



MEASURING THE IMPACTS OF PARENTING SUPPORT INTERVENTIONS

Research Report and Toolbox

By France St-Hilaire, Patrice Daneau, Marie-Pier Boivin, Isabelle Létourneau and Michel Pérusse

**A Global-Watch & Université de Sherbrooke project
With financial support provided by EN3S**

SEPTEMBER 2020

LEAD AUTHOR AND UNDER THE DIRECTION OF

Prof. France St-Hilaire, Ph. D., Université de Sherbrooke

CO-AUTHORS

Patrice Daneau, Doctoral Candidate in Business Administration (D.B.A.), Université de Sherbrooke
Marie-Pier Boivin, Doctoral Candidate in Organizational Psychology, (Ph.D.), Université de Sherbrooke
Prof. Isabelle Létourneau, Ph. D. Université de Sherbrooke
Prof. Michel Pérusse, Ph. D., Université de Sherbrooke

WITH CONTRIBUTIONS FROM

Étienne Fouquet, Doctoral Candidate in Business Administration (D.B.A.), Université de Sherbrooke
Josée Charbonneau, Research Assistant, Université de Sherbrooke
Benjamin Messier, Intern in the Bachelor of Business Administration Program | Major in Human Resources Management, Université de Sherbrooke
Sara Pettigrew, Research Assistant, Université de Sherbrooke
Marie-Claude Pelletier, M.B.A., Global-Watch

GRAPHIC DESIGN AND LAYOUT OF THE REPORT

Brigitte Rousseau, Global-Watch
Francis Girard-Boudreault

SUGGESTED REFERENCE

St-Hilaire, F., Daneau, P., Boivin, M.-P., Létourneau, I. & Pérusse, M. (2020). Measuring the impacts of parenting support interventions. Research report and toolbox, Sherbrooke, Paris, Université de Sherbrooke and EN3S, 101 p.

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This document was produced thanks to a grant from the Global-Watch network and EN3S, on behalf of the Francophone Business Network for Social Protection Floors, which it manages under the delegation of the International Labour Organization.

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Preface

Global-Watch is an international collaborative platform that promotes workplace health, well-being and quality of life best practices. Global-Watch provides employers with 1) thoroughly researched content, such as the monitoring of scientific knowledge and thematic toolkits and 2) organization of an international community of practice through work and knowledge-sharing meetings. Global-Watch is a Canadian initiative launched in January 2018 and now includes affiliate employers operating in 50 countries. www.global-watch.com

Université de Sherbrooke is a francophone university in Quebec, Canada, which prides itself on its action-oriented approach to education and its strong innovation and partnership strategy. It offers more than 400 programs of study and stands out for its research efforts, ranking among the 15 largest research universities in Canada. <https://www.usherbrooke.ca/actualites/nouvelles/facultes/education/education-details/article/41545/>

Université de Sherbrooke and Global-Watch have joined forces for this project to provide both scientific rigor and concrete leads to help employers take action to provide organizational support for the parental role of workers.

Background

Social security to support working parents

Bringing together international actors, particularly government authorities and corporations, around social protection floors furthers not only the objective of ensuring universal access to social security, but also that of achieving the highest and most complementary levels of coverage and guarantees within complete social security systems that also address housing, decent work or even, more broadly, well-being conditions (ILO, 2017; Tessier et al., 2013).

Though the role of governments in the creation of social security systems is undeniable, contributions from employers must be sought out, and this becomes crucial when the majority of the world's population still does not have access to a satisfactory level of social security (Ryder, 2015, 2016; Tessier et al., 2013; Tessier and Schwarzer, 2013). The lack of social security in some countries, especially when it comes to the parental role of workers, can make some multinational organizations employees vulnerable to the demands of everyday life (e.g. a lack of maternity protection), and help increase inequalities within a single organization (Tessier et al., 2013). As such, employers can play a key role in improving the level of protection offered by a mandatory plan or in making up for a legal shortfall by implementing complementary social security measures (Tessier and Schwarzer, 2013).

Though the responsibility for parental protection measures does not only fall to employers (Addati et al., 2014), seeking out their continued support can represent a significant effort, especially as the effectiveness of the interventions implemented for the organization, employees and society remains difficult to demonstrate (Hammer et al., 2015; Kelly et al., 2008).



WHAT IS MEANT BY PARENTING?

The process by which **adults meet children's needs** on the physical, emotional and psychological levels (Parent et al., 2008).

Three main, interdependent components make up parenting:

- experience;
- practices;
- parental responsibility (Lacharité et al., 2015).

WHAT IS MEANT BY WORK-LIFE CONFLICT?

Type of **conflict between the different roles** held by one person: the conflict arises when **work-related demands and strains** (e.g. work schedule, nature of the tasks to be accomplished, workload, manager's performance expectations) interfere or **become incompatible** with the **responsibilities of personal and family life** (e.g. family members' activity schedules, parental workload, family members' expectations regarding the quantity and quality of family activities). The conflict can go in **two directions**: personal life interferes with work or work interferes with personal life (Greenhaus and Beutell, 1985).

Conflict can manifest itself in three forms:

- **time-based conflict**: the time invested in work decreases one's availability and the time they can invest in personal and family life (e.g. not having enough time to do household tasks);
- **strain-based conflict**: the effort and energy invested in work decrease the physical and psychological availability one has for their personal or family activities (e.g. lacking energy after work to adequately play their parental role);
- **behavior-based conflict**: the behaviors associated with work roles and expectations spill over and are incompatible with the behaviors expected in one's personal and family life (e.g. trouble changing one's work-role behavior [asserting one's authority] in order to adequately play their role as a parent [demonstrating flexibility]).

WHAT IS MEANT BY WORK-LIFE BALANCE?

Experience by which employees endeavor to **simultaneously and appropriately take on** their **work, personal** and **family responsibilities** (Chrétien and Létourneau, 2010).

WHAT IS MEANT BY WORK-LIFE ENRICHMENT?

Experience that occurs when work activities contribute **to positively enriching one's personal and family life** (e.g. being more effective in one's role as a parent, better quality of family life) or when personal and family life contribute to positively enriching work activities (Greenhaus and Powell, 2006).

Social changes and parenting

- Among the family changes observed, some important ones to note are the mass influx of women in the workforce, the variety of family structures and the increase in the number of two-income families (Lavoie, 2016; Lavoie and Fontaine, 2016; Tremblay, 2012).
- In the world of work, the globalization of the markets, changing economic and socio-political contexts put strain on employees by intensifying their work and making employment conditions insecure (Gollac, 2005; Vézina et al., 2011). Increased performance requirements, the needs and expectations of young employees that are different from those of older employees, and the diversification of forms of employment and schedules all make balancing family responsibility and work obligations more difficult (Tremblay, 2012) for parents who also need to deal with everyday challenges (e.g. when both parents need to work for financial reasons; Lamboy, 2009; Lavoie and Fontaine, 2006).

- Work-life balance issues affect all employees, regardless of their socio-demographic characteristics, economic and social status, or family structure (Frone, 2003; Kinnunen et al., 2004; Kossek et al., 2011). In fact, several factors can exacerbate these issues, including parent and family characteristics (e.g. the number and age of dependent children) or job and work environment characteristics (e.g. the work schedule; St-Onge et al., 2002; Tremblay, 2012).

