore not necessary to achieve a work-nonwork balance. However, when employees set work and nonwork goals that impact both work and nonwork and when they process how the pursuit of work and nonwork goals has gone, feedback from the partner in terms of WSSS is an important prerequisite for achieving work-nonwork balance. Future research could find other factors that also influence the thriving-AR-WF behavior-work-nonwork model, by asking employees in focus groups (or another qualitative research method) which are the most important aspects of their work and nonwork life when balancing the goals.

3.5.4 Practical implications

In this section, we provide practical examples of how thriving employees can successfully engage in AR-WF behaviors to maintain their thriving while balancing work and nonwork. We provide practical advice explicitly aimed at employees on how to sustain their thriving through actively regulating work and nonwork.

In our research within this chapter, we found that employees who thrive engage more in orientation and mapping, monitoring, and feedback processing behaviors while there was no difference between goal development and selection and planning behavior for thriving and non-thriving employees. Although goal selection and development did not provide results as hypothesized, we found that it still is a behavior that partially mediates the relationship between thriving and work-nonwork balance. Thus, it would be beneficial for employees who thrive to educate themselves about goal-setting strategies, such as SMART or FAST goals. In recent years, the effective goal system called FAST gained importance due to its flexibility and generalizability, compared to widely used SMART or SMARTer goal systems in the past (Sull & Sull, 2018). FAST emphasizes frequent discussions of goals. They should

be ambitious and specific so that they can be measured and transparent (see Sull & Sull (2018) on how to apply the FAST goal-setting system).

Furthermore, Porath et al. (2022) provide examples of how to sustain thriving through the engagement of employees in their well-being. They suggest that employees should incorporate self-care to sustain thriving and work on their relationships as well as the community. In terms of our perspective here, we would like to emphasize that employees should reflect on how to include self-care activities within nonwork, especially activities that refuel their mental and physical health. Thus, to stay thriving and sustain work and nonwork balance, employees should take into account not only family and work but also focus on self-care to perform better in work and nonwork domains.

In terms of partner effect on employee work-nonwork balance, we have to emphasize that results show that partner only significantly effected the relationship between goal development and selection/feedback processing and work-nonwork balance. From a practical point of view, employees should consider partners as one of the factors that can help them achieve a better work-nonwork balance, especially when they can tell partners about their work-related problems. This is important when employees develop their work and nonwork goals but also when they process feedback from the environment about goal attainment. Therefore, also partners should have in mind that listening to employees about work-related problems helps employees achieve better balance, which is also beneficial for the family as a whole.

In general, we recommend that employers consider different programs and incentives for employees. Incentives should offer different options for employees – attending a workshop or continuing education to improve well-being or companies should offer different benefits for employees to choose from. When employees have options, they can decide for themselves what they need to nurture their personal thriving experience at work.

As our findings show, thriving employees strive to self-sustain their thriving. Therefore, organizations should allow their employees to do so. We suggest that organizations rethink how employees can engage in agentic work behaviors – does the system give them enough space to explore? And can they also focus on work? Also, are there issues around relationships – does your organization facilitate heedful relating? In addition, organizations should be flexible and support their employees in achieving their work and nonwork goals, i.e., they should provide their employees with strong and thoughtful HR policies for work and leisure. We encourage companies to offer their employees some options so that they can choose the option that best suits their position at work and their situation outside of work because being a parent has different needs than someone single, for example.

3.6 Limitations and future research

Although we collected data at three time points, the purpose of data collection was not to capture longitudinal effects but to reduce the impact of common method bias. Therefore, we suggest that future research test the conceptual model presented by considering the variability of concepts due to temporal changes. It would be beneficial to test the relationships both in the short term (i.e., daily aspects) and the longer term. In the shorter term, research could examine the effects of daily or weekly goals while in the longer term, goals that are more general and related to the lifespan could be examined. An excellent theoretical foundation that considers the whole lifespan perspective within AR-WF theory is presented by Hirschi et al. (2022). Another limitation that we want to mention is the usage of the nonwork aspect – in our survey we asked participants to reflect about their work and nonwork goals. Nonwork could mean many things, and we did not strictly define nonwork for participants because we did not want to limit them in their thinking. Because the nonwork aspect is so wide, participants perhaps did not have the same things in mind. However, this is also an advantage in a way – they could picture the nonwork-related goal that was important for them in that period and could answer having it in mind. If we had limited them to a specific nonwork goal (such as family), they could have answered differently.

In our study, we collected data from the partner to see what role the partner plays in AR-WF. However, the environment of the individual is much larger. Therefore, we suggest that future research should not be limited to the effects of individual-level perspectives but also consider mezzo and macro-level perspectives, such as team thriving (Goh et al., 2022), organizational policies for a better work-nonwork balance, or macroeconomic factors. In addition, we propose also to consider supervisor support and how this influences the proposed mediation mechanisms. Our sample is based on a small European country, but it would be beneficial to test the model in other cultures. It would also be interesting to test the actor-partner interdependence model between partners and see whether dual-earner couples influence each other's AR-WF behaviors and how this affects their work-nonwork balance (either as a couple or separately).

4 GENERAL DISCUSSION

4.1 Summary of the findings

In this dissertation, we look at thriving at work from a broader perspective – work and nonwork. We begin by reviewing the literature on thriving and identifying the gaps that need to be addressed in the future. Based on the gaps, we decided to research work and nonwork factors that impact employee thriving and examine how thriving employees can achieve a balance between work and nonwork through action regulation strategies. Therefore, we first identify important characteristics of employees thriving in the work and nonwork domains and then broaden the concept by examining how thriving employees actively regulate these

specific domains. Although the mechanisms examined are anchored in different theoretical backgrounds, the constant in all three chapters is Spreitzer et al.'s (2005) socially embedded model of thriving. Although new, expanded models of thriving have been proposed that incorporate aspects outside of work (Carmeli & Russo, 2016; Hyde et al., 2022), we have opted for the original model because it has the breadth necessary to assess both the antecedents and outcomes of thriving. In addition, the new theories focus on certain aspects outside of work that are not included in our conceptual models.

Until July 2021, no literature review looked at thriving through a bibliometric lens. We used citation analysis and bibliographic coupling to examine the literature in the field of thriving. Specifically, we wanted to answer our research question (RQ1.1): How did the field develop, where does it stand, and where it is headed? As we have managed to identify various clusters and aspects that need to be addressed in the future to advance thriving, we have made informed suggestions for future research. The suggestions are based on the bibliographic coupling analysis where we have managed to identify the current state of the field and where it is heading. One important finding, for example, is that leadership occurs in all clusters and is, therefore, one of the most important aspects for employees to thrive.

In Chapter 2, we focus on the positive affective resource – the family-work affect. We examine how positive emotions received from family help workers to be better at their work (Kacmar et al., 2014), how these positive emotions lead to thriving via exploration (as agentic behavior), and the role of ambidextrous leadership. To test the proposed conceptual model, we have used mediation and moderated mediation analyses. Spreitzer et al. (2005) base their arguments about the effects of positive affective resources on agentic work behaviors on Fredrickson's (2004) broaden-and-built theory of positive emotions, which is why we use the socially embedded model and the broaden-and-built theory as a theoretical foundation in the second chapter. In light of the socially embedded model, the family-work affect could also be considered an affective resource. However, we included the broaden-and-built theory as it specifically addresses the positive emotions workers receive from their families.

Based on the results of Chapter 2, where we confirmed both hypotheses (H2.1 and H2.2), we wanted to analyze further how thriving employees manage their work and nonwork domains. Initially, we wanted to look at the thriving of employees in hybrid work environments to account for the post-pandemic wave of hybrid working. However, more and more organizations opted to return to the office. Therefore, it was difficult to get enough responses from hybrid workers. We also wanted to extend the study to multiple sources by including romantic partners, which was an additional limitation for our participant base.

In Chapter 3, therefore, we decided to investigate how thriving employees balance their work and nonwork domains by actively regulating the respective domains. Furthermore, we included an additional perspective – their partners, specifically how much support thriving employees want to balance everything. The relationships between the constructs are based

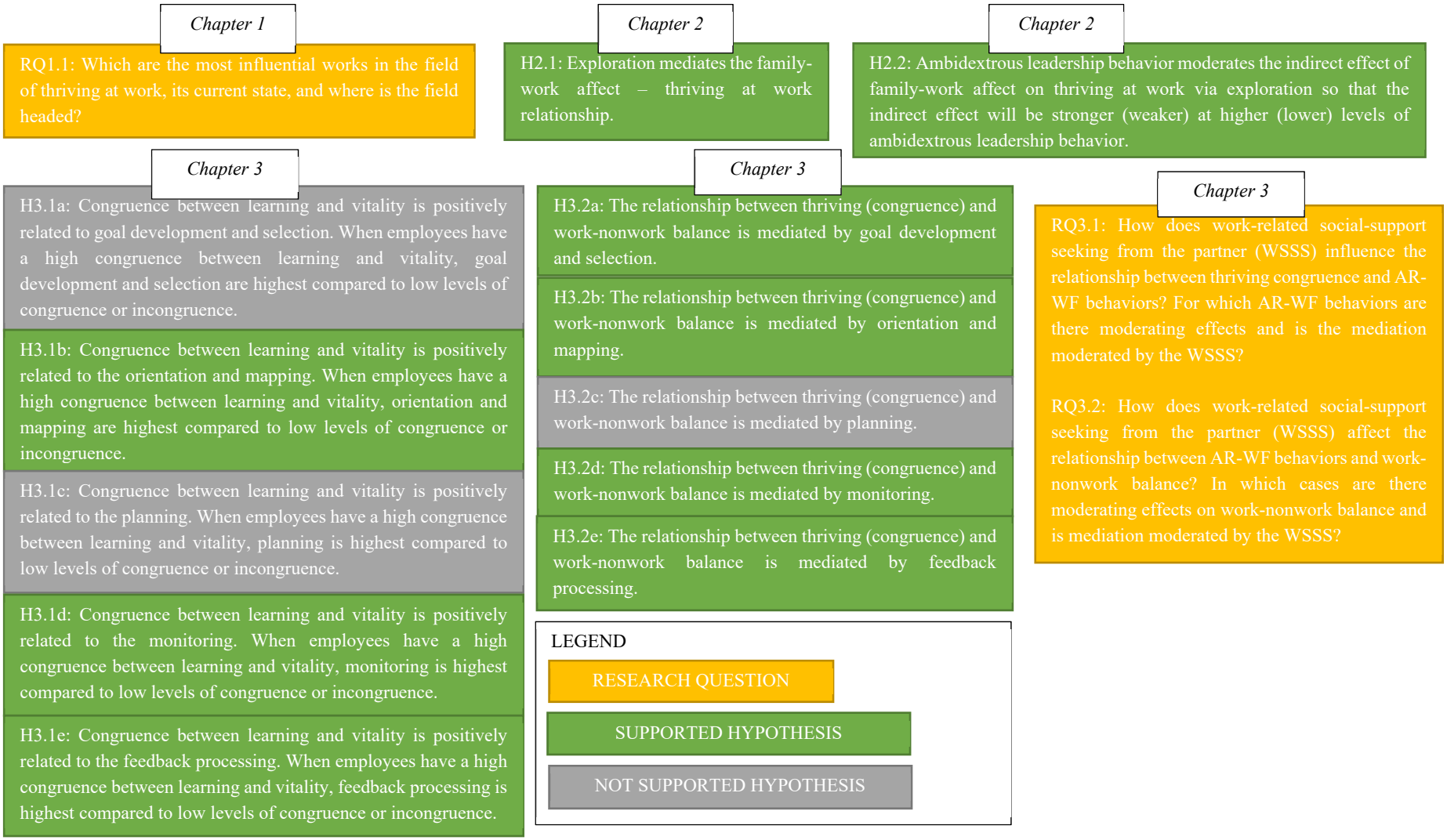
on three theories: the socially embedded model (Spreitzer et al., 2005), the AR-WF theory (Hirschi et al., 2019), and the conservation of resources theory (Hobfoll et al., 2018).

Firstly, we performed preliminary analyses to establish that learning and vitality are dimensions of thriving and could be used in terms of polynomial regression. We tested the fit between learning and vitality as predictors of work-family conflict, emotional exhaustion, work-nonwork balance, and job satisfaction. The results show that employees only experience a fit between learning and vitality for positive outcomes whereas they only experience a misfit for negative outcomes. Secondly, we examined how the congruence between learning and vitality affects AR-WF behaviors, and how this relationship affects the balance between work and nonwork. Interestingly, those who experienced high levels of learning and vitality showed better AR-WF behaviors than those with low levels. Thus, we proved that AR-WF behaviors are better performed by thriving employees. However, we could not confirm H3.1a and H3.1c – for selecting and developing goals and planning. These results suggest that employees do not need to thrive when selecting goals and planning their execution. However, the hypotheses for orientation and mapping, monitoring, and feedback processing were confirmed and provided important insight into employee thriving.

As for H3.2, only planning could not significantly mediate the relationship between thriving congruence and work-nonwork balance. Thus, planning is a behavior that does not differ between those who thrive or not. To our knowledge, this is the third study using AR-WF theory as a theoretical background, apart from Calderwood et al. (2021) and Hirschi et al. (2021) but none of those two incorporate thriving at work. Thus we are the first to do that. Research into this theory is important because it considers various aspects of people's lives – it can be applied to either short-term aspects (i.e., daily) or longer-term (i.e., whole life) (Casper et al., 2024). Thirdly, we examined the role of social support from the partner as a moderator. With this, we examined the external determinants of the work-nonwork balance of thriving employees through the achievement of (work and nonwork) goals. In addition, we also asked the romantic partner of a thriving employee to evaluate the employee's work-related support-seeking behavior so that we also contribute to the literature by including another perspective of work-related support-seeking behavior.

An overview of each chapter can be found in Table 23, and a summary of the research questions and hypotheses and their status in Figure 19.

Figure 19: Overview of results by research questions and hypotheses (by chapters)



Source: own work.

Table 22: Overview of chapters

Chapter	Theoretical background	Research question/hypotheses	Methodology	Main findings	Theoretical and practical contributions
Chapter 1	Socially embedded model of thriving at work (Spreitzer et al., 2005)	RQ1.1: Which are the most influential works in the field of thriving at work, its current state, and where is the field headed?	Bibliometric methods: citation analysis and bibliographic coupling	*Citation analysis* • Development of the field took place from 2005 to 2011 • Takeoff started in 2012 • The blooming period for the field emerged in 2017 *Bibliographic coupling* • Four distinct clusters • Main theoretical backgrounds of the field: socially embedded model of thriving, self-determination theory, conservation of resources theory, social exchange theory • In all clusters, leadership is present, indicating the importance of leadership in thriving	*Theoretical contributions* • Novel adoption of bibliometric methods to review thriving research • Informed and practical suggestions for future research on thriving • Comprehensive overview of literature up until July 2021: addressing past, present, and future *Practical contributions* • Leaders should rethink if they are giving sufficient support to employee thriving • HR should ensure thriving of blue-collar workers, not only knowledge workers • Self-leadership practices would benefit the thriving of digital nomads and gig workers

To be continued

Table 22: Overview of chapters (cont.)

