Welcome to the scholarly world of work and family research! As a graduate student you should be moving from being a consumer of family knowledge to being a creator of new family knowledge. I hope this class helps you in that transition.

**Topic Domain: Work and Family**
The stewardship to both provide for and nurture a family is part of a divine design for parents in this life. To do so in today’s milieu requires the creative integration of personal needs, familial obligations, and financial and occupational realities—all within the bounds of social, economic and political forces and a twenty-four hour day—not something for the faint of heart! It is not surprising that there is a large body of research literature that examines the interface between paid work and family life.

**Course Purpose**
The overall purpose of *MFHD 542: Work and Family* is to connect graduates students to the real world of work-family scholarship. The professor will mentor students closely to enable them to understand the scholarly process, create publishable work-family products such as conference proposals and scholarly papers, and prepare work-family presentations. This is an ambitious course.

**Course Objectives**
Those who successfully complete this class should be able to:
- understand possible career trajectories for work-family scholars
  - communicate interactively with leading work-family scholars
  - understand where a work-family scholar fits in academia, business, and government
  - in particular, understand the requirements for a work-family professor at a university
- understand and critique scholarly work-family research
- be comfortable using a variety of tools to find work-family research
- create scholarly work-family products (submission to scholarly conference/journal)
  - select a research paper topic germane to current work-family scholarly literature
  - conduct a literature review of that topic
  - select an appropriate work-family theory upon which to base your paper
  - create appropriate work-family research questions and/or hypotheses
  - select an appropriate work-family data set to test your research questions and/or hypotheses
  - conduct statistically sound data analyses
- create supportable results and discussion sections
- develop a submission to a scholarly conference based on your work-family research
- write a scholarly paper based on your work-family research and submit it to a scholarly journal
- use proper APA formatting when producing scholarly products

- work on a team in a collaborative environment
- make use of expert resources to complete a complicated project
- prepare and present a research-based presentation

Setting
In this class I would like you to imagine you are an assistant professor at a university sponsored by The Church of Jesus Christ of Latter-day Saints. Your research and teaching emphasis deals with the interface of paid work and family life. You love your job and want to continue your employment where you are until you retire. To meet that objective you must apply for and receive “tenure.” It would also be nice to be promoted from assistant to associate professor. To do so you must convince your colleagues that in the areas of scholarship, teaching, and citizenship you are first-rate. Your promotion and tenure review is scheduled for Friday, December 21, 2007 at 11:00 a.m.

Class Description
Students will be expected to attend each weekly class at the designated time and location. This class will not follow the standard lecture/discussion format of many graduate courses. Instead, class time will be used to facilitate students’ progress on their teaching and research projects. It is expected that the research projects will be completed utilizing the individual strengths of several group members as well as leveraging expert consulting assistance. During class, a group representative (the responsibility for acting as the group representative will rotate each week) will be required to give an informal oral report of the accomplishments of each group member in the course of the week. This may only take a few minutes, but each group representative will be given up to half an hour to ask and respond to questions and address concerns. After each group has had the opportunity to report, the remainder of the time period will be available to be used in a way to best further the research projects. At a minimum the professor and TA will be available to give groups and individuals further guidance and assistance as needed.

Semester Overview
With the exception of the final evaluation deadline at the end of the semester, there are no formal deadlines for the work required in this class. The presentation, conference submission, and scholarly paper may be completed at any time prior to the final evaluation. Be warned that this type of class requires consistent effort and rewards those who take initiative. In terms of your final grade, you will be held responsible for the wise allocation of your time and effort this semester. However, there are many possible strategies to use to successfully accomplish your tasks, and you will have access to many resources to aid you in your work (see Resources section of syllabus). In accordance with the gospel principle expressed in D&C 4:7, “Ask and ye shall receive; knock and it shall be opened unto you,” I encourage you to make use of the consultation time I have offered you and to openly suggest and request opportunities that will facilitate your work.
Promotion and Tenure Evaluation Criteria:

(10%) Citizenship: Attend and participate fully in class and group work. Complete assigned readings. Keep track of the time you invest in group projects. Articulate suggestions to improve the class. Complete other minimal assignments. (Individual)

(15%) Teaching: Prepare and deliver a 30-minute presentation on a work-family topic. This may be a research, teaching, or outreach presentation to either a scholarly or lay audience. This presentation could be what would be presented at the scholarly conference for your research paper, a teaching presentation on some aspect of work and family, or a practical outreach presentation designed to help individuals better integrate work and family life. (Individual)

(25%) Scholarship: Submit a high-quality work-family research proposal based on the 2006 Singapore National Study of Work Life Harmony to the Mary Lou Fulton Mentored Student Research Conference and one other scholarly conference of your choice. (I recommend this be a group project.)