Parental support for health and performance

- The stress experienced by working parents, which stems from the trouble they have balancing different roles, threatens their health, their family's health and organizational productivity (Hammer and Zimmerman, 2011; Kossek et al., 2014). Problems balancing these two areas of life have consequences on psychological health (e.g. symptoms of depression, burnout; Allen et al., 2000; Chrétien and Létourneau, 2010; Vézina et al., 2011), physical health (e.g. poor sleep quality, increased risk of cardiovascular disease, obesity; Allen et al., 2000), lifestyles (e.g. smoking, alcohol use; Allen et al., 2000) and organizational productivity (e.g. absenteeism, employee turnover, workplace well-being, employee commitment; Allen et al., 2000; Kossek et al., 2014). The quality of one's relationship with spouse or child, or even a child's developmental disorders (Gornick and Meyers, 2003), are also consequences of parents' stress on the family.
- On the other hand, work-family life balance has positive effects on employees (e.g. satisfaction with life) and their families (e.g. relationship quality), and on organizations (e.g. work performance) and society (e.g. community involvement; Allen et al., 2000; Gornick and Meyers, 2003; Kelly et al., 2008; Zhang et al., 2018).

The role of employers in supporting parents

- Concerns about the challenge of work-life balance have prompted government authorities and employers of several countries, especially in North America and Europe, to implement measures to support working parents. Despite government support that varies from one country to another (Kelly et al., 2008), some authors (e.g. Kossek et al., 2014) and also bodies and agencies (e.g. NIOSH, 2016) have called on organizations to take a more proactive role in supporting their employees in order to help them achieve a better balance between their professional and personal responsibilities.
- The interventions implemented by employers must aim to reduce tensions between family and work needs and improve work-life balance (Hammer et al., 2015). In keeping with the Sustainable Development Goals, the adoption of these interventions can be supported by three key principles:
 1. address **ethical** issues (e.g. seek equal access to family and work responsibilities for women and men);
 2. address **economic** issues (e.g. reduce the costs of absenteeism);
 3. address **social** issues (e.g. promote employee well-being; Grésy et al., 2011).

How can employers support parents?

- Despite the enthusiasm surrounding different interventions implemented by government authorities and employers to support parents, **scrupulousness in implementing and following up on** interventions has to be improved in order to more **efficiently evaluate the reach, progress and results** of public and organizational interventions (Addati et al., 2014; Elbaum, 2009; 2011; Hammer et al., 2015; Hammer and Demsky, 2014; Kossek and Friede, 2006).
- In order to evaluate the impact of the interventions implemented, help public authorities (Atkinson and Marlier, 2010; Elbaum, 2009, 2011) and organizations (Parmenter, 2015) make decisions, and achieve strategic objectives, monitoring indicators are essential management tools. Regularly monitoring indicators and evaluating interventions are one way to 1) ensure the continuity and quality of the interventions implemented; and 2) foster intervention fit and their integration into the organization's economic model (Parmenter, 2015; Tessier et al., 2013).
- There are several indicators for evaluating an intervention (e.g. Parmenter, 2015) in management sciences. These indicators are usually designed following the **SMART** principle (i.e. *specific, measurable, achievable and acceptable, realistic and temporally defined*) which represents the characteristics of a goal to be achieved (Arash and Mahbod, 2007).



- Depending on the perspective and aim of the actors (e.g. evaluating the performance of a public or organizational measure), recommendations differ when it comes to the characteristics or qualities of the indicators to consider. Nevertheless, considering the dynamic aspect of the context surrounding the area of parental support and constantly evolving social needs, monitoring indicators can help evaluate the impact and efficacy of parenting support interventions implemented at work, particularly through an evaluation performed over several measurement periods (Hammer et al., 2015). However, a broad exploratory study performed with Canadian employers recently revealed that very few organizations were evaluating their interventions at the time using follow-up indicators, mainly due to a lack of available tools (Government of Quebec, 2017).
- The metric used most often for **organizational and individual indicators** is return on investment (ROI; Hammer et al., 2015). However, even though supporting work-life balance can have positive impacts on employees, their families, the organization and even the community (Kelly et al., 2008), merely considering the financial costs related to return on investment (ROI) allows us neither to grasp the impacts on all actors involved nor to attest to the performance of the interventions.

In such a context, taking into consideration the organization's needs, resources and context, an evaluation of the interventions and their impacts is performed through additional analyses, such as cost-benefit or cost-effectiveness analyses, in order to measure the impacts on the different actors (Hammer et al., 2015). Other indicators can be used, such as absenteeism, turnover rate or cost-benefit ratio. Employee commitment and loyalty can be measured using employee satisfaction and turnover intention, while employee health and well-being are represented by employee satisfaction, the utilization of assistance programs and disability claims costs (Bachmann, 2000). Indicators such as financial performance, stock market performance and health care costs, on top of subjective

indicators related to the perception of employees, such as work performance, can also be used (Kelly et al., 2008).

- The impact on **the family** can be measured by 1) strain-based conflict using indicators such as pressure experienced on a daily basis, the sense of responsibility overload, a high stress level, and 2) time-based conflict that results in work time encroaching on family time or family often interrupting work (Pacault, 2015).
- **Social indicators** can be used, such as male and female employment levels, the use of childcare services and average work commute time (Wingertter, 2017). Though the indicators must be consistent with the objectives pursued, the interventions implemented must themselves correspond to the needs of employees and organizations. Whenever the perceived realities and lived experiences of parents at work differ based on many factors (cultural, institutional, economic, individual; Ollier-Malaterre, 2016; Poelmans et al., 2003; Shockley et al., 2017), the interventions implemented must be adapted to the context, just like the evaluation of their impacts and the interpretation of these impacts.

In conclusion, it appears that a scorecard of key performance indicators and factors to consider regarding the efficacy of the interventions implemented to support parents needs to be exhaustive.

What we wanted to know

Objectives of this research project

Although interventions and scientific knowledge related to organizational support of the parenting role are increasingly available, it is still difficult to evaluate the true impacts of interventions in place. Two objectives were pursued with this project:

- **Identify indicators** that point to the impact of organizational parenting support interventions;
- allow **practitioners to rigorously evaluate the efficacy of their parenting support initiatives** and the impacts on the organization, employees and society.

The research questions

- What **interventions can be implemented** to support parents at work?
- What **conditions** are needed to ensure that the organizational parenting support interventions implemented are **successful**?
- What are the **impacts of the interventions introduced**?
- What are the **impacts of the interventions introduced with respect to each culture**?
- What are the **key performance indicators** that would make it possible to measure the impacts of parenting support interventions at work?
- What **conditions** should be prioritized when **utilizing these indicators**?

Report Overview

The results presented in this report are based on a rigorous scientific process, but the information is presented in layman's terms to help public decision makers, organizational professionals and managers understand the results more easily. A review of the scientific knowledge is the first foundational effort in order to provide an initial **toolbox** of key performance indicators for parenting support interventions and their conditions of use.

This report contains five main sections:

- research method and steps taken;
- the results in four parts:
 - Cartography mapping of parenting support interventions implemented;
 - Cartography mapping of the success factors needed to implement parenting support interventions;
 - international studies | cultural analysis of the parenting role of workers.
 - toolbox | key performance indicators to assess organizational parenting support interventions.



Research Method and Steps Taken

To offer a toolbox that can provide key performance indicators for interventions in place and their conditions of use, a “scoping study” literature review was carried out.

WHAT IS A SCOPING STUDY?