Chapter	**Theoretical background**	**Research question/hypotheses**	**Methodology**	**Main findings**	**Theoretical and practical contributions**
Chapter 2	Socially embedded model of thriving at work (Spreitzer et al., 2005); Broaden-and-built theory of positive emotions (Fredrickson, 2004)	H2.1: Exploration mediates the family-work affect – thriving at work relationship. H2.2: Ambidextrous leadership behavior moderates the indirect effect of family-work affect on thriving at work via exploration so that the indirect effect will be stronger (weaker) at higher (lower) levels of ambidextrous leadership behavior.	*Study 1* • Sample of students studying online (n=169) • Mediation model using PROCESS macro in SPSS (Hayes, 2017) *Study 2* • Sample of employees working remotely (n=314) • Mediation model and moderated mediation model using PROCESS macro in SPSS (Hayes, 2017)	• In both samples family-work affect positively predicted thriving through exploration • Ambidextrous leadership moderates the relationship between the family-work affect and exploration within the mediation model • Those who have ambidextrous leaders (either at mean or high on ambidextrous leadership) have better thriving when experiencing family work affect through exploration	*Theoretical contributions* • Family-work affect as a predictor of thriving • Using only family-work affect measure – contribution to the family-work enrichment theory • Introducing ambidextrous leadership in a new light – family-work interface and agentic work behaviors (previously mostly researched within innovative behaviors literature) • Context of remote work *Practical contributions* • HR should acknowledge the role of family in employees' thriving • Providing tips on how to effectively manage work-life balance during remote work • Campaigns, such as »bringing a child/family member to work day« • Encouraging exploration through autonomy during remote work • Teach leaders how to utilize ambidexterity within their teams and for individuals

To be continued

Table 22: Overview of chapters (cont.)

Chapter	Theoretical background	Research question/hypotheses	Methodology	Main findings	Theoretical and practical contributions
Chapter 3	Socially embedded model of thriving at work (Spreitzer et al., 2005); Action regulation at work-family interface theory (Hirschi et al., 2019); Conservation of resources theory (Hobfoll et al., 2018)	H3.1: Congruence between learning and vitality is positively related to goal development and selection (H3.1a), orientation and mapping (H3.1b), planning (H3.1c), monitoring (H3.1d), and feedback processing (H3.1e). When employees have a high congruence between learning and vitality, goal development, and selection (H3.1a), orientation and mapping (H3.1b), planning (H3.1c), monitoring (H3.1d), and feedback processing (H3.1e) are highest compared to low levels of congruence or incongruence. H3.2: The relationship between thriving (congruence) and work-nonwork balance is mediated by goal development and selection (H3.2a), orientation and mapping (H3.2b), planning (H3.2c), monitoring (H3.2d), and feedback processing (H3.2e).	• Polynomial regression response surface analysis using SPSS and MS Excel (Edwards, 1994) • Mediation, moderation, and moderated mediation using Mplus (Muthén & Muthén, 1998-2017) and PROCESS macro in SPSS (Hayes, 2017)	*Polynomial regression* • For positive outcomes the fit between learning and vitality is significant (and misfit is not) • For negative outcomes, the misfit between learning and vitality is significant (and the fit is not) • For all behaviors: those who experience high fit between dimensions of thriving engage better in AR-WF behaviors, compared to those low on fit. • For goal development selection, and planning the outcome was not the highest when scores of dimensions were highest (high fit) *Mediation* • Planning is not a mediator in thriving congruence – work-nonwork balanced relationship • Other AR-WF behaviors are partial mediators	*Theoretical contributions* • Learning and vitality should be considered as joint effects for thriving employees • Thriving is a boundary-spanning resource • Proven feedback link between thriving and agentic work behaviors: the self-adaptation mechanism as proposed by Spreitzer et al. (2005) • Introducing AR-WF theory to thriving research • Examining the nature of AR-WF behaviors • WSSS assessed by the partner and as a moderator within our model *Practical contributions* • Practical example for thriving employees how to set SMART goals • A reminder for organizations that it is beneficial to nurture employee-thriving

To be continued

Table 22: Overview of chapters (cont.)

Chapter	Theoretical background	Research question/hypotheses	Methodology	Main findings	Theoretical and practical contributions
		RQ3.1: How does work-related support seeking from the partner (WSSS) influence the relationship between thriving congruence and AR-WF behaviors? For which AR-WF behaviors are there moderating effects and is the mediation moderated by the WSSS? RQ3.2: How does work-related support seeking from the partner (WSSS) affect the relationship between AR-WF behaviors and work-nonwork balance? In which cases are there moderating effects on work-nonwork balance and is mediation moderated by the WSSS?		*Moderation and moderated mediation* • 1st stage moderation: WSSS predicts planning but interaction effects are insignificant • 2nd stage moderation: the relationship between goal development and selection/feedback processing and work-nonwork balance are stronger due to WSSS	

Source: own work.

4.2 Ad hoc analysis of samples: how participants thrive

We were interested to see how many participants were thriving in their work. Thus, we perform one more analysis here to see whether they were thriving or surviving (i.e., not thriving) and whether thriving is different across the different samples. As we also assessed the thriving of romantic partners (who work) within the sample of Chapter 3 research, we also included their thriving here. To identify their thriving, we took learning and vitality average scores and multiplied them (Kleine et al., 2023). By using the product, we could identify which employees were high on learning and vitality, as by using average scores, we could not identify that. Moreover, this dissertation was largely affected by the pandemic, as the research in chapter 2 examines thriving in remote work during the pandemic. In the third chapter, we examine the thriving of employees after the pandemic, which we also marked in Table 23 with results below.

Table 23: Number of thriving and nonthriving employees per sample

Sample	Number of participants	Number of thriving employees (%)	Number of nonthriving employees (%)
Data collection during the pandemic			
University students studying online (Study 1, Chapter 2)	183	12 (7%)	171 (93%)
Remote workers (Study 2, Chapter 2)	317	41 (13%)	276 (87%)
Data collection after the pandemic			
Employees (Chapter 3)	306	107 (35%)	199 (65%)
Romantic partners who are working (Chapter 3)	306	102 (33%)	204 (67%)

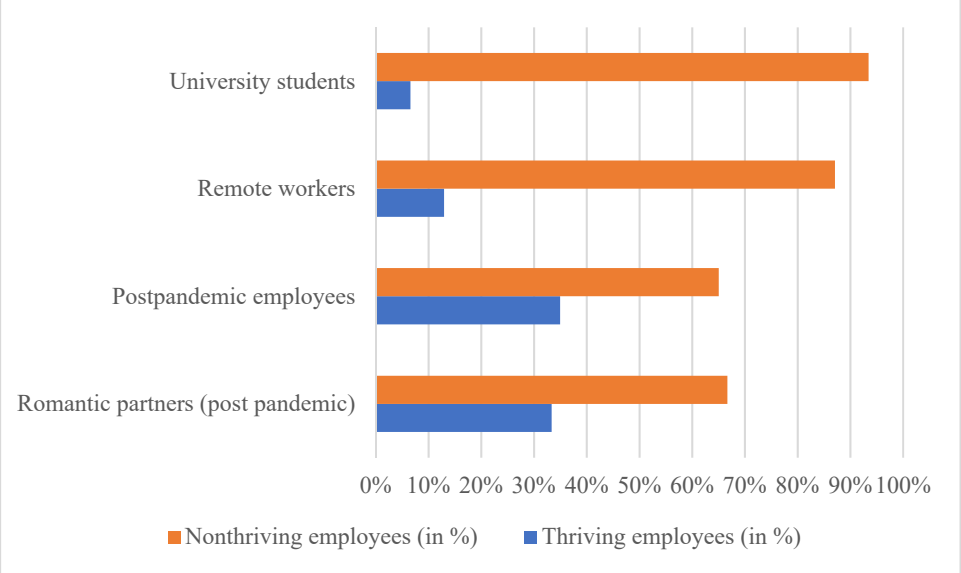
Note. Those who thrive have high scores of learning and vitality, which means that on the five-point Likert scale, they would choose a score of 4 (agree) or 5 (strongly agree). In terms of product, those who thrive would have a score from 16 onwards. Those below 16 would be considered not thriving.

Source: own work.

Results show that in the post-pandemic sample (collected in 2022), there were more thriving employees, compared to those who were sampled during the pandemic (data collected in 2020). Specifically, only 7% of university students, who were studying exclusively online were thriving, and also 13% of remote workers were thriving (see Figure 20). We do not have results of thriving employees before the pandemic to compare the percentages. However, there is a clear indication that the pandemic had a really large effect on thriving employees, compared to the results after the pandemic. In 2022, more employees were thriving but still only a third of employees experienced thriving. This particular analysis is

an indication that organizations should support more employees thriving at work. We provide some practical pointers in the part of practical contributions on how to enable more thriving in remote work, as well as the office but also how to include nonwork perspective within an organizational context.

Figure 20: Visual representation of results on thriving and nonthriving employees



Source: own work.

In the Chapter 3 sample, most of the employees work from the office (72%). We performed analyses (using One-Way ANOVA in SPSS), examining whether there is a significant difference between those who work remotely, hybrid, or from the office. We found that although there is a statistically significant difference in average thriving between different working contexts ($F(2) = 3.19$, $p < 0.05$), the post hoc Tukey test showed that mean differences between different contexts are insignificant. This might be due to the unbalanced sample, as 72% of employees work from the office, 26% hybrid, and 2% remotely. Results from the post hoc Tukey test are presented in Table 25.

Table 24: Post hoc Tukey test (One-Way ANOVA)

Work context (comparison of the means)	**Mean difference (standard error)**	**Significance**	**95% confidence interval**
Remote work – Hybrid work	1.00 (0.87)	0.48	[-1.05; 3.06]
Office work – Hybrid work	-1.61 (0.84)	0.14	[-3.59; 0.38]
Office work – Remote work	-0.60 (0.32)	0.16	[-1.37; 0.17]

Source: own work.

Generally, we found that for employees to thrive, family and leaders are important. Both affect employee exploration in such a way that it consequently increases thriving. Due to the thriving, employees are better at attaining multiple work and nonwork goals, which consequently helps them improve their work-nonwork balance. Work-nonwork balance is

also better when employees confide their work-related problems to their partners, especially when employees set and develop their goals and when they assess the achievement of their goals by processing feedback from work, family, or within themselves. We thus provide evidence that family is important for employee thriving but also thriving state is important for balancing it all. Moreover, post hoc analyses showed that there might be differences in average thriving in different contexts. However, further analyses showed no significant differences due to the small representative sample size for each context. We suggest that future research further examines whether there are differences in employee thriving within different work contexts.

4.3 Contributions to thriving and work-nonwork literature

Apart from the contributions presented in the introduction, as well as in each chapter of this dissertation, we would like to emphasize some of the general contributions that this dissertation has in terms of research about thriving and work/family/nonwork aspects.

The socially embedded model of thriving (Spreitzer et al., 2005) is used throughout the dissertation because it conceptually defines what thriving is. In addition to identifying two dimensions of thriving – learning and vitality – the theory also provides insights into how thriving occurs. The socially embedded model emphasizes that thriving emerges indirectly through the unit contextual features and the resources generated at work while agentic work behaviors directly impact an individual's thriving. Furthermore, the theoretical model explains that thriving manifests in positive developmental and health outcomes for the individual. The overall contribution of this dissertation is threefold: 1) how thriving manifests through work and nonwork factors, 2) how thriving affects specific individual outcomes, relating to work and nonwork domains, and 3) we prove that thriving employees want to engage in active behaviors that regulate their work and nonwork aspects. By examining both sides – the antecedents and the outcomes of thriving – we can holistically capture the effects and outcomes of work and nonwork characteristics on the concept of thriving.

As identified in Chapter 1, research on thriving has been blooming. Due to its importance in sustainable human functioning (Barnes et al., 2023) and because the concept is relatively novel, research will expand even more. One of the most important theoretical contributions of this dissertation is that we started including nonwork aspects within thriving at work. Up until now, not many empirical studies addressed this perspective, and we believe that this is a really important aspect to be addressed, especially because working arrangements that also include working from home are becoming more and more popular (Ahrendt, 2022).

Methodologically, Kleine et al. (2023) addressed an important issue of the thriving measurement scale – can we really measure employee thriving with average sum scores? We complement their research by investigating thriving with polynomial regression, which specifically shows how thriving employees experience different outcomes, compared to

nonthriving employees. Unfortunately, Kleine et al. (2023) did not find significant effects of the fit between learning and vitality on mental health outcomes. However, we managed to test the fit firstly within preliminary analyses where we proved that the dimensions can be used as concepts of thriving (our results were in line with previous research). Secondly, we further tested the fit between learning and vitality in relation to action regulation at work-family interface behaviors and again proved that there are differences between thriving and nonthriving employees. Thus, our research is first to confirm that the fit between learning and vitality can be used to assess employee thriving.

In terms of methodology, Edwards (1994) emphasizes that measures used for polynomial regression should be commensurate at the interval level, as already mentioned in Chapter 3. The commensurate measures for assessing fit within organizational research mostly refer to the assessment of desired and received levels of a particular concept but in our case, we assess learning and vitality, and not desired and received levels of thriving. Specifically, due to the basic conceptualization of thriving, we wanted to see whether learning and vitality behave as commensurate measures for assessing thriving within employees because Spreitzer et al. (2005) emphasize that thriving is only experienced when learning and vitality are high. This is not the first research to do that, as Kleine et al. (2023) already pursued this (but the results were insignificant). Therefore, with our research, we prove that learning and vitality do conceptually fit together. They are both measured at the individual level and, thus, they are in the same conceptual space, as demanded by Edwards (1994). This is a novel contribution that could take an examination of thriving at work to another level.

While the pandemic hit, a lot of research focused on the factors that help employees in adaptation to the new world of work (Wang et al., 2021). The notion of flexibility and adaptation of employees is also present within this dissertation. Specifically, in Chapter 1, we introduce practical recommendations for workgroups that are underrepresented in thriving research. We show that by adapting our mindset, we can also support the thriving of employees who are not usually participants in empirical research. Moreover, in Chapter 2, we address flexibility through exploration and ambidextrous leadership. We assert that employees explore their new work environment, as they have not worked remotely before. Thus, they adapt to it through exploration, with the help of family and ambidextrous leaders. In terms of ambidextrous leadership, the leadership style embodies flexibility, as leaders flexibly switch between opening and closing behaviors (Rosing et al., 2011) to support employees. In Chapter 3, we further address the flexibility and adaptive states through action regulation behaviors in work and nonwork domains, and how thriving employees actively regulate their work and nonwork goals. To sum up, we show that employees can thrive in remote work, even if they face this way of work for the first time, but they can explore and thrive with the support of family and ambidextrous leaders. Moreover, those who thrive are more prone to achieve their work and nonwork goals and consequently work-nonwork balance.