(50%) Scholarship: Submit a high-quality work-family research paper based on the 2006 Singapore National Study of Work-Life Harmony to a scholarly journal of your choice. (I recommend this be a group project.)

Evaluation

The evaluation process will mirror the tenure and promotion evaluation process. However, because this is a class, you will also be given the opportunity to receive feedback before your final evaluation. The purpose of this process is to give me oral and written evidence of your efforts this semester.

Mid-semester and Final Interviews: Approximately half-way through the semester (mid–end October) and at the end of the semester (mid-December), I will conduct a 20–30 minute interview with you. These interviews should be preceded by a 1–2 page memo summarizing your progress and accomplishments in meeting the objectives of the course and completing the required deliverables. In these interviews, you will be asked to account for the work you produced this semester, clarify any questions or concerns I have, and, essentially, impress me with the degree of professional development you have made over the course of the semester.

PowerPoint Presentation: You will give your presentation sometime prior to the end of the semester. This may be done during class time, to another audience, or at another time that is mutually agreeable. If possible the professor and/or TA should attend. You will turn in your PowerPoint slides for evaluation.

Final Portfolio: Your final portfolio will consist of hard copies of the research proposal and paper you submitted for professional presentation and publication and the PowerPoint slides of your presentation.

Grading

The criteria and standards I will use to determine your grade will mirror the criteria and standards used in the process of determining faculty tenure and promotion. Thus, there are several potential outcomes of this class in terms of your grade: (1) failure to achieve “tenure,” which results in a failing grade, (2) successful achievement of both tenure and promotion (an A grade), or (3) satisfactory completion of the scholarship requirements less than satisfactory citizenship and teaching; that is, achievement of tenure but not
promotion (B, B+, or A- grade).

Note: You are required to actually submit your work for presentation and publication. In a few cases, certain organizations might not be accepting submissions for conferences within the timeline of the semester. In this case, you will still be required to prepare all submission materials, and it will then be the responsibility of the first author to actually submit these materials once submission has been opened.

**Resources**

Meeting the expectations of this course on one’s own would be very challenging. I encourage you to utilize resources available to you.

- I am willing to consult with you as a partner in your scholarly submissions. I will set aside up to five total hours per week outside of class (during normal office hours) for this consultation. You will need to set up an appointment with me and you will be responsible for guiding the session. Within the time frame allotted, I will try to be responsive to your needs and provide effective mentoring. Be aware that the five hours per week is not cumulative. If you do not use the time in a week, you will lose it. If you work in a group for your project, it is recommended that all group members take the opportunity to meet with me at some point during the semester, rather than just delegating one representative to do so.

- I would encourage you to work in groups on your scholarly submissions projects. Find people with whom you can work who have complementary skills. The key is to utilize all of the talents of the group and to distribute the work appropriately. It may also be helpful to consider one another’s schedules as you form groups and decide how to distribute the workload.

- I have a library of scholarly work-family articles that will be filed in 1041H JFSB available for your use as well as a Work Family Literature Database of synthesized articles under Course Documents on Blackboard.

- If you don’t find an article you are looking for, the TA can request articles from the BYU library for you. The TA will find the articles and copy them. The only requirement in exchange for this service is that you put the articles in my library of work-family articles when you are done with them.

- There is a lot of information on the 2006 Singapore National Study of Work-Life Harmony on Blackboard including: Executive Summary, Questionnaires, SPSS data and syntax files, Final Report, Presentations, etc. These files will provide information essential to framing your research questions and conducting your analyses.

- You can use 1041H JFSB as a research office.

- Vickie Blanchard, the TA, is an excellent resource to bounce ideas off of. She also is excellent at editing scholarly papers.

- Giuseppe Martinengo, PhD, will be available as a consultant in Structural Equation Modeling, if any of you wish to use that methodology.

- There are examples of completed projects from other classes on Blackboard.