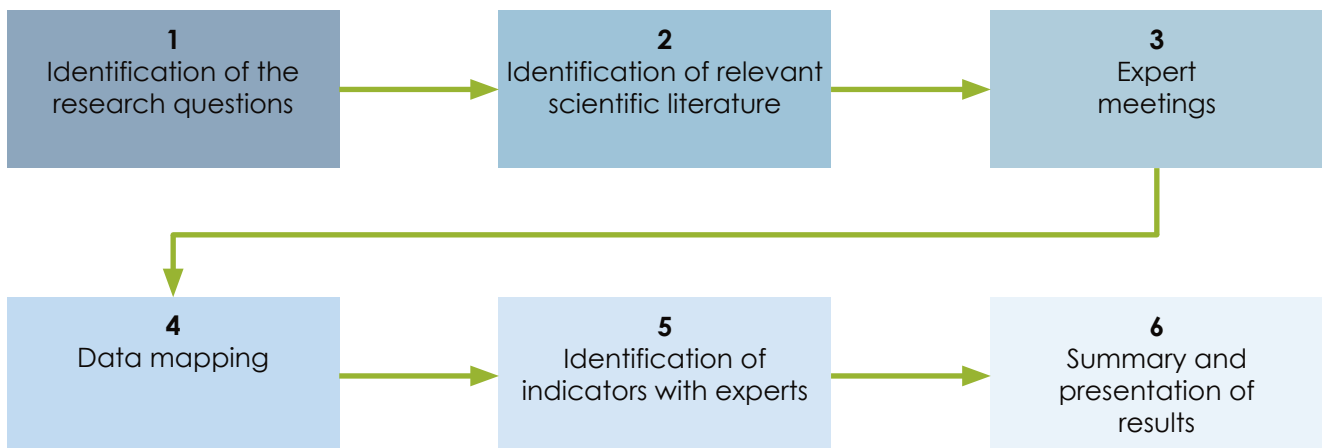
Research strategy making it possible to:

- examine the extent, range and nature of the research activity in a specific field;
- give an overview of the state of knowledge according to a review of the collected data;
- express the breadth and depth of an area of research.

(Arksey and O'Malley, 2005; Levac et al., 2010).

Six major steps were taken in order to carry out the literature review (for more details on the steps of the scoping study, see Appendix A).

STEPS TAKEN FOR THE SCOPING STUDY



During steps 2 and 3, academic research databases were explored to find the most relevant **scientific articles** based on **inclusion criteria** (e.g. selection of databases to consult in search engines, language of publication; see Appendix A for all the inclusion criteria) established by research experts.

The first retrieval brought up 158,145 articles. To reduce the number of scientific articles according to a rigorous, **sieve-like** process, inclusion criteria were added (e.g. publication date, visibility of a scientific journal as indicated by the impact factor, relevance of the scientific article) over the **five phases**. At the end of the selection process, **70 articles** were retained and analyzed.

SELECTION PROCESS FOR SCIENTIFIC ARTICLES BASED ON INCLUSION CRITERIA

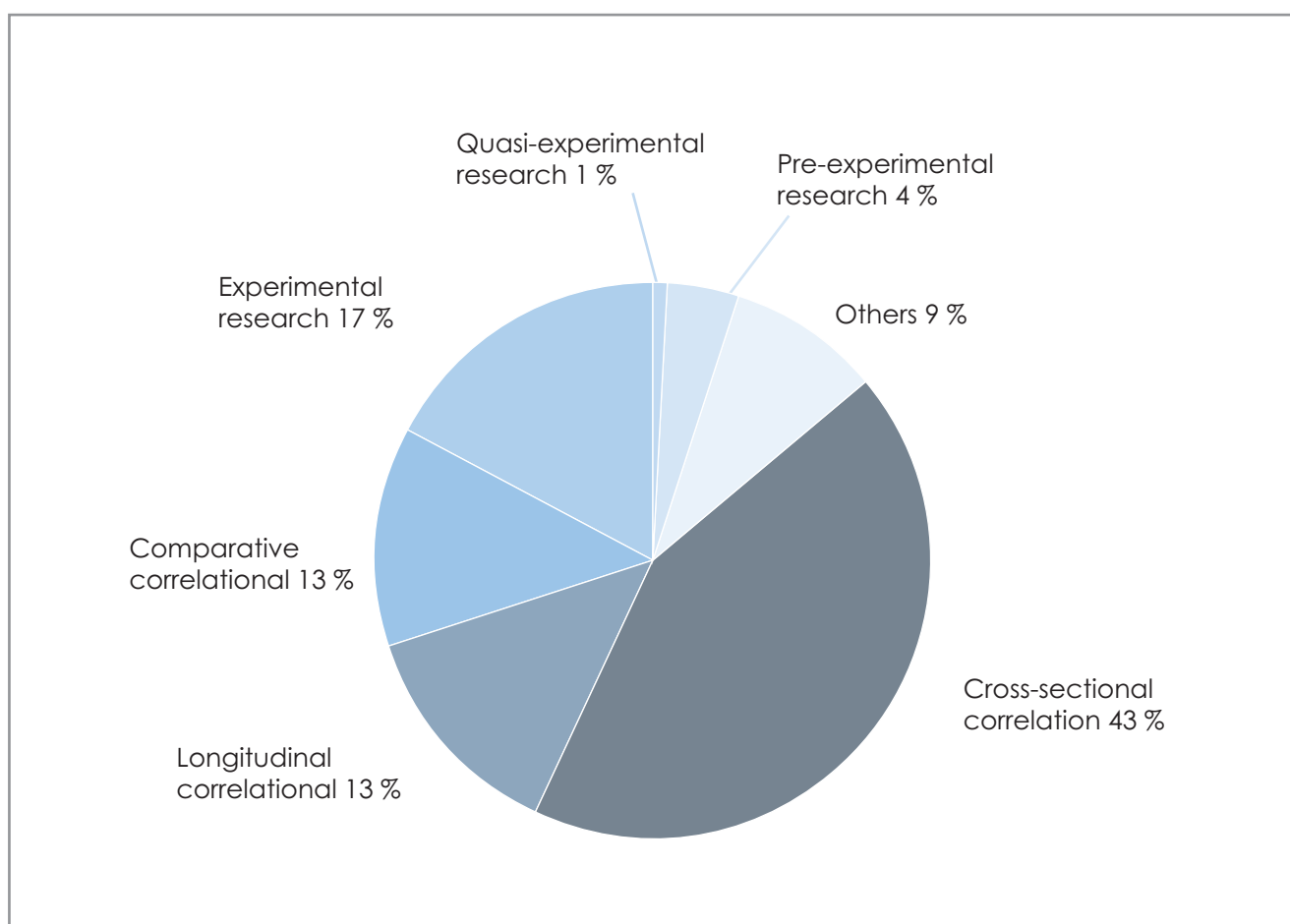
Inclusion criteria	Period	Number of articles listed	Number of articles retained
Phase 1 <ul style="list-style-type: none"> Academic research databases Keywords Language 	July 2019	158,145	6,771
Phase 2 <ul style="list-style-type: none"> Impact factor ≥ 0.5 Published 2009–2019 Duplicates 	August 2019	6,771	1,235
Phase 3 <ul style="list-style-type: none"> Relevance Duplicates 	September 2019	1,235	464
Phase 4 <ul style="list-style-type: none"> Relevance 	September 2019	464	221
Phase 5 <ul style="list-style-type: none"> Relevance 	November 2019	221	70
Phase 6 <ul style="list-style-type: none"> Retrieval and analysis 	December 2019	70	70

Overview of the Scientific Articles Analyzed

Research designs

A research design helps to determine the strength of a relationship (e.g. establishing whether there is a cause-and-effect relationship between an organizational parenting support intervention and health). Each research design presented strengths and weaknesses (for the different characteristics of the research designs, see Appendix B).

DISTRIBUTION OF RESEARCH DESIGNS ACROSS THE 70 SCIENTIFIC ARTICLES



Geographic origin

Representing cultural and geographic diversity, the 70 scientific articles that make up the sample present studies that were carried out in:

- **21 countries** over **5 different continents**;
- **1** grouping of **Asian countries**;
- **4** groupings of **European countries**;
- **7 international** studies.