Work, family, and nonwork perspectives are crucial within our work. Although we emphasize mostly the introduction of the domains within thriving research, we also contribute to the work-family/nonwork research by establishing thriving as a boundary-spanning resource. In this study, we consider thriving as a personal resource. Resources are important for managing stressful situations as those individuals who have enough resources can solve problems better than those with fewer resources. Thus, when facing with demands of the environment, individuals can use selected resources and continue to sustain their goal pursuit (Hobfoll, 2002). Having a solid resource reservoir enhances an individual's general tendency for the enrichment of resources because it makes them less vulnerable to resource loss. Moreover, by adding more resources, it helps individuals gain momentum and strength. On the other hand, when exhaustion of resources happens, individuals become defensive and irrational. When being defensive and irrational, they seek adaptation strategies motivating them to rebuild their resources reservoir. Thus, when individuals have a sufficient base of resources, they will face demands and obtain their goals, making resources key for individuals to adapt to different situations and circumstances (Hobfoll, 2002; Hobfoll et al., 2018).

Our research confirms that thriving supports adaptive strategies in terms of active regulation of work and nonwork goals, and because we examine how thriving affects both domains, we assert that thriving is indeed a boundary-spanning resource because of the fact. Therefore, employees who thrive can face inhibiting situations, compared to those not thriving, but we suggest that future research further addresses these claims in more detail. For example, future research could examine how thriving employees face stressful situations at work and home, and continue the examination of thriving as a boundary-spanning resource. The great theory that commends such aspects is the Restricted Employee Sustainability Theory (see Barnes et al., 2023).

Table 25: Overview of general findings about thriving

General findings about thriving at work		Where do we address the findings?
Thriving is supported by…	… family … ambidextrous leader … explorative behaviors	Chapter 2 research
Thriving manifests in…	… better work and nonwork goals attainment … better work-nonwork balance	Chapter 3 research
Thriving is…	… experienced through high levels of learning and vitality … boundary spanning resource … helping employees to be flexible/adaptive in their behaviors	Preliminary analyses within Chapter 3, Chapter 3 research

Source: own work.

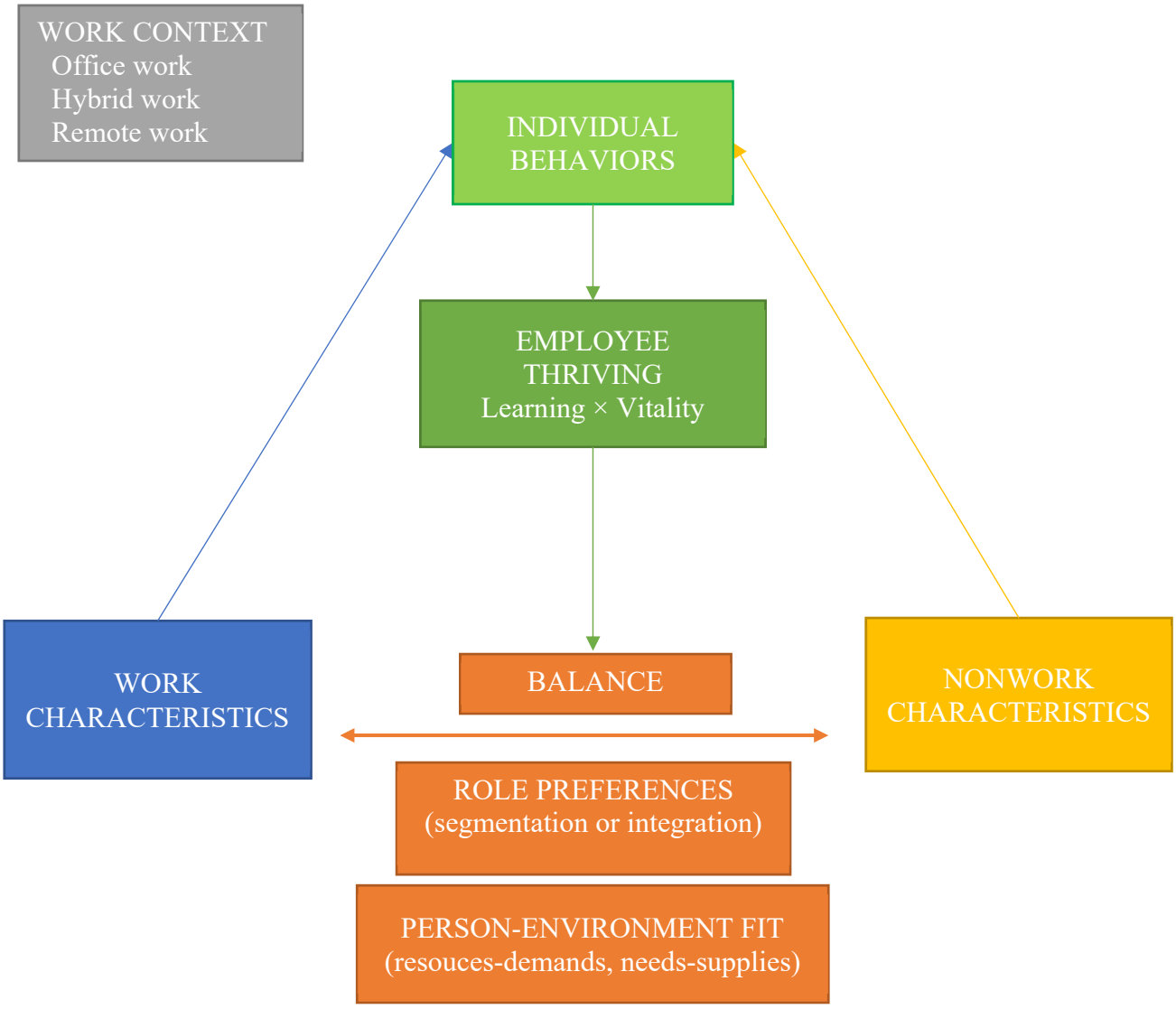
4.4 General practical implications

Thriving is a psychological state and we achieve it when we learn and feel vital. Because it is a state, one strives to achieve it but cannot force it. If we experience thriving and then after some time we see that we do not thrive anymore, we should re-evaluate our learning and vitality. Thus, employees should think about whether they are prepared to learn new things at work or want to continue to perform routine work tasks and are currently not focused on growth (the latter example can happen in cases where nonwork aspects are more demanding in one's life, and employees are not merely focused on their professional growth). Employees should also think about whether they can find positive resources for themselves to enable their thriving or whether are there inhibiting factors that disable their option to thrive in the context of work and nonwork. This initial activity induces active behaviors which help to regulate work and nonwork aspects, and as Hirschi et al. (2019) theorize, employees are at different points of their careers and have different priorities. Thus, it is important to first assess if the employee's priority is to thrive at work or only to survive in a sense. This depends on the situation the employee is in. An excellent example of thriving as a sustainable state is provided by Barnes et al. (2023): thriving employees are at optimal health and they can maintain it through psychological detachment, mindfulness… and thriving employees are also focused on growth as well as generativity. Therefore, employee thriving occurs in optimal conditions where individuals are high on learning and vitality. Based on the examined literature and what we researched, our greatest learning is that an individual himself/herself identifies which factors help him/her in his/her thriving, depending on the current situation and available resources, as well as demands within work and nonwork domains. This is why leaders and organizations should provide many solutions for employees to choose from to thrive.

As mentioned, thriving is important for human sustainability (Barnes et al., 2023). Thus organizations that strive to live by environmental, social, and governance (ESG) aspects should be focused on how to enable and sustain employee thriving. When employees thrive, not only that their performance improve (Ali et al., 2018) but the performance of the unit improves as well (Walumbwa et al., 2018). The great starting point for organizations is to first understand what human sustainability is and how thriving fits within the sustainability aspect (see Barnes et al., 2023). Because thriving is an individual state and is experienced explicitly individually, organizations should take this into account. For thriving there is no "one size fits all" but resources are more tailor-made. This does not mean that organizations should provide specific resources for each individual but rather have a pool of resources that are offered to employees to choose from. Importantly, organizations should acknowledge the existence of the nonwork effects on employees and use it as an advantage for employee thriving.

Throughout the dissertation, we provide specific practical suggestions, relating to the issues we address within the chapters. In this section, however, we discuss practical but general views on how to enable workplace thriving by giving the necessary resources to employees who want to thrive. We present a practical model for employee thriving (see Figure 21), taking into account what we have learned throughout the literature review and the research we have done. We discuss what organizations should take into account, providing different sources that could help understand how to enable employees to thrive. We focus only on work and nonwork aspects as researched within this dissertation. This is only a small fraction of employees thriving but could make an important impact.

Figure 21: Employee thriving and the context of work and nonwork characteristics



Source: own work.

4.4.1 Work context

First, organizations do know what is the work context of employees – either office work, hybrid work, or remote work. According to the particular work context, organizations should provide a few options to enable employee learning and vitality. Our general test showed that there are differences in average thriving between the three contexts but further analyses were not significant due to unproportioned sample size. Nonetheless, we can say that differences exist and organizations should adapt to that. We found that positive emotions from family enable thriving in remote work, and organizations should consider the advantages of nonwork aspects. Biron et al. (2023) provide an excellent overview of how employees can craft their remote work, depending on their needs for competence, autonomy, and relatedness in their work and nonwork roles – all aspects that based on previous research nurture

employee thriving (Goh et al., 2022). In a practical sense, they suggest that organizations provide sufficient support for remote work in terms of technology or terms of social support, providing mentorship on how to manage and craft remote work tasks effectively.

Thriving employees who predominantly work from the office (chapter 3 sample) and who actively regulate their work and nonwork goals have better work-nonwork balance. Thus, not only within remote work but also in office and hybrid work, organizations should take into account non-work aspects. Specifically, organizations should provide options for employees to balance work-nonwork by supporting nonwork aspects. Taking into account that different employees have different needs to attain to nonwork factors, organizations could provide flexibility in working hours or give the option for a shortened work day every other Friday, giving employees the option to gain resources that fuel their physical and mental health, consequently contributing to their thriving.

4.4.2 Work characteristics

In terms of work, as stated many times before, leaders and organizations have a pivotal role. Specifically, organizations and leaders mostly build unit contextual features and resources during work. That enables thriving through agentic work behaviors (Spreitzer et al., 2005). Therefore, we again emphasize their role in employee thriving. In our research, we show that ambidextrous leaders sustain employee thriving by enhancing their exploration. Apart from leaders, organizations are also responsible for creating an environment for employees to thrive. Organizations should provide opportunities and resources for employees so they can sustain their thriving. For example, Porath et al. (2022) emphasize that employees should be empowered to take control of their well-being and consequently thrive. To ensure that, organizations could promote self-care through nonwork activities and, thus, provide a supportive environment. One great example is an option to take a break by having a mental health day (day off work) or have an option for flexible hours so that employees can plan activities for their self-care.

4.4.3 Nonwork characteristics

Our research suggests that positive relationships at home positively affect employee thriving. Thus, it is important to nurture them. Moreover, one way that individuals might sustain their thriving is through active regulation of work and nonwork goals. Porath et al. (2022) provide interesting examples of how employees can thrive by utilizing nonwork: recovery through sleep and breaks and taking care of themselves through nonwork activities. In terms of self-care through nonwork activities, they emphasize that employees should also strive to thrive outside of work. They provide an example that positive resources from nonwork can cancel out the detrimental effects or demands from work. Thus, the nonwork aspect is as important as work in employees thriving.

4.4.4 Individual behavior

Within Chapter 2, we identified that exploration mediates the relationship between the family-work affect and thriving in remote work. Spreitzer et al. (2005) also suggest that agentic work behaviors fuel employee thriving, and we believe that it depends on employee behavior if he/she will experience thriving or not. For example, if an employee would only receive support from a leader and family (i.e., increasing vitality) but would not engage in behaviors that would contribute to his/her growth (i.e., increasing learning), he/she would not be able to thrive. Or if employees would already thrive, but wanted to sustain the state, they would have to engage in different behaviors actively to keep thriving (Spreitzer et al., 2005). Thus, employees need to engage in different individual behaviors to experience or sustain their thriving. For example, employees can fuel thriving by learning a new skill and then sharing it with their colleagues (i.e., experiencing vitality through positive relationships).

4.4.5 Work-nonwork balance

Work-nonwork balance represents an outcome within Chapter 3, and we identified that thriving employees experience more balance when actively regulating their work and nonwork goals, and that partner support about work-related problems further improves balance when employees develop and select their goals and when they process feedback about their goal attainment. By actively regulating their resources and demands to attain different work and nonwork goals, employees have better options to balance the domains (Hirschi et al., 2019). Thus, when employees want to achieve balance, they should think about the fit of their needs and supplies from both domains and regulate resources, demands, and barriers to achieve a satisfactory fit between what they need and what the environment gives them. Based on what we found, we suggest that thriving employees are better in active regulation of work and nonwork domains, which reflects in better work-nonwork balance. Thus, employees and organizations should strive to enable employees to thrive.

Moreover, based on our results and propositions by various authors (see Porath et al., 2022; Barnes et al., 2023; Biron et al., 2023), we believe employees should also think about their role preferences. More specifically, employees should reflect whether they are integrators where there is high flexibility and permeability between the domain (work and nonwork) boundaries or whether they are segmentators, having low permeability between work and nonwork domains (i.e., having boundaries between domains) (Ashforth et al., 2000). This identification would help employees to choose how they want to achieve balance at the moment. Moreover, employees would also know which organizational policies/resources would be beneficial for them based on the profile they have. This is why organizations need to provide different resources for different types of employees so that they can choose which are most helpful for their thriving and, consequently, their work-nonwork balance.

4.5 Limitations and future research

4.5.1 Limitations

Firstly, our limitation lies in the self-reported scales, which could potentially lead to common method bias. In our studies, we tried to mitigate the biases as much as possible by using suggestions by Podsakoff et al. (2012) and Tehseen et al. (2017): different techniques when shaping research design and post hoc analyses: marker variable approach, Harman's single factor test, and partial correlation procedures. Secondly, our data is cross-sectional. Although cross-sectional study design does not allow to establish causality, they are beneficial for studies that deal with new contexts. In our case, we were concerned with thriving in the context of remote work. Therefore, it was useful to use a cross-sectional design to gain initial insights (Spector, 2019). Third, for Chapters 2 and 3, we collected data via a service provider. For Chapter 2, we used Prolific Academic, while for Chapter 3 we used Valicon. In the first case, participants are paid for their collaboration in online surveys, while in the second case, they receive points for participation, which accumulate and can be used for vouchers. Although the use of service providers could be a limitation, we used them because in both cases, we could use multiple screeners to target specific participants. Therefore, the benefit was greater as we were consequently able to provide more nuanced results (Smith et al., 2015).