- I have access to an extended social network of work-family scholars, both local and global, which may prove beneficial to you.
Some Potential Scholarly Conferences for Work-Family Research

American Psychological Association
August 14–17 2008; Boston, MA
www.apa.org

National Council on Family Relations Annual Conference
November 4–8, 2008; Little Rock, AR
http://www.ncfr.org/conf/current/call.asp (PDF outlining different presentation formats at bottom of page)

Mary Lou Fulton Mentored Student Research Conference
Information for 2008 conference not yet available; approximately April 2008; BYU, Provo, UT
http://fhss.byu.edu/Chairs/Fulton/Conference/

Society for Industrial and Organizational Psychology
April 10–12 2008; San Francisco, CA
http://www.siop.org/conferences/default.aspx

Some Potential Journals for Work-Family Research

American Behavioral Scientist
http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal200921

Family Relations
http://www.ncfr.org/journals/index.asp

Journal of Applied Psychology
http://www.apa.org/journals/apl/description.html

Journal of Family and Economic Issues
http://www.springerlink.com/content/104904/

Journal of Family Issues
http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal200912

Journal of Family Psychology
http://www.apa.org/journals/fam/description.html

Journal of Marriage and Family
http://www.ncfr.org/journals/index.asp

Journal of Occupational Health Psychology
http://www.apa.org/journals/ocp/description.html

Journal of Vocational Behavior
http://www.elsevier.com/wps/find/journaldescription.cws_home/622908/description#description

Personnel Psychology
http://www.blackwellpublishing.com/journal.asp?ref=0031-5826

Psychology, Public Policy, and Law
http://www.apa.org/journals/law/description.html

Work and Occupations
http://www.sagepub.com/journalsProdDesc.nav?prodId=Journal200911
2006 Singapore National Study of Work-Life Harmony

The Singapore National Study of Work-Life Harmony is a partnership between the Ministry of Community Development, Youth, and Sports (MCYS) in the Republic of Singapore and the Family Studies Center (FSC) in the School of Family Life at Brigham Young University in Provo, Utah, USA. Its objectives are to: (1) develop a validated National Measure of Work-Life Harmony as a benchmark to measure work-life progress in Singapore; (2) explore the relationship of work-life harmony to work, personal, and family outcomes (especially fertility); (3) provide data for research-based work-life policy in Singapore; and (4) to publish work-family scholarly articles in leading academic journals.

The study began with a conceptual model created by leading work-life experts. Focus groups were conducted with 93 participants to validate the model for Singapore, and a pilot survey with 435 respondents was used to validate the specific questions. The final instrument consisted of 155 questions representing the conceptual model and other important items specifically requested by the MCYS.

The survey was conducted with a nationally representative sample of employed persons in Singapore (N = 1,601) with an oversampling of mothers with preschool-age children. The final data were weighted to assure that all overall analyses were representative of Singapore as a whole. Interviews lasted 35–45 minutes and were conducted by aAdvantage Consulting Group. The overall statistical margin of error was +/- 2%.

Conceptual Model
This study began with a conceptual model created by leading work-life experts and based on previous work-family research (See Figure 1 below). This conceptual model proposes relationships among predictors, mediators, and outcomes of work-life harmony.

Predictors of Work-Life Harmony
The model proposes that (A) work characteristics (work hours, level of responsibility, work-life support, etc), (B) individual characteristics (age, gender, education, income, etc.), and (C) home and family characteristics (marital status, family time, family support, etc.) will predict scores on (G) the National Measure of Work-Life Harmony.

Mediators of the Relationship between Predictors and Work-Life Harmony
The model also proposes that (D) work-to-home adaptive strategies (flextime, part-time options, work-at-home, etc.) and (E) home-to-work adaptive strategies (family activities, meals at home, sleep, etc.) will mediate (or influence) the strength of the relationships between the predictors and (G) the National Measure of Work-Life Harmony. For example, the degree of flexibility in scheduling work hours is hypothesized to reduce the negative relationship between work hours and work-life harmony. Although the model proposes that (F) work-to-home and home-to-work conflict-facilitation is related to work-life harmony, this aspect of the model did not prove useful in this study, and, thus, will not be discussed.

Outcomes of Work-Life Harmony
Finally, the model proposes that (G) the National Measure of Work-Life Harmony will be related to (H) work outcomes (job performance, job satisfaction, job retention, etc.), (I) individual outcomes (health, depression, life satisfaction, etc.), and (J) home and family outcomes (marital satisfaction, family satisfaction, fertility, etc.). This model is based on the latest academic and corporate research on work and family. It specifically incorporates strengths of the highly-regarded National Study of the Changing Workforce (NSCW) conducted in the United States by the Families and Work Institute, presided over by Ellen Galinsky, a member of the FSC design team.
University Honor Code, Discrimination, and Accommodation of Students with Disabilities Statements

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See http://www.byu.edu/honorcode for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.