MAP OF COUNTRIES FOR INTERNATIONAL COMPARATIVE STUDIES

<p>1 grouping of Asian countries</p>	<ul style="list-style-type: none"> • Hong Kong, Japan, South Korea and Taiwan
<p>4 groupings of European countries</p>	<ul style="list-style-type: none"> • The 28 countries of the European Union • Austria, Germany and Switzerland • Finland, the Netherlands and the United Kingdom • Germany, the Netherlands, Portugal, Sweden and the United Kingdom
<p>7 international studies</p>	<ul style="list-style-type: none"> • Australia, Canada, Finland, Greece, Japan, New Zealand, the Netherlands, Slovenia, South Korea, the United Kingdom and the United States • Argentina, Australia, Bolivia, Canada, Chile, China, Hong Kong, Japan, New Zealand, Peru, Puerto Rico, South Korea, Taiwan, the United Kingdom and the United States • Belgium, Denmark, Germany, Finland, France, the Netherlands, Norway, Sweden, the United Kingdom and the United States • China, India and the United States • Australia, Belgium, Bulgaria, Canada, Czech Republic, Cyprus, Denmark, Dominican Republic, Finland, France, Germany, Great Britain, Hungary, Ireland, Israel, Japan, Latvia, Mexico, the Netherlands, New Zealand, Norway, Philippines, Portugal, Russia, Slovenia, South Africa, South Korea, Spain, Sweden, Switzerland, Taiwan and the United States • Article that lists other studies from several countries • Article that lists other studies from several countries

GEOGRAPHIC DISTRIBUTION OF STUDIES CARRIED OUT IN THE CONTEXT OF 70 SCIENTIFIC ARTICLES



Results | Overview of parenting support interventions

Map of parenting support interventions

An analysis of the interventions introduced in the 70 studies reviewed revealed **12 interventions** that can be grouped into **four themes**.

Social benefits

- Annual leave—vacation
- Parental, maternity and paternity leave
- Medical leave
- Employer-approved sabbatical leave for personal or family reasons
- Compensatory leave

Workplace flexibility

- Telework

Work time flexibility

- Compressed work week
- Variable work schedule
- Part-time or reduced hours
- Job sharing

Integrated programs

- Individual interventions
- Organizational interventions

Social benefits

Social benefits involve **plans or systems** that reduce **work time or the number of work days** by allotting days or hours off or by converting overtime hours worked into vacation days.

- Annual leave—vacation day(s) or week(s) that employees are entitled to in a year.
- Maternity, paternity and parental leave:
 - Maternity leave: leave that a mother takes during pregnancy and in the weeks following birth (ILO, 2014). Maternity leave can be followed by parental leave.
 - Paternity leave: leave that can be taken by a father immediately after the birth of his child (ILO, 2014). Paternity leave can be followed by parental leave.
 - Parental leave: prolonged leave period that can be granted to one or both parents in order to allow them to take care of their newborn or young child, usually immediately after maternity or paternity leave (ILO, 2014).

Parental leave is a term sometimes used interchangeably with maternity or paternity leave.

- **Sick leave:** leave granted for an employee's health problems, but that can also be granted for health problems encountered by one or more family members.
- **Employer-approved sabbatical leave for personal or family reasons:** periods of absence from work without a loss of the employee's rights or social benefits usually granted for personal, family, health, education or leisure reasons (e.g. Crowley et al., 2014; Ferri et al., 2018).
- **Compensatory leave:** replacing overtime with paid leave (e.g. Erden Bayazit et al., 2019; Kotey et al., 2019; Lingard et al., 2012).

Workplace flexibility

Workplace refers to the **location where work can be performed**. **Workplace flexibility** refers to flexibility in how work is carried out, especially through access to **telework** (Allen et al., 2013; Yuile et al., 2012).

Telework: professional activity carried out away from the main workplace (physical absence), whether performed remotely or at alternative work sites using information and communication technologies.

- The choice of workplace can be determined by the employer or can be at the employee's discretion (e.g. **alternative work sites**, such as cafés or coworking; Allen et al., 2013; Giovanis, 2018; Masuda et al., 2017; Nakrosiene et al., 2018; Yuile et al., 2012).

- There are various **types of remote work** (from one's residence, on the road, at a client's location, in a satellite office).
- The frequency of telework varies, being either regular or temporary (e.g. Troup et al., 2012).
- The employee can use company or personal equipment (e.g. Erden Bayazit et al., 2019).

Interventions related to telework and implemented by organizations can be

- **formal:** related to the work contract or to a policy (often for regular use);
- **informal:** related to an agreement with the manager (often for periodic use or according to the employee's needs).

Work time flexibility

Work time flexibility refers **to the time when work** is performed (e.g. flexible work schedule) and to the **range of work hours** (e.g. reduced hours; Allen et al., 2013).

- **Variable work schedule:** possibility of changing the start and end times of the work day as well as breaks (Lomazzi et al., 2019). A variable work schedule can take different forms, varying according to the level of autonomy offered to the employee and the limits established between the employer and employees, such as
 - work schedule variability at the employee's discretion depending on family (e.g. school schedule) or work (e.g. peak work periods) needs or based on periodic constraints (e.g. road congestion; Hyatt and Coslor, 2018);
 - work schedule variability based on an agreement between the employer and staff (e.g. existence of a set time slot when all employees must be present, the total work week hours determined in advance, an agreement between the manager and employee about the start and end times of a work day for a set period; e.g. Yuile et al., 2012).
- **Compressed week:** increase the number of hours worked daily to reduce the number of days in a work week. A compressed week can take various forms:
 - agreements to reduce the work week (e.g. complete 40 hours over four 10-hour work days; Giovanis, 2018; Hyatt and Coslor, 2018);
 - one or two days off per work week in exchange for longer work hours on the other days of the week (e.g. Higgins et al., 2014);
 - an additional work hour per day in exchange for an additional day off every two weeks (e.g. Avendano et al., 2018).
- **Part-time or reduced hours:** work time shorter than the average time frame for the job, organization or country involved (e.g. Laurijssen et al., 2013). Part-time work or reduced hours can take different forms, such as
 - permanent, as per the employment contract or temporary, for a determined period of time (e.g. a few weeks; Ferri et al., 2018);
 - voluntary or involuntary (i.e. imposed by the employer; e.g. Oishi et al., 2014)
- **Job sharing:** two or more people share the same position or duties according to a distribution of work hours (e.g. Kotey et al., 2019).



Integrated programs

An integrated program is made up of both **organizational** and **individual interventions** and includes several interventions. It can include the above-mentioned social benefit interventions, and work time and workplace flexibility interventions.

- **Individual interventions:** aim to develop individual resources that influence parents' ability to balance work and personal life, such as
 - parenting skills (e.g. individual or group coaching in positive parenting practices in order to increase parents' knowledge, skills and confidence [Triple P Parenting Program]; Baugh et al., 2015);
 - psychological resources (e.g. mindfulness self-training to develop the ability to mentally separate one's personal and professional spheres; Michel et al., 2014);
 - individual time management skills (e.g. Azar et al., 2018);
 - interpersonal support skills (e.g. training to develop managers' leadership skills and coworkers' supportive behaviors; Bray et al., 2018).

- **Organizational interventions:** aim to improve the work environment and conditions that affect parents' ability to balance work and personal life, such as

- work time flexibility (e.g. variable work schedules);
- workplace flexibility (e.g. telework);
- social benefits (e.g. sick leave).



AN EXAMPLE OF AN INTEGRATED PROGRAM | UNITED STATES

The STAR program (Support, Transform, Achieve, Results; Barbosa et al., 2014; 2015; Hammer et al., 2015) includes

- **discussion sessions** between employees and managers to come up with organizational interventions (e.g. redistributing tasks among coworkers or increasing employees' and managers' control over their work hours and schedule) that allow everyone to better balance work and personal life;
- **training** for managers (in-person or virtual) to improve practices that support work-life balance;
- **monitoring** employee behavior so they can monitor and evaluate their own progress, changes and the impact of the effectiveness of their work-life balance behaviors.