At this point, we would also like to discuss a limitation brought to light by one of the members of the doctoral committee. In Chapter 2, we justifiably use the sample of university students but it was mentioned that students might be biased due to their context. Although we elaborated that we considered they were in their work environment, as we see their school work as a job, and this was also an argument by previous scholars (Schaufeli et al., 2002), it is still a consideration whether exploration within the university is the same as it is at work. Specifically, student's job is to explore, and they might do much more exploring than workers would do. Furthermore, as we identified employee thriving might differ considerably, depending on at what point of life/career they are. The thriving of students within the university would differ from the thriving of employees because the duration is much shorter than it is when we consider the career. Within our research, we do not see using university students as a limitation per se because we do not directly compare differences between samples of university students and employees within Chapter 2 but we are confirming the hypothesized mediation model with the two different samples. However, we wanted to emphasize this point for future research to consider when researching thriving, especially when comparing two samples (i.e., university students and employees).

4.5.2 Future research

Within our extensive literature review, we also identified some aspects that are understudied within thriving and are also not mentioned in the newly released reviews about thriving. We

would like to emphasize two aspects: the theoretical context of thriving and samples. Firstly, by reviewing all documents within our sample (n=116) in detail, we identified that the socially embedded model of thriving is predominantly paired with self-determination theory, conservation of resources theory, and social exchange theory. As it makes sense to ground thriving within the contexts of proposed theories, we suggest that future research takes into consideration other theories (see next paragraph) that would further explain employee thriving.

We advise further examination of other established theoretical domains, such as the extension of the conservation of resources theory in terms of the work-home resources model (Ten Brummelhuis & Bakker, 2012) or crossover model (Hobfoll et al., 2018) which would be useful for assessing thriving at home and whether there are any spillover and crossover effects related to that. Scholars could also investigate the affective events theory, for example through the examination of how pleasant or unpleasant job-related effects (Warr et al., 2014) impact thriving. Another area that needs further examination is the role of thriving in the person-environment theory domain. We acknowledge the person-environment fit model for temporal organizations as a promising framework (Goetz et al., 2021), as many authors have uncovered the importance of temporal workers' thriving (Ashford et al., 2018; Spreitzer et al., 2017). Although a couple of documents have addressed thriving employees' perspective on changes (Li et al., 2016; Oswick & Oswick, 2020), we suggest that future research include thriving perspective in the employee adaptability to change at work framework (Van Dam, 2013), especially during the shift to hybrid workplaces. An unexplored, yet currently trending topic due to the COVID-19 pandemic is the leader distance theory (Antonakis & Atwater, 2002) which would be beneficial research in a thriving context because leaders have a pivotal role in employee thriving.

Secondly, within the literature review, we also examined which samples of employees were tested in the empirical studies. We found that the majority of samples were based on Asian employees, specifically most of them were based in China. Only 20% of the samples were based in Europe (mostly from Germany) and only 10% from the USA. Thriving at work in Asia/China might differ, as the characteristics of such work context might be different from those in Western world contexts. Based on this data, our research contributes to the examination of thriving in Western contexts, as our samples are positioned in different countries. In Table 25 we provide an overview of nationalities by sample.

Table 26: Country of origin for each sample

Sample	Chapter, study	Country of origin
University students	Chapter 1, Study 1	Slovenia, other nationalities (mostly European, however, we did not specifically ask about their country of residence/birth)
Remote workers	Chapter 2, Study 2	UK
Employees and romantic partners	Chapter 3	Slovenia

Source: own work.

Apart from the cultural context, it would be also interesting to further examine individual-level differences in thriving. Thriving is a psychological state and different personalities might experience it differently. Moreover, employees who are at different stages in life might thrive differently due to different priorities.

We provided evidence that learning and vitality are suitable measures of thriving when taking into account that both should have high scores when an individual thrives. We could get more insights into the dynamics of thriving if we asked employees about their experience in thriving. Specifically, the field would benefit from a qualitative study about thriving at work. This methodological approach would be beneficial because we could get more information on how thriving is enabled (and we could identify new factors, that are not considered by Spreitzer et al. (2005)) and how they feel when they thrive, not giving a specific outcome to assess, as we do in quantitative research.

Concerning organizational policies, thriving research would benefit from examining how different organizational practices affect employee thriving. Some questions need to be addressed: do employees thrive more when they are fairly compensated for their workload? Do employees who receive more benefits at work thrive more? Is there a difference between thriving at the office or thriving in a hybrid/remote work setting within the organization? Do diversity policies affect employee thriving? Here are a few questions that come to mind, which would provide more valuable information for organizations on how to enable more thriving at work for their employees.

Moreover, thriving at home has been becoming increasingly important. We suggest that future research explores the propositions of Hyde et al. (2022) and Carmeli and Russo (2016) on the impact of work and nonwork domains on thriving at work and home. It would also be important that the definition of thriving at home is conceptualized appropriately, as it is not enough to just transfer learning and vitality to the home domain (see: Chen, 2020). Therefore, we also suggest that future research investigate whether other dimensions of thriving at home are not included in thriving at work.

Future research could also collect longitudinal data to test our conceptual models, either short-term (diary study) or long-term. In addition, we examined the moderating effects of leader and partner but we suggest that future research identifies other relevant factors that influence thriving and its outcomes.

5 CONCLUSION

Thriving at work is a relatively new concept but its research has recently bloomed. Thus, thriving is becoming increasingly important in today's world of work. Our main purpose was to address the missing link in thriving research: the aspect outside of work. We did this by examining the antecedents of thriving in a remote work environment, namely how the influence of family-work affect on thriving is reflected through exploration and the impact of ambidextrous leadership in this mediation. In addition, we also explored the outcomes of thriving in the context of work and nonwork balance by examining the action regulation strategies for achieving (work and nonwork) goals and how the partner supports the achievement of such goals in balancing work and nonwork. Thus, this dissertation demonstrates the importance of the nonwork component to an employee's thriving.

Our conceptual models (and the constructs therein) were primarily based on the socially embedded model of thriving but were also supported by the broaden-and-build theory of emotions, action regulation at work-family interface theory, and conservation of resources theory. We first conducted a literature review using bibliometric methods which provided us with unique insights for further development of the field. In the second chapter, we test the work-related and nonwork-related antecedents of thriving in remote work and show that family has a significant impact on the thriving of employees who work from home. In addition, in Chapter 3, we address outcomes of thriving employees, demonstrating that employees who thrive should experience high levels of learning and vitality but also that they seek to maintain their thriving by actively regulating their work and family goals.

Overall, we offer comprehensive insights into the dynamics of thriving in both work and nonwork settings. In addition, we provide detailed practical suggestions that can help organizations, leaders, and employees to maintain thriving. Furthermore, we show that thriving is a state that helps to create a balance between work and nonwork and that it is, therefore, important to promote it. We hope that this dissertation will help both individuals and organizations thrive in the future.

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APPENDICES

Appendix 1: Summary in Slovenian language/Daljši povzetek disertacije v slovenskem jeziku

USPEVANJE PRI DELU V KONTEKSTU DELOVNIH IN NEDELOVNIH ZNAČILNOSTI

Uvod

Uspevanje pri delu predstavlja skupen občutek vitalnosti in kontinuiranega učenja v delovnem okolju (Spreitzer et al., 2005). Spreitzer et al. (2005) umeščajo uspevanje v teoretični model, kjer odnosi spodbujajo občutek samorazvoja. Poudarjajo, da se verjetnost posameznikovega uspevanja pri delu poveča, kadar je vključen v specifičen delovni kontekst. Delovni konteksti so sestavljeni iz situacijskih značilnosti organizacije in virov, ki nastanejo pri delu ter predstavljajo socialne strukturne značilnosti, ki negujejo agentsko delovno vedenje posameznika. Agentsko delovno vedenje je gorivo za uspevanje pri delu; posamezniki želijo ohraniti svoje uspevanje s spodbujanjem nadaljnjega agentskega vedenja. Model torej vključi mehanizme, ki posameznike izpostavljajo različnim situacijam, kar posledično prispeva k temu, da se posamezniki počutijo aktivne in namenske (tj. da se vedejo agentsko) (Spreitzer et al., 2005).

Uspevanje pri delu je subjektivni pokazatelj pozitivnega razvoja posameznika. Zaradi teh pozitivnih občutkov bo posameznik želel ohraniti uspevanje in bo poskušal povečati občutek učenja in vitalnosti (Spreitzer et al., 2005). Vitalnost je pozitiven občutek, da ima oseba energijo, medtem ko učenje pomeni, da posameznik pridobiva in uporablja nova znanja ali veščine. Pomembno je, da tedaj, ko posamezniki uspevajo, izkusijo tako vitalnost kot učenje. Posamezniki, ki uspevajo, namreč občutijo občutek napredka ali premikanja naprej v lastnem samorazvoju. (Spreitzer et al., 2005). Uspevanje je samo po sebi zaželeno stanje – ljudje so motivirani za uspevanje. Poleg tega je uspevanje tudi informativno stanje – ko nekdo doživi uspevanje je na pozitivni razvojni poti, ki vodi do večjih občutkov učenja in vitalnosti. Čeprav je koncept uspevanja še razmeroma mlad, dobiva zagon, kar dokazuje več nedavnih pregledov literature na področju (Abid & Contreras, 2022; Goh et al., 2022; Kleine et al., 2019; Liu et al., 2021; Shahid et al., 2021; Spreitzer & Hwang, 2019), kot tudi v novih teorijah o uspevanju v različnih kontekstih (Goh et al., 2022; Hyde et al., 2022; Russo et al., 2018), kot je recimo uspevanje v nedelovnem okolju.

Namen te disertacije je prispevati k razumevanju uspevanja v kontekstu dela in nedela. **Cilj** te disertacije je torej 1) narediti pregled literature, kjer identificiramo morebitne vrzeli za prihodnje raziskave, 2) raziskati vpliv delovnih in nedelovnih napovedovalnih dejavnikov uspevanja in 3) preučiti, kako uspevanje vpliva na iskanje ravnovesja med delom in nedelom. Želimo identificirati delovne in nedelovne dejavnike ter preučiti, kako vplivajo na uspevanje zaposlenih in kako zaposleni, ki uspevajo, doživljajo ravnovesje med delom in nedelom.

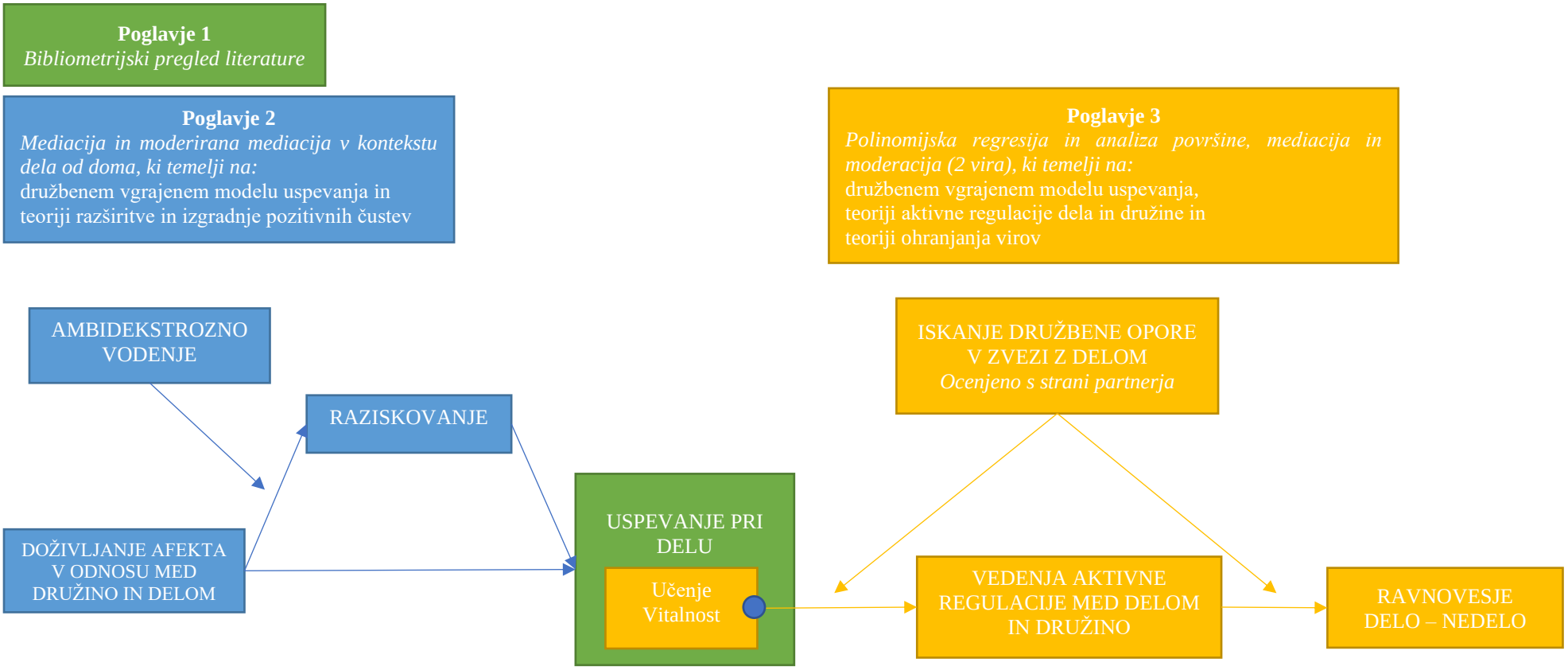
V prvem poglavju uporabimo bibliometrijske analize za pregled literature o uspevanju. Cilj prvega poglavja je torej pregledati trenutno stanje na tem področju in najti vrzeli, ki jih je

potrebno raziskati. Ugotavljamo, da se je razvoj področja začel s predstavitvijo družbeno vgrajenega modela uspevanja (Spreitzer et al., 2005), ki je tudi splošna teorija te disertacije. Raziskovanje na področju se je zares začelo leta 2012, ko so Porath in kolegi (2012) predstavili merilno lestvico za uspevanje pri delu. V zadnjih sedmih letih je področje uspevanja še posebej zacvetelo, saj so raziskovalci prepoznali pomen uspevanja v kontekstu dela in njegovo vlogo v trajnosti za človeka (Barnes et al., 2023). Začetki raziskovanja uspevanja so se ukvarjali predvsem s preizkušanjem teoretičnih predlogov družbeno vgrajenega modela uspevanja pri delu (Goh et al., 2022; Spreitzer et al., 2005), vendar se je tok raziskav razširil tudi na druga področja. Učinki na uspevanje in tudi posledice uspevanja niso povezani le z delovnim okoljem, ampak nedavne študije kažejo, da ima tudi družina pomembno vlogo pri uspevanju (Merkuž & Mihelič, 2023; Ren et al., 2022; Wang et al., 2023; Yang et al., 2023; Yang et al., 2022).

Prejšnje raziskave o uspevanju so se večinoma osredotočale na uspevanje kot rezultat v različnih kontekstih (Goh et al., 2022), vendar se novejše raziskave osredotočajo tudi na to, kaj so posledice uspevanja: duševno in fizično zdravje (Kleine et al., 2023), karierno zadovoljstvo (Chang et al., 2020) in organizacijsko državljansko vedenje (Wu et al., 2023). Pred kratkim so raziskave pričele naslavljati vlogo nedelovnega konteksta v uspevanju. V preteklem letu so bile objavljene raziskave o uspevanju na področju družine: od perspektive na več ravneh, kako timska refleksivnost vpliva na obogatitev dela in družine prek uspevanja (Wang et al., 2023), do pozitivne vloge uspevanja v uspešnosti v družinski vlogi (Yang et al., 2023) in dobrega počutja na delovnem mestu med covidom-19 (Huang & Zhou, 2024) ter (presenetljivega) pozitivnega učinka uspevanja na konflikt med delom in družino (Ni et al., 2023).

V disertaciji preučujemo, kako značilnosti dela in nedela vplivajo na uspevanje, in na drugi strani, kako zaposleni, ki uspevajo, uravnovesijo področji dela in nedela. Zato preučujemo tako napovedovalne dejavnike kot rezultate uspevanja v kontekstu dela in nedela. V celotni disertaciji preučujemo mehanizme, ki jih predlaga družbeno vgrajeni model (Spreitzer et al., 2005) in razširimo predlagane teoretične argumente z vključitvijo novih teorij, ki utemeljujejo stičišče med delom in nedelom. Splošni konceptualni model te disertacije z navedenimi poglavji je prikazan na Sliki A1.

Slika A1: Grafični prikaz poglavij disertacije



Vir: lastno delo.

1 Preteklost, sedanjost in prihodnost uspevanja pri delu: bibliometrijska analiza

V sklopu analize citiranja in bibliografskega spajanja smo pregledali, katera dela na področju so najbolj vplivna, kakšno je trenutno stanje področja in kje so potencialne priložnosti za nadaljnje raziskovanje. Pri metodi bibliografskega spajanja smo ugotovili, da obstajajo štiri različne skupine raziskav: premagovanje izzivov na delovnem mestu, povezava med inovativnostjo in uspevanjem, delo s pomenom in odnosi ter pozitivna delovna dinamika. Na podlagi teh področji smo oblikovali predloge za nadaljnje raziskovanje. Povzetek le-teh je predstavljen v tabeli A1.

Tabela A1: Povzetek predlogov za nadaljnje raziskovanje

MIKRO RAVEN	**MEZO RAVEN**	**SITUACIJSKA PERSPEKTIVA**
Osebnost - teorija velikih 5, - pozitivne osebnostne lastnosti, - negativne osebnostne lastnosti.	*Vodstvene prakse* - spoštljivo vodenje, - zdravo vodenje, - sočutno vodenje, - oddaljeno vodenje, - ambidekstrozno vodenje, - dnevna vedenja vodij.	*Aspekt dela in prostega časa* - ravnovesje, - samofacilitacija, - usklajevanje meja med poklicnim in zasebnim življenjem, - harmonija med delom in družino, - učinki v odnosih med pari (starši) z dvojnim zaslužkom.
Karakteristike posameznika - nacionalnost, - vzorci z več kulturami, - različne generacije, - demografija.	*Organizacijski faktorji* - organizacijska vključenost in raznolikost, - kompenzacija in ugodnosti.	*Hibridno delovno okolje* - oddaljena podpora, - odnosi, - nove kadrovske politike.
Posamezni konteksti - zaposleni za določen čas/fleksibilna zaposlitev, - top talenti, - zaposleni, ki so samohranilci, - zaposleni, ki so samski in živijo sami.	*Kolektivno uspevanje* - vplivi na makro ravni.	

Vir: lastno delo.

2 Uspevanje pri delu na daljavo: Vloga doživljanja afekta v odnosu med družino in delom, raziskovanja in ambidekstroznega vodenja

Na podlagi ugotovitev bibliometrijske analize smo začrtali raziskavo za 2. poglavje. Pomembna ugotovitev je bila, da je bilo uspevanje v preteklosti naslovljeno zgolj z vidika dela, ne pa z vidika konteksta nedela (prosti čas, čas z družino ipd.). Ugotovili smo, da je pozitivni vpliv družine na delo dejavnik za uspevanje v kontekstu dela na daljavo, kjer je delo integrirano z nedelovnimi faktorji. Rezultati potrjujejo teoretične predpostavke

Spreitzer et al. (2005), ki pravijo, da so pozitivni afektivni viri neposredno povezani z uspevanjem, in sicer preko agentskih delovnih vedenj. V našem primeru je agentsko delovno vedenje raziskovanje. Nadalje smo v model vključili tudi vpliv vodje. Preučili smo moderacijske učinke ambidekstroznega vodenja na razmerje med doživljanjem afekta v odnosu med družino in delom in raziskovanjem ter kako ti moderacijski učinki vplivajo na celoten mediacijski model. Ugotovili smo, da ko so vodje visoko ambidekstrozne in vplivajo na razmerje med doživljanjem afekta ter raziskovanjem; zaposleni doživljajo boljše uspevanje v kontekstu dela od doma. Obe zastavljeni hipotezi sta bili potrjeni.

3 Uspevanje v kontekstu aktivne regulacije delovnih in nedelovnih ciljev

Na podlagi rezultatov v 2. poglavju smo želeli nadaljevati za analizo, kako uspešni zaposleni uravnavajo svoje cilje, ki si jih zastavijo v kontekstu dela in nedela (tj. družine, prosti čas). Kot teoretično podlago za naš konceptualni model smo izbrali teorijo o aktivni regulaciji med delom in družino (Hirschi et al., 2019) ter teorijo ohranjanja virov (Hobfoll et al., 2018), seveda poleg modela uspevanja (Spreitzer et al., 2005). V tem poglavju smo želeli tudi preučiti dimenzije uspevanja: učenje in vitalnost. V ta namen smo uporabili metodo polinomijske regresije. S to metodo smo uspeli izvedeti, da v primeru pozitivnih izidov uspevanja, kot so ravnovesje med delom in nedelom ter zadovoljstvo pri delu, zaposleni dejansko doživljajo uspevanje (visoke vrednosti učenja in vitalnosti), medtem ko vidik neuspevanja (neusklajenost – vrednosti, ki si nasprotujejo, npr. visoka raven vitalnosti in nizka raven učenja) ni bil značilen. V primeru negativnih izidov, kot je konflikt med delom in družino, pa ni imel značilnega vidika usklajenosti med učenjem in vitalnostjo (vrednosti, ki so usklajene, npr. visoka raven vitalnosti in učenja), medtem ko je bil vidik nasprotovanja med učenjem in vitalnostjo značilen.

Nadalje smo preverili, kako uspevanje vpliva na različna vedenja v sklopu aktivne regulacije med delom in nedelom (kjer zaposleni aktivno usklajujejo cilje med delom in nedelom). Ugotovili smo, da so zaposleni, ki uspevajo, bolj uspešni pri aktivni regulaciji, razen v dveh primerih: ko si cilje postavljajo in ko planirajo izvedbo ciljev. Temu kontekstu smo dodali še dodaten izid: ravnovesje med delom in nedelom. Ugotovili smo, da je mediacija značilna za vsa vedenja razen za planiranje. S tem smo ugotovili, da je planiranje osnovna dejavnost za usklajevanje delovnih in nedelovnih ciljev, ki ni odvisna od tega, kako zaposleni uspeva. Zaradi pomembne vloge podpore smo vključili tudi vidik družbene opore partnerja. Uspelo nam je pridobiti mnenje partnerja od zaposlenega, in sicer nas je zanimalo, do kakšne mere jih zaposleni prosi za podporo, kar se tiče službenih težav. Ugotovili smo, da v sklopu modela prve stopnje moderirane mediacije ni značilnih moderacijskih vplivov podpore, le podpora ima direkten vpliv na planiranje zaposlenega. Nadalje, v sklopu modela druge stopnje moderiranje mediacije smo ugotovili, da za razvijanje ciljev in analiziranje povratne informacije obstaja moderacijski efekt. Torej z večjo podporo s strani partnerja tisti, ki razvijajo in določajo svoje cilje (oz. analizirajo povratne informacije iz okolice), doživljajo boljše ravnovesje med delom in nedelom.

4 Teoretični prispevki disertacije

Naš prvi prispevek k teoriji je pregled literature o uspevanju na nov način – preko bibliometrijskih analiz. Nadalje, preko rezultatov teh analiz smo uspeli identificirati področja, ki potrebujejo nadaljnje raziskovanje v kontekstu uspevanja.

V drugem poglavju so naši prispevki usmerjeni v dodajanje znanja k področju uspevanja, vendar smo tudi pomembno prispevali k področju teorije o obogatitvi dela in družine (Greenhaus & Powell, 2006) ter ambidekstroznega vodenja (Rosing et al., 2011). Natančneje, vpliv družine na delo v preteklosti še ni bil dovolj raziskan; prav tako smo prvi naslovili vlogo tega vpliva na uspevanje zaposlenih. Ambidekstrozno vodenje je bilo v preteklosti bolj raziskano z vidika inovativnosti zaposlenih (Rosing et al., 2011), mi pa smo razširili ta vidik tudi na uspevanje zaposlenih. Pomemben prispevek je tudi kontekst raziskave – raziskavo smo opravili na vzorcu oseb, ki so se prvič srečale z delom od doma; prav tako uspevanje še ni bilo raziskovano v tem kontekstu.

V tretjem poglavju smo v prvi meri naslovili konceptualni vidik uspevanja – kakšen je vpliv dimenzij uspevanja na različne izide (Oliveira, 2023, Prem et al., 2017). Z uporabo polinomijske regresije smo uspeli ugotoviti, kako posamezniki, ki uspevajo, delujejo v aktivni regulaciji med delom in nedelom (oz. kako uravnavajo delovne in nedelovne cilje). Nadalje smo na podlagi priporočil pretekle literature (Hirschi et al., 2019) raziskovali širši vidik ravnovesja – vidik delo in nedelo (namesto delo in družina). Preko mediacijskega modela smo ugotovili, da bi lahko obstajala povratna zanka uspevanja (Spreitzer et al., 2005): način, kako lahko posamezniki kontinuirano uspevajo, če uporabljajo agentska delovna vedenja (v našem primeru so bila to postavljanje in izbira ciljev, orientacija in mapiranje, spremljanje in procesiranje povratnih informacij). V sklopu zadnje raziskave pa smo vključili tudi aspekt podpore, in sicer smo preučili moderacijski efekt iskanja socialne družbene opore v zvezi z delom pri partnerju. Tudi to je bil pomemben prispevek, saj smo identificirali, v katerih primerih je podpora ključna in v katerih ne. Nadaljnjim raziskavam priporočamo, da preučijo tudi druge faktorje, ki vplivajo na naš mediacijski model, na primer podpora vodje.

5 Praktična priporočila

Nenavadno je, da ima bibliometrijski pregled literature (ali pregled literature na splošno) posebna praktična priporočila. Toda pri preučevanju področja uspevanja smo ugotovili, da so nekateri vidiki premalo raziskani na področju, zato smo to naslovili preko praktičnih predlogov. Pri raziskavah o uspevanju je zelo poudarjeno vodstvo. Pripravili smo nekaj napotkov za vodje/vodje/nadrejene, kako prepoznati, ali njihovi zaposleni uspevajo. Vodje naj razmislijo (Spreitzer et al., 2005):

1. Ali naša organizacija zagotavlja pravico do svobodnega odločanja pri delu zaposlenih? Ali podpira široko izmenjavo informacij? Ali obstaja klima zaupanja in spoštovanja?

2. Ali ima moja delovna skupina (moji podrejeni) pozitivno razmišljanje, občutek smiselnosti pri delu? Ali si delimo znanje in gradimo na pozitivnih odnosih?
3. Ali zaposlenim nudimo priložnost, da delujejo po principih agentskega delovnega vedenja (osredotočenost na naloge, raziskovanje, skrbno povezovanje)?
4. Kako trenutno omogočamo zaposlenim, da se učijo in da se počutijo vitalno (energično)?

Drugič, pogledali smo, katere delovne skupine so analizirane v raziskavah o uspevanju. V dosedanjih raziskavah so udeleženci zaposleni v pisarnah ali medicinske sestre, vendar je potrebno nasloviti tudi uspevanje delavcev v proizvodnji. Na podlagi preteklih raziskav smo kadrovskim strokovnjakom podali predloge, kako lahko spodbujajo uspeh te skupine zaposlenih. Tretjič, le ena nedavna študija je preučevala uspevanje nekonvencionalnih zaposlenih (Mao et al., 2024), zato predlagamo, da je pomembno pogledati uspevanje tistih, ki uporabljajo nove oblike dela (na primer digitalni nomadi). Predlagamo, da za svoje uspevanje raziščejo priložnosti znotraj samovodenja. Ker so ti zaposleni bolj ali manj prepuščeni sami sebi, je pomembno, da so dobro organizirani. Z razmislekom o organizaciji svojega dela, kako bodo preverjali rezultate, torej, kako bodo vzpostavili samovodenje, bodo lažje dosegli uspevanje pri svojem delu.

V drugem poglavju nudimo praktične nasvete za kadrovnike o pomenu upoštevanja vloge družine pri pomoči zaposlenim pri uspešnem razvoju ter nasvete o tem, kako pri delu na daljavo uskladiti delo in življenje. Predlagamo, da zaposlenim predstavijo pozitivne učinke dobrih odnosov doma ter kako lahko to pozitivno vpliva na delo. Nadalje predlagamo, da strokovnjaki pripravijo nasvete o tem, kako uravnavati poklicno in zasebno življenje – tako pri hibridnem delu kot pri delu izključno doma ali v pisarni. Ponujamo tudi predloge za vodje, zlasti na temo ambidekstroznega vodenja. Trdimo, da bi se morali naučiti, kako uporabiti svoje ambidekstrozne spretnosti do svojih zaposlenih in tudi znotraj sebe. Predlagamo tudi spodbujanje raziskovanja delovnih kontekstov na daljavo, saj se morajo zaposleni prilagoditi novim načinom dela, še posebej tedaj, ko se z njimi srečujejo prvič (kot je bilo v času pandemije).

V zadnjem poglavju predlagamo, kako lahko zaposleni uporabijo različne strategije postavljanja ciljev za doseganje ravnovesja med delom in nedelom. Zaposlenim prav tako priporočamo, da se v sklopu nedela posvetijo tudi skrbi zase in tako negujejo uspevanje pri delu in tudi uspevanje v sklopu nedela. Organizacijam priporočamo, da spodbujajo uspevanje svojih zaposlenih, saj uspevanje ne vpliva le na zaposlene, ampak tudi na organizacijo kot celoto. Pregled vseh metod, izvedenih raziskav, ugotovitev in prispevkov smo pripravili v Tabeli A2.