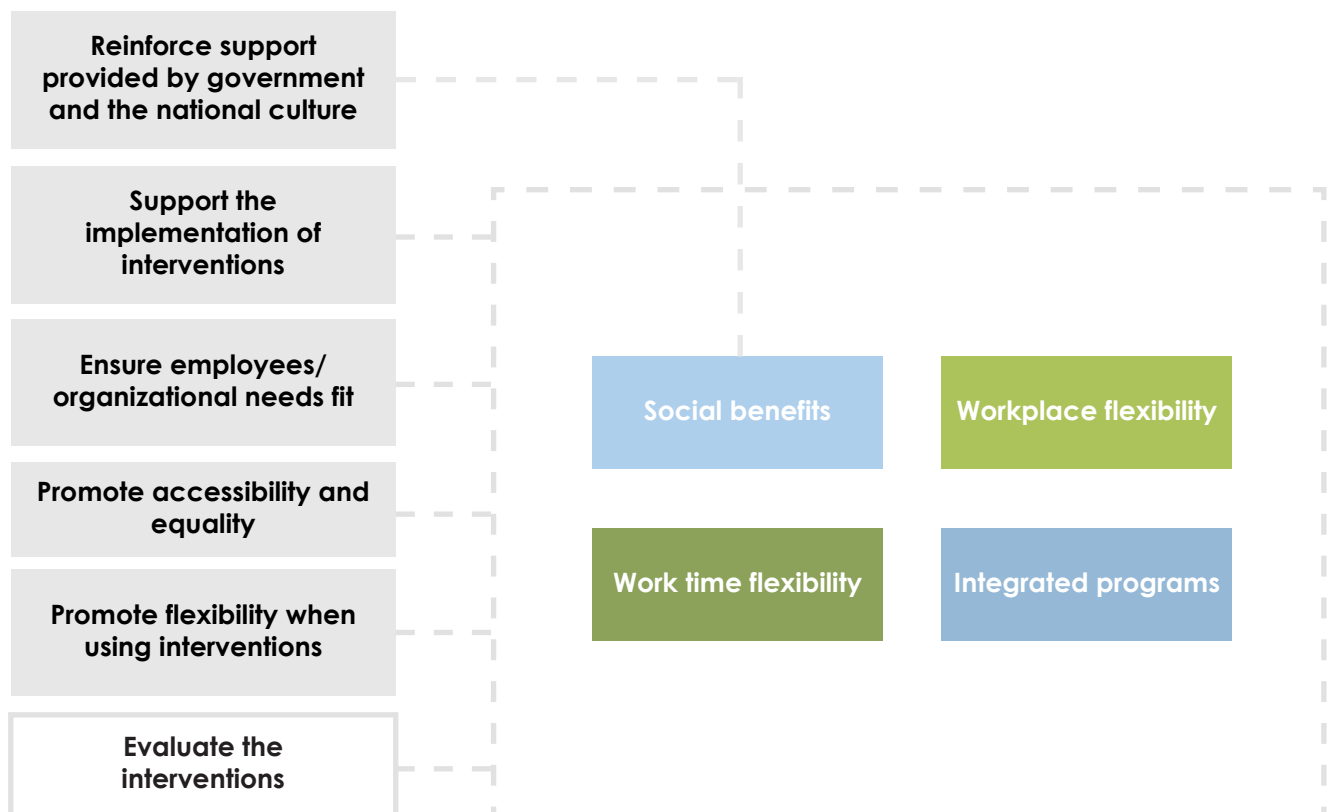
Cartography mapping of the success factors required for implementing parenting support interventions

Interventions implemented to support parents at work must be accompanied by **success factors**. The lack of observed impacts (or variations in indicators) is not always attributable to the intervention, but is sometimes the result of a lack of, or insufficient, success factors.

To maximize the positive impacts of *social benefits, workplace and work time flexibility, and integrated programs*, **six categories** combining **18 specific success factors** were retrieved from the analysis of the scientific articles:

- reinforce the support provided by government and the national culture (**4**; only for social benefit interventions);
- support the implementation of interventions (**4**);
- ensure employee/organizational needs fit (**3**);
- promote accessibility and equality (**3**);
- promote flexibility when using interventions (**4**);
- evaluate the interventions (this success factor category consists of developing and monitoring key performance indicators to meet the research project's objectives).

KEY SUCCESS FACTORS IN PARENTING SUPPORT INTERVENTIONS



Reinforce support provided by government and the national culture

- ✔ **Implement public plans and family policies for paid leave** (maternity, paternity, parental and sick leave) as well as **clear guidelines and rules backed by legal provisions** (e.g. job protection and financial allowances for mothers) for taking leave (Allen et al., 2014; Ferri et al., 2018; Guendelman et al., 2014; Lalive et al., 2014; Lomazzi et al., 2018; Meil et al., 2019); as well as standards to set guidelines and recognize the best employers (Meil et al., 2019).
- ✔ Ensure **flexibility when managing benefits** (e.g. extended time frames and flexibility of paid leave; Guendelman et al., 2014; Lalive et al., 2014; Meil et al., 2019; Ruppner et al., 2013).
- ✔ Establish **shared responsibility at the different levels** (governments, employers, employees and social actors), and it is important to recognize the employer's role in job security (Allen et al., 2014; Guendelman et al., 2014; Ollier-Malaterre and Foucreault, 2017).
- ✔ **Promote gender equality** through gender equality in labor force participation (notably by protecting mothers' employment and income) and equitably sharing leave and incentives to use parental leave (especially for fathers; Beham et al., 2014; Meil et al., 2019).

Support the implementation of interventions

- ✔ Create **formal, non-discriminatory policies** (e.g. use of parental leave by fathers) to demonstrate management support and protect employees, legitimize their use (e.g. telework) and make these policies **available, accessible and visible** (e.g. annual, sick or parental leave; Allen et al., 2014; Li et al., 2018; Maruyama and Tietze, 2012; Shepherd-Banigan et al., 2016; Troup and Rose, 2012).
- ✔ **Communicate, inform and promote** the goals, potential impact and conditions of use of interventions to legitimize their utilization (Azar et al., 2018; Lingaard et al., 2012; Masuda, 2017).
- ✔ **Develop the skills of managers** (e.g. telework training) and **employees** (e.g. time management for an efficient use of variable schedules; Allen et al., 2013; Azar et al., 2018; de Sivatte et al., 2015; Fiksenbaum et al., 2014; Maruyama and Tietze, 2012).
- ✔ **Adapt tools** (e.g. using an information and communication system in telework, having a suitable remote work station) and **resources** (having socialization and interaction mechanisms and holding meetings) to ensure their efficient use (Maruyama and Tietze, 2012; Nakrošienė et al., 2017).

Ensure employee/organizational need fit

- ✔ Consider **employees' characteristics** (cultural, familial, socio-demographic, professional) and **their needs and preferences** when choosing interventions regarding workplace and work time flexibility (Albertsen et al., 2014; Higgins et al., 2014; Lapierre et al., 2016; Masuda et al., 2012; Nakrošienė et al., 2018; Troup and Rose, 2012; Wang and Reid, 2015; Zheng et al., 2015).
- ✔ Consider the **organization's characteristics** (business sectors and type of job targeted, technology available) and **needs** when choosing interventions regarding workplace and work time flexibility (Hyatt and Coslor, 2018; Kotey and Sharma, 2019; Maruyama and Tietze, 2012).
- ✔ Target **interventions that meet both organizational** (e.g. workload and the nature of the work to be carried out) **and individual needs** (e.g. family values, job types; Albertsen et al., 2014; Lalive et al., 2014; Li et al., 2018; Wang and Reid, 2015; Wang et al., 2019), and ensure a good fit between interventions implemented and organizational culture.