Tabela A2: Pregled raziskav in ugotovitev disertacije po poglavjih

Poglavje	**Teoretično ozadje**	**Raziskovalno vprašanje/hipoteza**	**Metodologija**	**Rezultati**	**Teoretični in praktični prispevki**
Poglavje 1	Družbeno vgrajeni model uspevanja (Spreitzer et al., 2005)	RQ1.1: Katera so najbolj vplivna dela na področju uspevanja? Kakšno je trenutno stanje in kam se bo področje razvijalo?	Bibliometrijske metode: analiza citiranja in bibliografsko spajanje	*Analiza citiranja* • Začetni razvoj področja: 2005 do 2011. • Od 2012 naprej se prične hiter razvoj področja. • Produktivno obdobje od 2017 naprej. *Bibliografsko spajanje* • Štiri skupine. • Glavne teorije na področju: družbeno vgrajeni model uspevanja, teorija ohranjanja virov, teorija družbene izmenjave. • Vodenje je prisotno v vseh štirih skupinah: vodenje, ki je pomembno za uspevanje.	*Teoretični prispevki* • Izvedba bibliometrijske analize. • Informirani in praktični predlogi za prihodnje raziskovanje področja. • Celovit pregled literature do julija 2021. *Praktični prispevki* • Razmislek vodij, če zagotavljajo zadostno podporo za uspevanje svojih zaposlenih. • Kadrovska služba bi morala zagotoviti možnost za uspevanjem vsem zaposlenim. • Samovodenje lahko koristi novim oblikam zaposlitve, npr. digitalnim nomadom.

se nadaljuje

Tabela A2: Pregled raziskav in ugotovitev disertacije po poglavjih (nad.)

Poglavje	**Teoretično ozadje**	**Raziskovalno vprašanje/hipoteza**	**Metodologija**	**Rezultati**	**Teoretični in praktični prispevki**
Poglavje 2	Družbeno vgrajeni model uspevanja (Spreitzer et al., 2005); teorija razširitve in izgradnje pozitivnih čustev (Fredrickson, 2004)	H2.1: Raziskovanje je mediator med doživljanjem afekta v odnosu med družino in delom in uspevanjem. H2.2: Ambidekstrozno vodenje moderira razmerje med doživljanjem afekta v odnosu med družino in delom in raziskovanjem, tako da bo moderacijski učinek močnejši (šibkejši) na višjih (nižjih) vrednostih ambidekstroznega vodenja.	*Raziskava 1* • Vzorec študentov, ki so se šolali preko spleta (n = 169). • Mediacijski model, uporaba PROCESS makroja v SPSS (Hayes, 2017). *Raziskava 2* • Vzorec zaposlenih, ki delajo od doma (n = 314). • Mediacijski model in moderirana mediacija, uporaba PROCESS makroja v SPSS (Hayes, 2017).	• V obeh študijah je bila potrjena H2.1. • Ambdekstrozno vodenje pozitivno vpliva na razmerje med doživljanjem afekta v odnosu med družino in delom in raziskovanjem – potrjena H2.2. • Zaposleni, katerih vodje so ambidekstrozni (višje vrednosti moderatorja), bolje uspevajo z doživljanjem afekta v odnosu med družino in delom preko raziskovanja.	*Teoretični prispevki* • Doživljanje afekta v odnosu med družino in delom kot dejavnik uspevanja. • Uporaba doživljanja afekta v odnosu med družino in delom kot samostojni merski inštrument – prispevek k teoriji obogatitve družina-delo. • Ambidekstrozno vodenje v novem kontekstu (predhodno raziskovan samo v sklopu inovativnega vedenja). • Kontekst dela od doma. *Praktični prispevki* • Kadrovska služba mora prepoznati vlogo družine pri uspevanju zaposlenega. • Nasveti za ravnovesje med delom in življenjem ob delu na daljavo. • Predlogi kadrovskih akcij. • Spodbujanje raziskovanja preko avtonomije. • Naučiti vodje, kako izkoristiti ambidekstrozno vodenje v svoj prid in prid zaposlenih.

se nadaljuje

Tabela A2: Pregled raziskav in ugotovitev disertacije po poglavjih (nad.)

Poglavje	**Teoretično ozadje**	**Raziskovalno vprašanje/hipoteza**	**Metodologija**	**Rezultati**	**Teoretični in praktični prispevki**
Poglavje 3	Družbeno vgrajen model uspevanja (Spreitzer et al., 2005); aktivna regulacija dela in družine (Hirschi et al., 2019); teorija ohranjanja virov (Hobfoll et al., 2018)	H3.1: Skladnost med učenjem in vitalnostjo vpliva pozitivno na razvoj in izbiro ciljev (H3.1a), orientacijo in mapiranje (H3.1b), planiranje (H3.1c), spremljanje (H3.1d); obdelavo povratnih informacij (H3.1e). Ko imajo zaposleni visoko skladnost med učenjem in vitalnostjo, je razvoj in izbira ciljev (H3.1a), orientacija in mapiranje (H1b), planiranje (H3.1c), spremljanje (H3.1d), obdelava povratnih informacij (H3.1e) najvišja v primerjavi z nizkimi stopnjami skladnosti ali neskladnosti. H3.2: V razmerju med uspevanjem (v smislu skladnosti) in ravnovesjem med delom in nedelom je razvoj in izbira ciljev (H3.1a), orientacija in mapiranje (H3.1b), planiranje (H3.1c); spremljanje (H3.1d), obdelava povratnih informacij (H3.1e) mediator.	• Polinomijska regresija, uporaba SPSS in MS Excel (Edwards, 1994). • Mediacija, moderacija in moderirana mediacija, uporaba Mplus (Muthén & Muthén, 1998-2017) in PROCESS makro v SPSS (Hayes, 2017).	*Polinomijska regresija* • Za pozitivne izide je skladnost med učenjem in vitalnostjo pomembna (neusklajenost pa ni). • Za negativne izide je neskladnost med učenjem in vitalnostjo pomembna (usklajenost pa ni). • Za vsa vedenja: tisti z visoko skladnost med dimenzijama so imeli višje vrednosti vedenj v odnosu do tistih, ki so imeli nizko skladnost. • Razvoj in izbira ciljev ter planiranje nista imela najvišjih vrednosti v visoki skladnosti (hipotezi ovrženi). *Mediacija* • Planiranje ni mediator (hipoteza ovržena). • Ostala vedenja so delni mediatorji.	*Teoretični prispevki* • Učenje in vitalnost je treba obravnavati kot skupna učinka pri uspevanju. • Uspevanje je vir, ki presega meja dela – tudi v nedelovni aspekt. • Dokazana povratna povezava med uspevanjem in agentskimi delovnimi vedenji: mehanizem samoprilagajanja, kot ga predlagajo v Spreitzer et al. (2005). • Uvedba teorije aktivne regulacije dela in družine v teorijo uspevanja. • Preučevanje narave vedenj aktivne regulacije. • Z delom povezano iskanje družbene opore pri partnerju kot moderator v našem modelu. *Praktični prispevki* • Praktični primer, kako lahko zaposleni, ki uspevajo, postavljajo svoje cilje in pomembnost skrbi zase. • Opomnik za organizacije, zakaj je uspevanje zaposlenih pomembno

se nadaljuje

Tabela A2: Pregled raziskav in ugotovitev disertacije po poglavjih (nad.)

Poglavje	**Teoretično ozadje**	**Raziskovalno vprašanje/hipoteza**	**Metodologija**	**Rezultati**	**Teoretični in praktični prispevki**
		RV3.1: Kako vpliva iskanje družbene opore v zvezi z delom pri partnerju na razmerje med uspevanjem (kot skladnost) in aktivno regulacijo med delom in družino (vedenja)? Za katera vedenja obstajajo moderacijski učinki in ali moderator vpliva na mediacijo (prvostopenjska moderirana mediacija)? RV3.2: Kako vpliva iskanje družbene opore v zvezi z delom pri partnerju na razmerje med aktivno regulacijo med delom in družino (vedenja) in ravnovesjem delo – nedelo? V katerih primerih obstajajo moderacijski učinki in ali moderator vpliva na mediacijo (drugostopenjska moderirana mediacija)?		*Moderacija in moderirana mediacija* • Prvostopenjska moderirana mediacija: podpora predvideva planiranje, vendar interakcija ni značilna. • Drugostopenjska moderirana mediacija: razmerje med razvojem in izbiro ciljev/obdelavo povratnih informacij ter ravnovesje med delom in nedelom je boljše zaradi podpore partnerja.	

Vir: lastno delo.

Appendix 2: Bibliographic coupling overview of most important documents by clusters

Table A3: Bibliographic coupling overview of most important documents by clusters

Cluster (Number of documents)	**Document**	**Description**	**Total link strength**
1 (35)	Xu, Loi and Chow (2019)	Multi-level moderated mediation model examining the effects of taking charge behavior on work-family enrichment via thriving, with the conditional effect of leader's role ambiguity	645
	Ali, Lei, Jie and Rahman (2018)	Mediation model on effects of empowering leadership on employee performance through thriving	625
	Cheng, Guo, Dong, and Peng (2021)	Moderated mediation model of problems at home affecting proactive customer service performance through thriving, with conditional effects of home-work segmentation preferences on problems at home – thriving relationship	577
	Zeng, Zhao and Zhao (2020)	Sequential mediation of inclusive leadership effect on taking charge behavior through psychological safety and thriving	507
	Hildenbrand, Sacramento, Binneweis (2018)	Moderated mediation model, with the effect of transformational leadership on burnout through thriving, with the conditional effect of openness to experience between leadership-thriving relationship	499
2 (24)	Shahid, Muchiri and Walumbwa (2020)	The theoretical framework of antecedents and consequences of thriving	804
	Xu and Wang (2020)	Moderated mediation model of the effect of servant leadership on collective thriving through team-member exchange with conditional effects of the political climate on those relationships	737
	Shahid and Muchiri (2019)	The theoretical framework of positivity at the workplace	678
	Walumbwa, Christensen-Salem, Perrmann-Graham and Kasimu (2020)	Identification based framework	663
	Xu, Loi and Chow (2019)	Multilevel model examining the effect of leader-member exchange on thriving at the micro level (follower) with conditional effects of store spatial crowding and team negative affective tone at meso level (store/team)	651

To be continued

Table A3: Bibliographic coupling overview of most important documents by clusters (cont.)

Cluster (Number of documents)	**Document**	**Description**	**Total link strength**
3 (21)	Elahi, Abid, Arya and Farooqi (2020)	Mediation model of civility and compassion's effect on in-role job performance through thriving	875
	Spreitzer and Hwang (2019)	The book chapter examines how thriving is important for psychologically healthy workplaces and how it could be enabled.	788
	Abid, Ahmed, Qazi, and Sarwar (2020)	Sequential mediation of the effects of managerial coaching on thriving through self-efficacy and prosocial motivation	735
	Guan and Frenkel (2020)	Moderated mediation model of the effect of positive organizational support for strength use on thriving through job crafting and meaningfulness, with conditional effects of core self-evaluation on first-stage relationships	732
	Yousaf, Abid, Butt, Ilyas and Ahmed (2019)	Mediation model of the effect of ethical leadership and thriving on employee well-being through employee voice behavior	692
4 (19)	Jiang, Di Milia, Jiang and Jiang (2020)	Moderated mediation model examining the effect of task identity autonomy on job satisfaction through thriving with the conditional effect of mentoring on autonomy-thriving relationship	631
	Prem, Ohly, Kubicek and Korunka (2017)	Mediation model with diary study on the effects of challenge stressors on thriving through cognitive appraisals.	617
	Niessen, Mäder, Stride and Jimmieson (2017)	Moderated mediation model examining the effects of transformational leadership on task mastery and proactivity through thriving, with the conditional effect of emotional exhaustion on the leadership-thriving relationship.	587
	Zhai, Wang and Weadon (2020)	Mediation model examining the effects of supervisor and co-worker support on life satisfaction through thriving.	537
	Carmeli and Russo (2016)	The theoretical framework of micro-moves and positive regard	499

Source: own work.

Appendix 3: Chapter 2, Study 1 Questionnaire in English

<table>
<tr><td colspan="2">Think about your online study experience at this school and respond to below statements, having in mind the period of online study. Please rate the statements using the scale from 1 = strongly disagree to 5 = strongly agree.</td></tr>
<tr><td colspan="2">Exploration (Kashdan et al., 2004)</td></tr>
<tr><td>I would describe myself as someone who actively seeks as much information as I can in a new situation.</td><td rowspan="8">1 – Strongly disagree
2 – Disagree
3 – Neither agree or disagree
4 – Agree
5 – Strongly Agree</td></tr>
<tr><td>When I am participating in an activity during lectures or school-related tasks, I tend to get so involved that I lose track of time.</td></tr>
<tr><td>I frequently find myself looking for new opportunities to grow as a person (e.g., information, people, resources).</td></tr>
<tr><td>I am not the type of person who probes deeply into new situations or things. (reversed item)</td></tr>
<tr><td>When I am actively interested in something related to the faculty (e.g. online courses, study work…), it takes a great deal to interrupt me.</td></tr>
<tr><td>My friends would describe me as someone who is “extremely intense” when in the middle of doing something.</td></tr>
<tr><td>Everywhere I go, I am out looking for new things or experiences.</td></tr>
<tr><td colspan="2">Family-work affect (Kacmar et al., 2014)</td></tr>
<tr><td>My engagement and active participation in my family puts me in a good mood and this helps me be a better student.</td><td rowspan="3">1 – Strongly disagree
2 – Disagree
3 – Neither agree or disagree
4 – Agree
5 – Strongly Agree</td></tr>
<tr><td>My engagement and active participation in my family makes me feel happy and this helps me be a better student.</td></tr>
<tr><td>My engagement and active participation in my family makes me cheerful and this helps me be a better student.</td></tr>
</table>

Thriving at school (adapted from Porath et al. (2012))	
Please, reflect on your online study experience at this school, and assess your agreement with the following statements on a scale from 1 = strongly disagree to 5 = strongly agree. At the school while experiencing online education…	
… I find myself learning often.	1 – Strongly disagree 2 – Disagree 3 – Neither agree or disagree 4 – Agree 5 – Strongly Agree
… I continue to learn more as time goes by.	
… I see myself continually improving.	
… I am not learning. (reversed item)	
… I am developing a lot as a person.	
… I feel alive and vital.	
… I have energy and spirit.	
… I do not feel very energetic. (reversed item)	
… I feel alert and awake.	
… I am looking forward to each new day.	

Appendix 4: Chapter 2, Study 1 Questionnaire in Slovenian

<table>
<tr><td colspan="2">Pomislite na vašo izkušnjo tekom spletnega (online) študija na fakulteti in izberite kako močno se strinjate s spodnjimi trditvami glede na to obdobje.</td></tr>
<tr><td colspan="2">Exploration – Raziskovanje (Kashdan et al., 2004)</td></tr>
<tr><td>Opisal/a bi se kot nekdo, ki v novih situacijah aktivno išče nove informacije ne glede na vse okoliščine.</td><td rowspan="8">1 – Sploh se ne strinjam
2 – Se ne strinjam
3 – Se niti ne strinjam niti se strinjam
4 – Strinjam se
5 – Popolnoma se strinjam</td></tr>
<tr><td>Ko sodelujem v različnih aktivnostih med predavanji ali ostale aktivnosti povezane s študijem, se tako poglobim, da izgubim občutek za čas.</td></tr>
<tr><td>Pogosto iščem nove priložnosti, da se razvijam kot oseba (npr. informacije, ljudi, resurse).</td></tr>
<tr><td>Nisem tip osebe, ki bi se zavzeto poglabljala v nove situacije in stvari.</td></tr>
<tr><td>Težko me kaj ali kdo zmoti, ko sem aktivno zainteresiran/a v aktivnosti, povezane s študijem.</td></tr>
<tr><td>Moji prijatelji bi me opisali kot osebo, ki je izjemno intenzivna, ko se ukvarja z določeno aktivnostjo.</td></tr>
<tr><td>Kamorkoli grem, iščem nove stvari in izkušnje.</td></tr>
<tr><td colspan="2">Family-work affect – Doživljanje afekta v odnosu med družino in delom (Kacmar et al., 2014)</td></tr>
<tr><td>Moja angažiranost in aktivno sodelovanje v moji družini me spravljata v dobro voljo in to mi pomaga, da sem boljši študent/boljša študentka.</td><td rowspan="3">1 – Sploh se ne strinjam
2 – Se ne strinjam
3 – Se niti ne strinjam niti se strinjam
4 – Strinjam se
5 – Popolnoma se strinjam</td></tr>
<tr><td>Moja angažiranost in aktivno sodelovanje v moji družini me osrečuje in to mi pomaga, da sem boljši študent/boljša študentka.</td></tr>
<tr><td>Moja angažiranost in aktivno sodelovanje v moji družini me razveseljuje in to mi pomaga, da sem boljši študent/boljša študentka.</td></tr>
</table>

Thriving at school – Uspevanje v šoli (adapted from Porath et al. (2012))	
Razmislite o vaših izkušnjah spletnega (online) študija na fakulteti in ocenite svoje strinjanje s trditvami na lestvici od 1 = sploh se ne strinjam do 5 = popolnoma se strinjam. Na fakulteti tekom spletnega (online) izobraževanja...	
… se veselim vsakega novega dne.	1 – Sploh se ne strinjam 2 – Se ne strinjam 3 – Se niti ne strinjam niti se strinjam 4 – Strinjam se 5 – Popolnoma se strinjam
… se pogosto učim.	
… se kot oseba veliko razvijam.	
… se ne počutim tako zelo energično.	
… se sčasoma (tekom semestra) še več naučim.	
… se počutim buden/budna in pripravljen/a.	
… vidim, da se nenehno izboljšujem.	
… se počutim živo in vitalno.	
… se nič ne naučim.	
… imam energijo in dobro razpoloženje.	

Appendix 5: Chapter 2, Study 2 Questionnaire in English

<table>
<tr><td colspan="2">Think about the recent months when you have been working-from-home (i.e. remotely). First, you will find statements that describe how you feel about work, yourself and how you manage different responsibilities.</td></tr>
<tr><td>ITEMS</td><td>MEASUREMENT SCALE</td></tr>
<tr><td colspan="2">Thriving at work (Porath et al., 2012)</td></tr>
<tr><td colspan="2">Next, reflect on your regular current experience with working- from-home and assess your agreement with the following statements. When I work from home...</td></tr>
<tr><td>… I find myself learning often.</td><td rowspan="11">1 – Strongly disagree
2 – Disagree
3 – Neither agree or disagree
4 – Agree
5 – Strongly Agree</td></tr>
<tr><td>… I continue to learn more as time goes by.</td></tr>
<tr><td>… I see myself continually improving.</td></tr>
<tr><td>… I am not learning. (reversed item)</td></tr>
<tr><td>… I am developing a lot as a person.</td></tr>
<tr><td>… I feel alive and vital.</td></tr>
<tr><td>… I have energy and spirit.</td></tr>
<tr><td>… I do not feel very energetic. (reversed item)</td></tr>
<tr><td>… I feel alert and awake.</td></tr>
<tr><td>… I am looking forward to each new day.</td></tr>
<tr><td colspan="2">Exploration (Kashdan et al., 2004)</td></tr>
<tr><td colspan="2">To what extent do you agree with the following statements, if you would normally describe yourself.</td></tr>
<tr><td>I would describe myself as someone who actively seeks as much information as I can in a new situation.</td><td rowspan="8">1 – Strongly disagree
2 – Disagree
3 – Neither agree or disagree
4 – Agree
5 – Strongly Agree</td></tr>
<tr><td>When I am participating in an activity, I tend to get so involved that I lose track of time.</td></tr>
<tr><td>I frequently find myself looking for new opportunities to grow as a person (e.g., information, people, resources).</td></tr>
<tr><td>I am not the type of person who probes deeply into new situations or things. (reversed item)</td></tr>
<tr><td>When I am actively interested in something, it takes a great deal to interrupt me.</td></tr>
<tr><td>My friends would describe me as someone who is “extremely intense” when in the middle of doing something.</td></tr>
<tr><td>Everywhere I go, I am out looking for new things or experiences.</td></tr>
</table>

Next, we would like you to think about the ways you are managing work and nonwork obligations during the period of working-from-home.	
Family-work affect (Kacmar et al., 2014)	
Thinking about the recent months, to what extent do you agree with the following: My involvement in my family…	
... Puts me in a good mood and this helps me be a better worker.	1 – Strongly disagree 2 – Disagree 3 – Neither agree or disagree 4 – Agree 5 – Strongly Agree
... Makes me feel happy and this helps me be a better worker.	
... Makes me cheerful and this helps me be a better worker.	

Statements in this section refer to how you have viewed your supervisor and organization during working-from-home.	
Ambidextrous leadership (Zacher & Rosing, 2015)	
Please, asses how often your direct supervisor has behaved in the ways described below in the past few months. My supervisor…	
... allows different ways of accomplishing a task	1 – Strongly disagree 2 – Disagree 3 – Neither agree or disagree 4 – Agree 5 – Strongly Agree
... gives possibilities for independent thinking and acting	
... gives room for my own ideas	
... allows errors	
... encourages error learning	
... monitors and controls goal attainment	
... established routines	
... takes corrective action	
... controls adherence to rules	
... pays attention to uniform task accomplishment	
... sanctions errors	
... sticks to plans	

Appendix 6: Chapter 3, Questionnaire in Slovenian

Employee questionnaire 1 (time 1)

Thriving at work – Uspevanje pri delu (Porath et al., 2012)	
Razmislite o svojih izkušnjah pri delu v zadnjem mesecu. Ocenite, v kolikšni meri za vas velja posamezna trditev. V službi…	
… se pogosto učim.	1 – Nikakor se ne strinjam 2 – Se ne strinjam 3 – Se niti ne strinjam niti se strinjam 4 – Strinjam se 5 – Popolnoma se strinjam
… se s časom vedno več naučim.	
… se nenehno izboljšujem.	
… se ne učim.	
… sem se kot oseba zelo razvil/a.	
… se počutim živo in vitalno.	
… imam energijo in sem dobre volje/sem dobro razpoložen/a.	
… se ne počutim preveč energično.	
… sem pozoren/pozorna in se počutim budno.	
… se veselim vsakega novega dne.	

AR-WF behaviors – Vedenja za aktivno regulacijo dela in družine (Hirschi et al., 2021)	
Naslednji sklop se nanaša na vaše delovne in nedelovne načrte ter cilje. Pomislite na ravnovesje med delom in prostim časom. Zanima nas, kako pri uravnavanju teh dveh aspektov dosežete, kar želite.	
Goal development and selection – Razvoj in izbira ciljev	1 – Nikakor se ne strinjam 2 – Se ne strinjam 3 – Se niti ne strinjam niti se strinjam 4 – Strinjam se 5 – Popolnoma se strinjam
Postavim si jasne cilje, kaj bi rad dosegel/a.	
Postavim si zahtevne, a dosegljive cilje.	
Oblikujem si cilje, ki so mi privlačni.	
Orientation and mapping – orientacija in mapiranje	
Presodim, kako lahko uporabim osebne vire za doseganje zastavljenih ciljev.	
Upoštevam dejavnike, ki me lahko ovirajo pri doseganju zastavljenih ciljev.	
V svoji okolici iščem priložnosti, ki mi pomagajo doseči zastavljene cilje.	
Planning – planiranje	
Skrbno načrtujem, kaj moram storiti, da dosežem svoje cilje.	
Razmišljam o različnih možnostih za dosego svojih ciljev.	
Razvijam načrte, ki jih lahko prilagodim, če se stvari ne izidejo po prvotnem načrtu.	

Partner questionnaire 1 (time 2)

Work-related social-support seeking – Iskanje družbene opore v zvezi z delom (Tement et al., 2023)	
Ocenite, v kolikšni meri za vas velja posamezna trditev. V mislih imejte zadnji mesec.	
Socio-emotional support – socialno-emocionalna podpora	1 – Nikakor se ne strinjam 2 – Se ne strinjam 3 – Se niti ne strinjam niti se strinjam 4 – Strinjam se 5 – Popolnoma se strinjam
Moj partner me je prosil za razumevanje glede težav v službi.	
Moj partner je prosil, naj prisluhnem njegovim/njenim težavam v zvezi z delom.	
Moj partner je prosil za potrpežljivost, ko je bil/a živčen/živčna zaradi svojega dela.	
Informational support – informativna podpora	
Moj partner je prosil za usmeritve glede vprašanj, ki so se mu pojavila med delom.	
Moj partner je prosil za konkreten nasvet v zvezi z njegovim/njenim delom.	
Moj partner je prosil za iskanje informacij, potrebnih za reševanje delovnih nalog/vprašanj.	

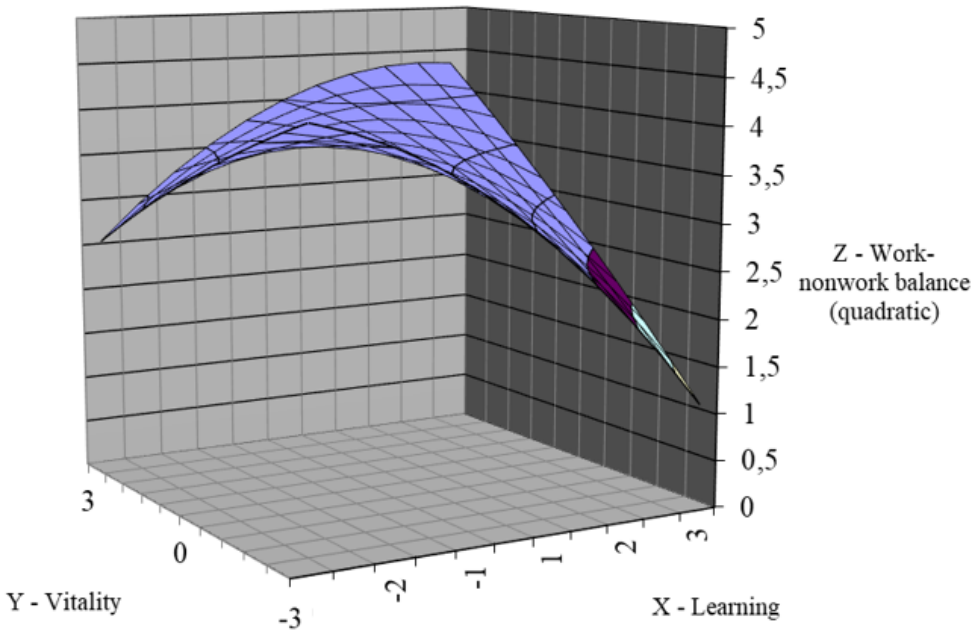
Employee questionnaire 2 (time 3)

AR-WF behaviors – Vedenja za aktivno regulacijo dela in družine (Hirschi et al., 2021)	
Naslednji sklop se nanaša na vaše delovne in nedelovne načrte ter cilje. Pomislite na ravnovesje med delom in prostim časom. Zanima nas, kako pri uravnavanju teh dveh aspektov dosežete, kar želite.	
Monitoring – spremljanje	1 – Nikakor se ne strinjam 2 – Se ne strinjam 3 – Se niti ne strinjam niti se strinjam 4 – Strinjam se 5 – Popolnoma se strinjam
Svoje dejansko vedenje primerjam s prvotnimi načrti.	
Preverjam, ali to kar počnem, ustreza mojim prvotnim načrtom.	
Ocenjujem, kako dobro sledim svojim začetnim načrtom.	
Feedback processing – obdelava povratnih informacij	
Ocenjujem rezultate svojega vedenja glede na zastavljene cilje.	
Povratne informacije iz okolice uporabljam za ocenjevanje napredka pri doseganju zastavljenih ciljev.	
Ocenjujem, kako hitro napredujem pri doseganju zastavljenih ciljev.	

Work-nonwork balance – Ravnovesje med delom in nedelom (Wayne et al., 2021)	
Ocenite, v kolikšni meri za vas velja posamezna trditev.	
Sposoben/sposobna sem posvetiti dovolj pozornosti pomembnim delovnim in nedelovnim dejavnostim.	1 – Nikakor se ne strinjam 2 – Se ne strinjam 3 – Se niti ne strinjam niti se strinjam 4 – Strinjam se 5 – Popolnoma se strinjam
Sposoben/sposobna sem biti ustrezno vključena v delovne in nedelovne vloge, ki so zame najpomembnejše.	
Čas, ki ga preživim v službi in aktivnosti zunaj službe odražajo moje življenjske prioritete.	
Dovolj časa namenim pomembnim službenim in nedelovnim dejavnostim.	
Glede na to, kaj mi je najbolj pomembno, delovnim in nedelovnim vlogam namenjam pravo količino svojega časa.	
Dober/dobra sem v življenjskih vlogah, ki jih resnično cenim.	
Dober/dobra sem v življenjskih vlogah, ki so moje največje prioritete.	
Sposoben/sposobna sem učinkovito opravljati pomembne delovne in nedelovne obveznosti.	
Uspešen/uspešna sem v delovnih in nedelovnih vlogah, ki so mi pomembne.	
Dober/dobra sem v delovnih in nedelovnih vlogah, ki jih najbolj cenim.	