Promote accessibility and equality

- ✔ Support **equitable sharing and equal use** between **fathers** and **mothers** (e.g. paternity leave as promotion criteria; extending paternity leave when fathers use part of the maternity leave) and for **managers** and the youngest employees (Allen et al., 2014; Beham et al., 2014; Gartzia et al., 2018; Li et al., 2018; Lingaard et al., 2012; Meil et al., 2019; Ruppner et al., 2013).
- ✔ **Offer training on diversity management** (e.g. prevent the stigmatization of using parental leave), supportive behaviors (e.g. managers' attitude toward telework) and the positive impact of interventions (e.g. raising awareness of human resources regarding telework; Avendano and Panico, 2018; Bayazit and Bayazit, 2017; Ferri et al., 2018; Gartzia et al., 2018; Li et al., 2018; Troup and Rose, 2012).
- ✔ Implement **protection measures** (e.g. job and benefits protection when on leave) and **career progression measures** (e.g. performance, promotion and reward management not based on the worker's visibility [e.g. going on leave or teleworking]; Allen et al., 2014; Beham et al., 2014; Crowley and Kolenikov, 2014; Gartzia et al., 2018; Lalive et al., 2014; Li et al., 2018; Maruyama and Tietze, 2012; Meil et al., 2019).

Promote flexibility when using interventions

- ✔ **Involve employees** in planning their schedule and workload in order to empower them in achieving results and let them **express their concerns** (Albertsen et al., 2014; Allen et al., 2013; Beham et al., 2014; Gartzia et al., 2018; Hyatt and Coslor, 2018; Li et al., 2018; Meil et al., 2019;).
- ✔ Ensure that **employees have responsibility and control over how they perform their work** and that they can evaluate for themselves the efficacy and impacts of the interventions implemented (Kotey and Sharma, 2019).
- ✔ Offer **several types of intervention** (e.g. variable schedule, telework) to facilitate maximum access and offer choices rather than making some interventions mandatory (e.g. paternity leave only available after the birth; Albertsen et al., 2014; Crowley and Kolenikov, 2016; Hyatt and Coslor, 2018; Lalive et al., 2014; Lapierre et al., 2016; Meil et al., 2019; Wang et al., 2018).
- ✔ Formally and informally **adapt intervention strategies** to the **needs** of employees and **organizations** (e.g. negotiating and adapting their use based on individual need, reducing the number of telework days during peak periods; Allen et al., 2013; Beham et al., 2014; Gartzia et al., 2018; Higgins et al., 2014; Li et al., 2018; Meil et al., 2019; Zheng et al., 2015).



International studies | Cultural analysis of parenting at work

CLOSE-UP ON SIX INTERNATIONAL STUDIES

Several cultural factors (e.g. gender, country culture) influence the success of interventions introduced at work to support the parenting role of workers. In order to provide a more in-depth analysis of cultural differences as well as cultural similarities, **six international studies** from the sample of the 70 articles selected were analyzed in depth.

These six studies were selected on the basis of three criteria:

- a research design that makes it possible to compare countries or groups of countries;
- a high-quality research design (cross-sectional study, meta-analysis and literature review);
- adequate sample size.

METHODOLOGICAL CHARACTERISTICS OF THE SIX INTERNATIONAL STUDIES

Sample	Type of study	Author
58 international scientific articles	Literature review	Ollier-Malaterre and Foucreault (2017)
20,937 participants from 32 countries	Comparative correlational study	Ruppanner and Maume (2016)
213 managers and archived data from 97 affiliates from 27 countries	Longitudinal correlational study	Cogin, Sanders & Williamson (2018)
16,843 workers from 28 countries of the European Union	Comparative correlational study	Lomazzi, Israel & Crespi (2018)
7,895 workers from 10 countries (Europe & North America)	Comparative correlational study	Ruppanner (2013)
3,918 managers from 15 countries	Comparative correlational study	Masuda et al. (2012)

How can cultural factors influence parenting?

The analysis of the studies highlighted **seven cultural differences** that influence the parental experience at work and should be taken into account when implementing interventions and evaluating impacts (indicators).

1. **Individualistic** and **collectivistic** culture
2. **Feminine** and **masculine** cultures
3. The importance attached to **power distance**
4. The level of **uncertainty tolerance**
5. The level of **equality between the sexes**
6. The level of prosperity of the **socioeconomic context**
7. **Differences in the impacts** of parenting support interventions



INDIVIDUALISTIC AND COLLECTIVISTIC CULTURE

INDIVIDUALISTIC CULTURE <i>Individual before the group</i>	COLLECTIVISTIC CULTURE <i>Group before the individual</i>
Tendency to value the individual through autonomy and personal interests (well-being or success) rather than the group. The individual needs to prioritize taking care of themselves and ensuring their well-being and that of their loved ones.	Tendency to value one's relationship to the group, namely, sense of belonging, loyalty and group interests. The individual is integrated into a group including not only their close relatives, but also other individuals such as the extended family, friends and colleagues.
Examples of countries Australia, Belgium, Canada, Denmark, France, Germany, Ireland, Italy, Sweden, United Kingdom, United States.	Examples of countries Argentina, Brazil, Burkina Faso, China, Egypt, Indonesia, Japan, Mexico, Russia, Taiwan

Impacts on the work-life balance		
	Individual experiences	
↑	Work-life conflict	↓
↓	Life-work conflict	↑
↑	Work-life interferences	↓
↑	Impact of one's freedom to decide on reducing psychological strain linked to the work-life conflict	↓
↑	Consequences of work-life conflict on mental health (e.g. depression)	↓
↑	Impact of decision-making flexibility on reducing psychological stress related to work-life conflict	↓
	Organizational contexts	
↑	Availability of programs aimed at facilitating work-life balance (e.g. work time and workplace flexibility)	↓
↑	Availability of jobs that offer more autonomy and flexibility	↓
↑	Impact of formal organizational support (e.g. parenting support program) on satisfaction at work	↓
Individualistic culture		Collectivistic culture

Key: (↑, ↓) direction of the impact between individualistic and collectivistic cultures
 Ollier-Malaterre & Foucreault (2017) and Ruppanner & Maume (2016)

MASCULINE AND FEMININE CULTURES

<p>MASCULINE CULTURE <i>Competition-oriented</i></p>	<p>FEMININE CULTURE <i>Consensus-oriented</i></p>
<p>Preference for results, heroism, recognition and material success. Role expectations are more stereotyped for men (e.g. being strong) and women (e.g. being careful).</p> <p>Examples of countries Austria, China, Japan, Mexico</p>	<p>Preference for collaboration, modesty, job security and quality of life. Role expectations are more flexible and interchangeable between genders.</p> <p>Examples of countries The Netherlands, Norway, Sweden</p>

Impacts on work-life balance		
<p>Masculine culture</p>	<p>↑</p> <p>Work-life conflict</p> <p>↓</p>	<p>Feminine culture</p>
<p>↑</p>	<p>Investment, overcommitment and workaholism (especially among men)</p> <p>↓</p>	<p>↓</p>
<p>↑</p>	<p>Discomfort about women who want to advance professionally</p> <p>↓</p>	<p>↓</p>
<p>↓</p>	<p>Use of telework</p> <p>↑</p>	<p>↑</p>

Key: (↑, ↓) direction of the impact between masculine and feminine cultures
 Ollier-Malaterre & Foucreault (2017)



IMPORTANCE OF POWER DISTANCE

HIGH POWER DISTANCE	LOW POWER DISTANCE
Tendency to accept an unequal distribution of power within society's organizations and institutions. Examples of countries China, Japan, Taiwan; To a lesser extent, some European countries such as Belgium, Germany and France.	Tendency to accept a more equal distribution of power within society's organizations and institutions. Examples of countries Anglo-Saxon countries such as Australia, Canada, the United Kingdom and the United States. Scandinavian countries such as Denmark, Norway and Sweden.