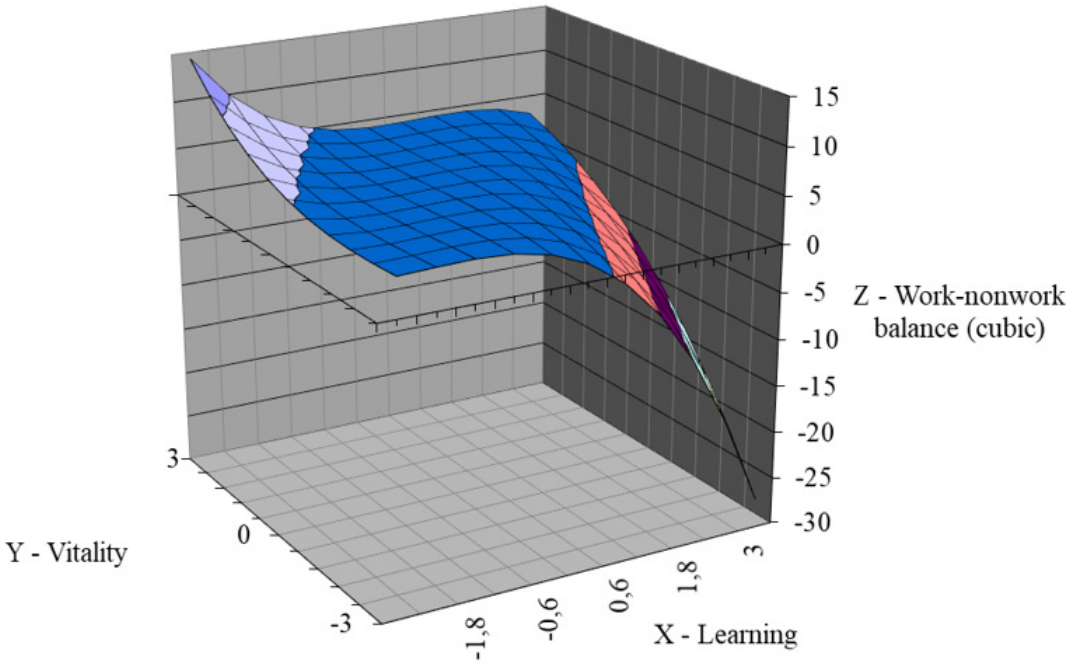
Appendix 7: Response surfaces for preliminary analyses

Figure A2: Work-nonwork balance (quadratic function)



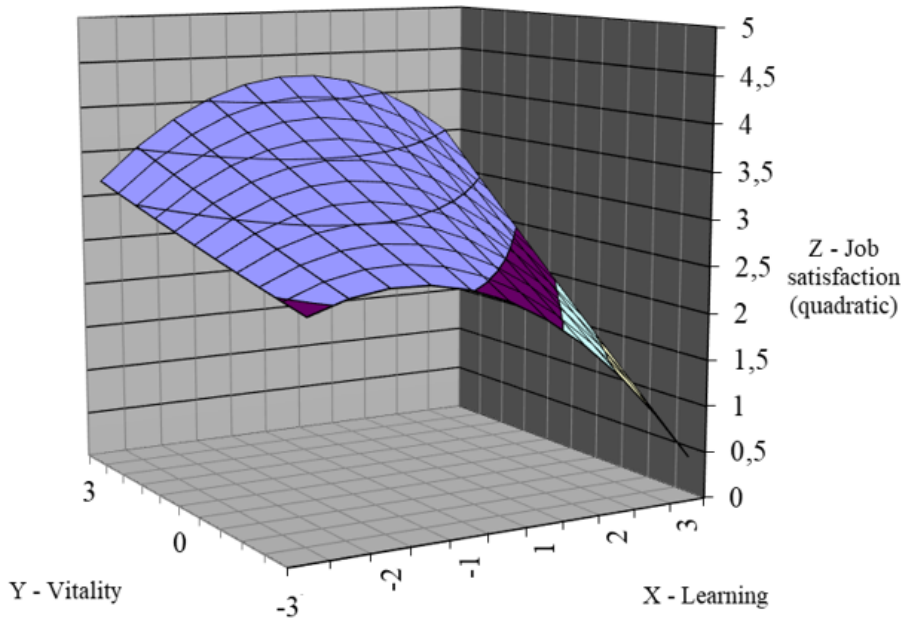
Source: own work.

Figure A3: Work-nonwork balance (cubic function)



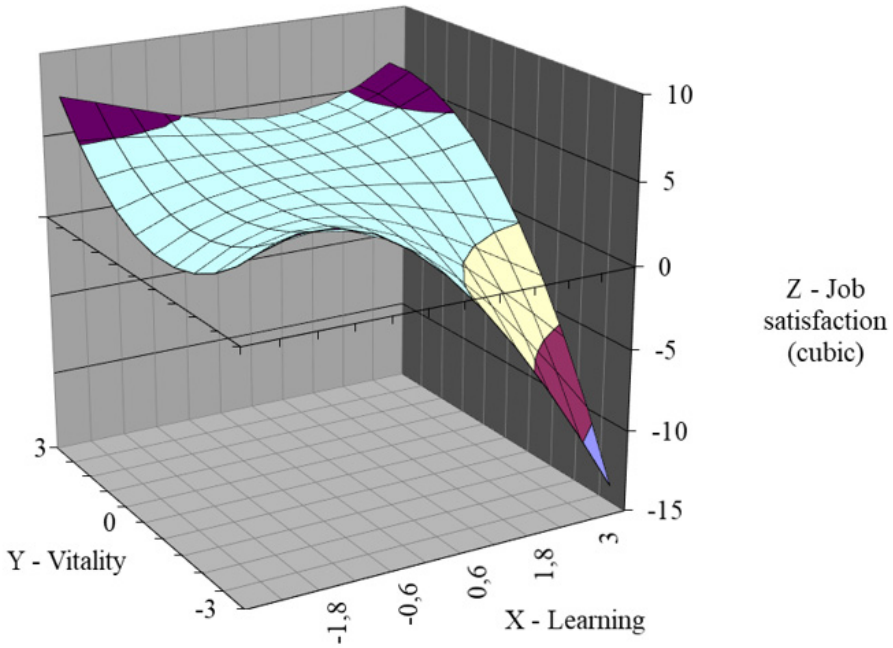
Source: own work.

Figure A4: Job satisfaction (quadratic function)



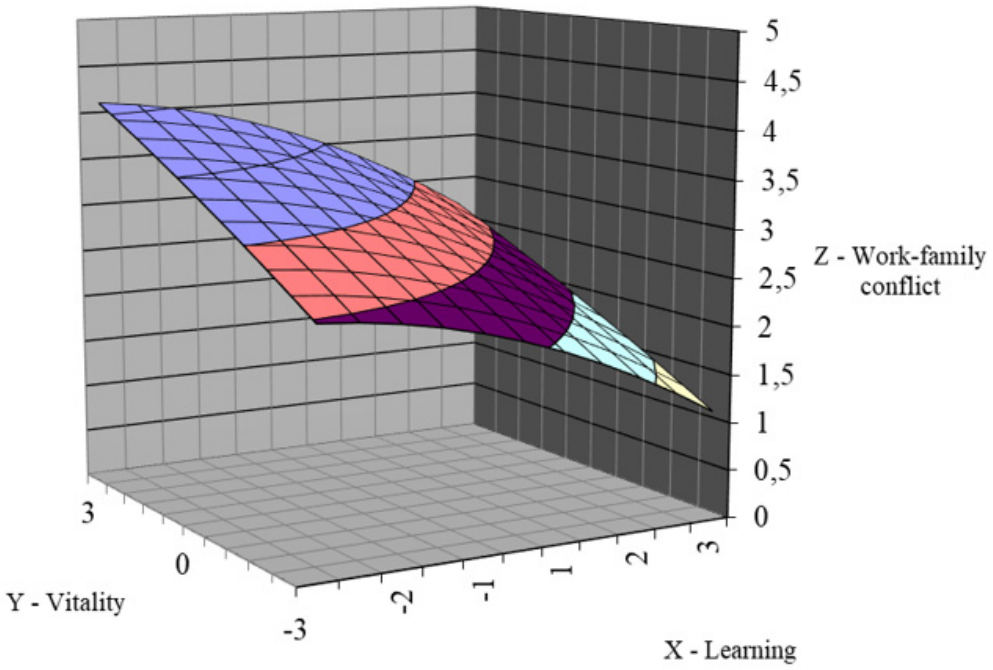
Source: own work.

Figure A5: Job satisfaction (cubic function)



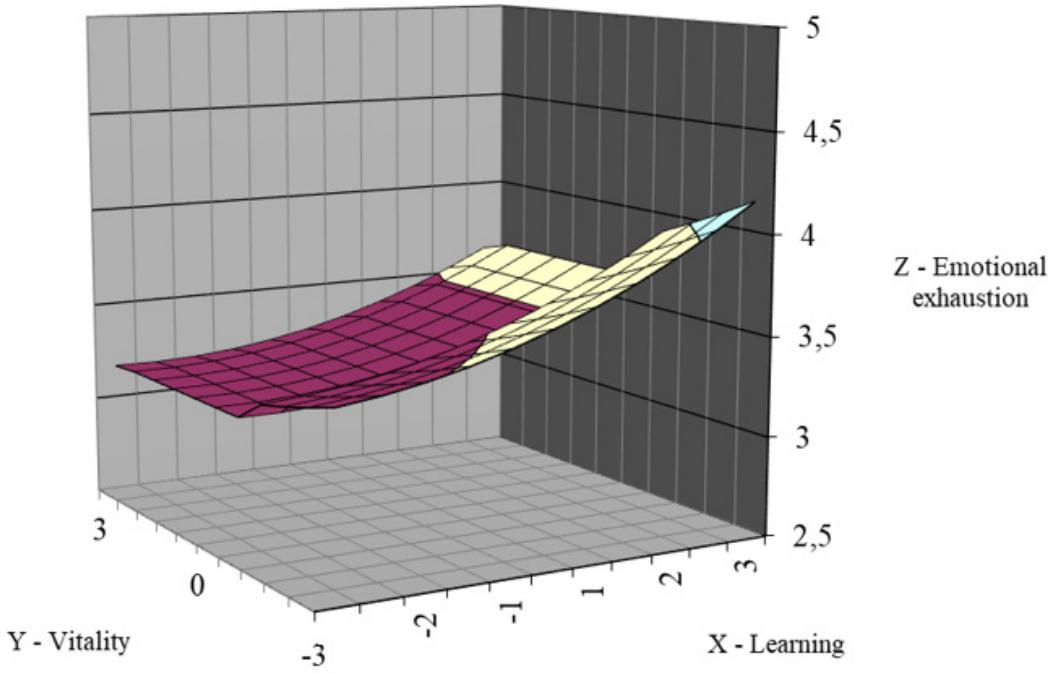
Source: own work.

Figure A6: Work-family conflict



Source: own work.

Figure A7: Emotional exhaustion



Source: own work.

Appendix 8: Polynomial regression response surface analysis results for aggregated AR-WF behaviors

Table A4: Results of polynomial regression for aggregated AR-WF behaviors (copied from Table 15)

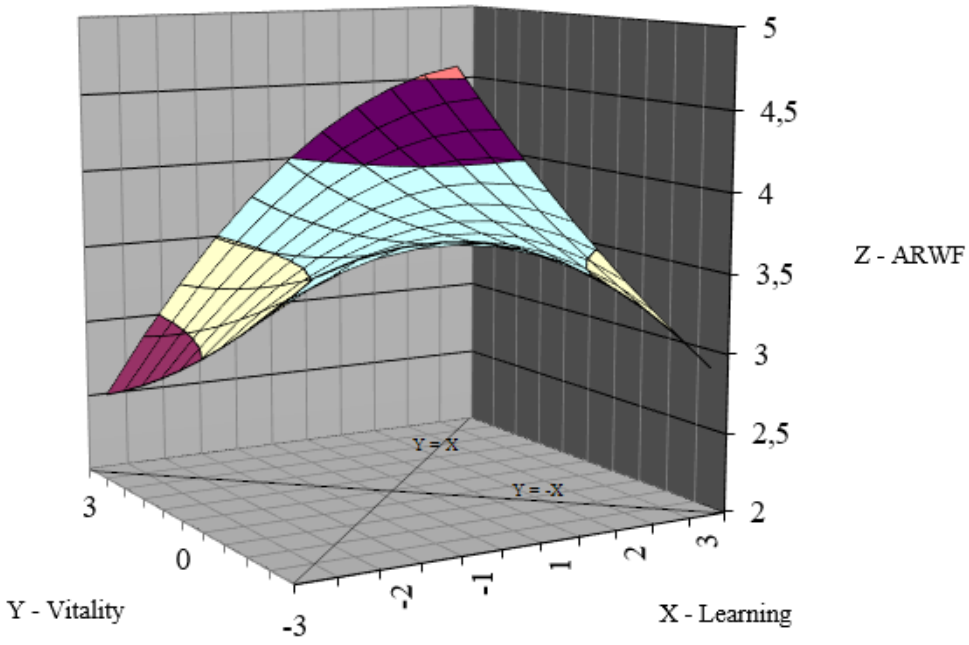
		AR-WF	
		Coeff.	*Sign.*
REGRESSION COEFFICIENTS	L (b_1) V (b_2) L^2 (b_3) L*V (b_4) V^2 (b_5)	**0.22** **0.11** -0.05 0.13 0.03	*[0.13; 0.32]* *[0.02; 0.21]*
	R^2	**0.16**	*p < 0.001*
FIT (Y=X) LINE	a_1 a_2	**0.33** **0.11**	*[0.24; 0.43]* *[0.02; 0.20]*
	F test	**24.23**	*p < 0.001*
MISFIT (Y=-X) LINE	a_3 a_4	0.11 -0.14	
	F test	1.14	
STATIONARY POINTS	X_0 Y_0	-0.01 **-1.77**	 *[-19.99; -1.03]*
1st PRINCIPAL AXIS	p_{10} p_{11} $-p_{10}/(p_{11}+1)$	**-1.75** 1.82 **0.62**	*[-122,56; -0.40]* *[0.14; 37.37]*
2nd PRINCIPAL AXIS	p_{20} p_{21}	**-1.78** -0.55	*[-13.23; -0.73]*
	$-p_{20}/(p_{21}+1)$	**3.94**	*[1.03; 472.63]*

Source: own work.

We tested the polynomial regression equation for the aggregated AR-WF behaviors. The stationary points are at $X_0 = 0.01$ and $Y_0 = -1.77$. The intercept of the first principal axis is negative and significant ($p_{10} = -1.75$), indicating a clockwise rotation of the surface, but the slope of the first principal axis is not significant ($p_{11} = 1.82$). The slope of the fitting line is significant and positive ($a_1 = 0.33$) and the curvature is also positive and significant ($a_2 = 0.11$), indicating that the surface has a convex shape. The misfit parameters were not significant. Therefore, we cannot claim that there are differences in AR-WF behaviors among workers where there is a mismatch between learning and vitality (i.e., low learning, high vitality). We can conclude that performing the AR-WF behaviors together was more successful for employees with high levels of learning and vitality than for employees with low levels of the corresponding variables. Figure A8 further confirms these claims as the surface along the fit line is not flat (condition 3), the ridge of the surface along the fit line is maximized (condition 2), and the surface along the misfit line is curved downwards (condition 1).

$$AR - WF = 3.84 + 0.22 \times Learning + 0.11 \times Vitality - 0.05 \times Learning^2 + 0.13 \times Learning \times Vitality + 0.03 \times Vitality^2 \quad (11)$$

Figure A8: Response surface for aggregated AR-WF behaviors



Source: own work.