Impacts on work-life balance	
High power instance	Low power distance
=	=
↓	↑
↑	↓

Key: (↑, ↓) direction of the impact between power differences
 (=) no differences between cultures
 Ollier-Malaterre & Foucreault (2017)

LEVEL OF UNCERTAINTY TOLERANCE

LOW UNCERTAINTY TOLERANCE	HIGH UNCERTAINTY TOLERANCE
Tendency to prioritize rules, procedures and standards, as well as seeking control over uncertain events. Examples of countries Scandinavian countries such as Denmark, Norway and Sweden.	Tendency to accept uncertainty, risk- and initiative-taking, as well as flexibility when applying rules and procedures. Examples of countries Italy, Greece, Portugal, Spain, Turkey

Impacts on work-life balance	
Low tolerance for uncertainty	High tolerance for uncertainty
↓	↑
↑	↓
↑	↓

Key: (↑, ↓) direction of the impact between levels of tolerance for uncertainty
 Ollier-Malaterre & Foucreault (2017)

LEVEL OF GENDER EQUALITY

HIGH LEVEL OF GENDER EQUALITY	LOW LEVEL OF GENDER EQUALITY
Tendency to reduce gender differences and to condemn discrimination; all genders have the same status and benefit from the same conditions in order to achieve self-fulfilment and prosper (e.g. education, access to health care, gender equality in the political sphere, participation in the workforce and salaries).	Tendency to increase differences between the sexes and to tolerate discrimination; all genders do not have the same status and do not benefit from the same conditions in order to achieve self-fulfilment and prosper (e.g. education, access to health care, gender equality in the political sphere, participation in the workforce and salaries).
Examples of countries The Netherlands, Norway, Sweden	Examples of countries Egypt, Japan, Yemen

High equality level	Impacts on work-life balance		Low equality level
	=	Work-life conflict experience	
↓	Gender differences in work-life enrichment	↑	
↓	Gender differences in the number of childcare hours	↑	
↓	Stereotypes about women's ability to balance work and personal life	↑	

Key: (↑, ↓) direction of the impact between levels of gender equality
 (=) no differences between cultures

Ollier-Malaterre & Foucreault (2017)

LEVEL OF PROSPERITY OF THE SOCIOECONOMIC CONTEXT

<p>UNFAVORABLE SOCIOECONOMIC CONTEXT <i>Priority: survive</i></p> <p>Tendency to seek out and maintain financial security and the social order.</p> <p>Examples of countries Russia, Tunisia, Ukraine</p>	<p>FAVORABLE SOCIOECONOMIC CONTEXT <i>Priority: thrive</i></p> <p>Tendency to seek out well-being, quality of life and freedom of expression.</p> <p>Examples of countries Canada, Norway, Sweden</p>
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	Impacts on work-life balance	
<p>Unfavorable context</p>	<p>↑ Investment in work extrinsic motivation (e.g. out of financial need)</p> <p>↓ Investment in work intrinsic motivation (e.g. out of passion)</p>	<p>Favorable context</p>

Key: (↑, ↓) direction of the impact between favorable and unfavorable socioeconomic contexts
 Ollier-Malaterre & Foucreault (2017)



DIFFERENCES IN IMPACTS OF ORGANIZATIONAL PARENTING SUPPORT INTERVENTIONS

Intervention	→	Impact on work-life balance	Cultural factor
*Reduction in the average number of hours worked per week (e.g. average number of hours worked per week per country)	↑	Work-life interference (i.e. risk of conflict)	Notably in individualistic cultures
**Generous family leave public policies (e.g. length of paternity leave, incentives for participation by fathers, paid leave after the birth of the child and paid sick leave)	↓	Work-life conflict Life-work conflict	For mothers and fathers, especially with young children
**Longer school day	↓	Work-life conflict	For mothers
	↑	Work-life conflict	For women without children
***Telework	↑	Work-life conflict	In Latin American cultures
***Compressed work week	↑	Work-life interference (i.e. risk of conflict)	In North America only
***Variable schedules	↑	Satisfaction at work	In Anglo-Saxon cultures
	↓	Turnover intention and work-life conflict	
***Part-time work	↓	Turnover intention and work-life conflict	In Asian cultures

Key: ↑ **increases** interference, conflict or satisfaction at work

↓ **decreases** interference, conflict or turnover intention

* Ruppanner and Maume (2016); ** Ruppanner (2013); ***Masuda et al. (2012)

Results | Toolbox of indicators for measuring the impacts of parenting support interventions at work

Toolbox design method and steps

STEP 1 | Link intervention impacts to indicators

- **An analysis of 70 studies** identified 12 parenting support interventions at work (see section entitled *Map of parenting support interventions*) and associated them with **four broad types of impacts**: organizational, individual, familial and societal.¹
- In order to establish an initial toolbox, the **committee of experts** (for more details on the committee of experts, see appendix A) then **linked each of the impacts identified** in the scientific articles analyzed (e.g. productivity, family-supportive culture, health and well-being) to **one or more indicators** (e.g. regular and overtime hours, level of intervention stigma, level of psychological distress).

STEP 2 | Select indicators

- 108 indicators (57 organizational, 30 individual, 6 familial, 15 societal) were identified and associated with impacts by the committee of experts. In order to produce a scorecard that can be functional for organizations, **39 indicators** were selected by the committee of experts, based on four criteria:
 1. relevance;
 2. availability of information sources to measure the indicator;
 3. ability to measure the indicator;
 4. ability to calculate the indicator.

¹ Similar impacts (e.g. psychological *well-being* and psychological *health*) have been combined. While these concepts have relevant distinctions for scientific measurement, these nuances are less important for a scorecard.

STEP 3 | Prioritize indicators

- The committee of experts sorted the **39 indicators** into **three priority levels (P1, P2, P3)**. This hierarchy guides organizations in identifying the basic indicators. In this way, an organization with a **high level of maturity**
 - in parenting support interventions (e.g. with a well-established program in place)
 - and able to track the indicators (already has a scorecard or organizational survey, has access to internal expertise to calculate more complex indicators)
 will be able to add a larger number and track a wider variety of indicators.

DISTRIBUTION OF INDICATORS ACCORDING TO THEIR TYPE AND PRIORITY LEVEL

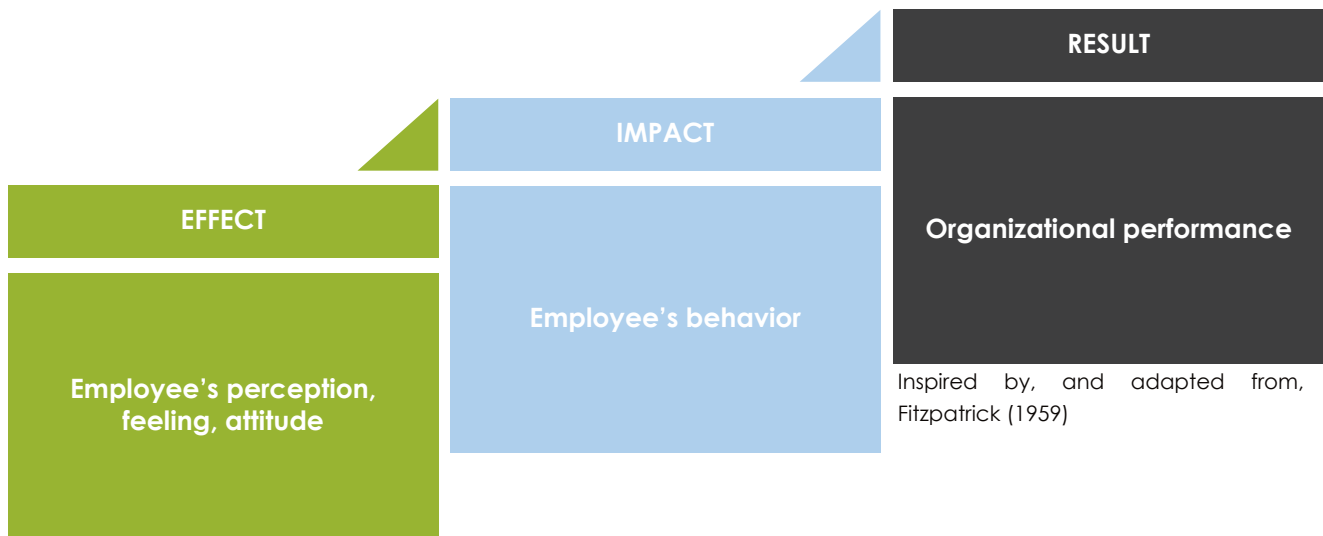
	Organizational indicators	Individual indicators	Familial indicators	Societal indicators
Priority 1	14	3	2	2
Priority 2	2	5	---	---
Priority 3	6	5	---	---
Total	22	13	2	2



STEP 4 | Position indicators

- The committee of experts linked each indicator to a **stage in the chain reaction (effect, impact, result)**—in other words, a hierarchy along which the indicators are distributed. The indicators positioned toward the start of this chain, measuring the employee's perception, feelings or attitudes (effect), are those whose changes can be observed more quickly. On the other hand, the indicators related to the employee's behavior, then organizational performance (impact and result), take more time to show any change.

REACTION STAGES OF THE INDICATORS



STEP 5 | Identify information source and conditions of use

- By analyzing scientific articles, **information sources** for each indicator (e.g. surveys with measurement dimensions to take into consideration, administrative data) were identified. For some information sources, examples of available measurement tools (e.g. measurement scales, questionnaires) are suggested. The references for these measurement tools and their access status (open or restricted) are listed in Appendix C.
- The **conditions of use** (e.g. using certain pre-and post-intervention measurements or ensuring that anonymity is preserved for certain information sources) were recorded for each indicator. When necessary, the committee of experts supplemented the information sources and certain conditions of use to make them both rigorous and accessible.

TOOLBOX OF INDICATORS FOR MEASURING THE IMPACTS OF PARENTING SUPPORT INTERVENTIONS AT WORK

- Scorecard containing 39 indicators
- 39 fact sheets, one per indicator, including:
 - the observed impact of parenting support interventions;
 - the indicator and its definition in layman's terms;
 - the information sources;
 - the conditions of use.

Organizational indicator scorecard

CHAIN REACTION STAGES			
Priority level	<input checked="" type="checkbox"/> Effect	<input checked="" type="checkbox"/> Impact	<input checked="" type="checkbox"/> Result
Priority 1	<ul style="list-style-type: none"> <input type="checkbox"/> Level of stigma attached to the utilization of strategies <input type="checkbox"/> Perceived level of family-supportive supervisor behavior 	<ul style="list-style-type: none"> <input type="checkbox"/> Absenteeism rate <input type="checkbox"/> Duration of parental leave utilization <input type="checkbox"/> Employee productivity rate <input type="checkbox"/> Employee satisfaction rate <input type="checkbox"/> Intervention utilization rate <input type="checkbox"/> Number of regular and overtime hours <input type="checkbox"/> Number of work hours required <input type="checkbox"/> Parental leave utilization rate <input type="checkbox"/> Participants' intervention satisfaction rate <input type="checkbox"/> Voluntary turnover rate 	<ul style="list-style-type: none"> <input type="checkbox"/> Customer satisfaction rate <input type="checkbox"/> Return on labor (ROL) by currency (e.g. euro, dollar)
Priority 2	<ul style="list-style-type: none"> <input type="checkbox"/> Level of family-supportive coworker behavior 	<ul style="list-style-type: none"> <input type="checkbox"/> Presenteeism rate 	
Priority 3		<ul style="list-style-type: none"> <input type="checkbox"/> Employee engagement rate <input type="checkbox"/> Frequency of health care and service utilization <input type="checkbox"/> Health care and service utilization rate <input type="checkbox"/> Rate of productivity compared to industry <input type="checkbox"/> Rate of turnover intention <input type="checkbox"/> Reasons for health care and service utilization 	

Fact sheet – Level of stigma attached to the utilization of strategies

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Family-supportive culture

INDICATOR

Level of intervention stigma

Stigma regarding intervention use

STAGE | CHAIN REACTION

Effect

INFORMATION SOURCE

- **Survey** for managers and employees to assess how members of the organization perceive those who use parenting support interventions. Dimensions to be explored include:
 - discrimination against those using interventions (e.g. fewer promotions, less recognition, reduced career development opportunities);
 - how those who use interventions are judged (e.g. as being less engaged in their career and work, as being less productive);
 - promotion and appreciation of intervention utilization within the organization.

CONDITIONS OF USE

- Use **one-time measurements** (surveys or interviews) **before** and **after** the intervention (pre- and post-intervention) in order to better assess its impact.
- **Qualify** the results of this indicator by considering the other factors that may influence it, including:
 - national culture (e.g. cultures where a male-centered approach is dominant may not be as open to the proposed interventions)
 - legislation, labor standards and public policy (e.g. the type of legislation and public policy in place can influence the legitimacy and perception of intervention utilization);
 - the organizational culture (e.g. an organization that encourages and values intervention utilization versus an organization that stigmatizes their utilization);
 - the formalization of interventions (e.g.: by establishing a clear and visible utilization policy);
 - gender (e.g. men can be less likely to ask for and utilize interventions than women);
 - age.

Fact sheet – Perceived level of family-supportive supervisor behavior

Indicator categories				Priority		
Organizational	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Family-supportive culture

INDICATOR

Perceived level of family-supportive supervisor behavior

Management practices and establishment of favorable conditions by the manager

STAGE | CHAIN REACTION

Effect

INFORMATION SOURCE

- **Employee survey** to measure their perceptions of family-supportive supervisor behavior. Dimensions to be explored include:
 - instrumental support (e.g. tangible, technical or logistical support);
 - emotional support (e.g. listening, empathy, trust);
 - informational support (e.g. information, advice and facts offered);
 - appreciation (e.g. recognition and appreciation).

Examples of measurement tools:

- *Family Supportive Supervisor Behaviour Short-Form*
- *Managerial Support Items*

CONDITIONS OF USE

- Use **one-time measurements** (surveys or interviews); **before** (pre-) and **after** (post-) the intervention in order to more accurately assess its impact on perceived supervisor support.
- **Qualify** the results of this indicator by considering the other factors that may influence it, including:
 - the national culture (the level of power distance could affect the acceptability of supervisor support);
 - the quality of the relationship between the employee and their manager.

Fact sheet – Absenteeism rate

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Being fully present at work

INDICATOR

Absenteeism rate

Percentage of physical absences from work linked to a loss in productivity

STAGE | CHAIN REACTION

Impact

INFORMATION SOURCE

- **Administrative data** (e.g.
 - frequency of absences;
 - average duration of absences;
 - time lost in paid and unpaid absence days;
 - time lost in terms of work hours).

CONDITIONS OF USE

- **Distinguish** between **types of absence** according to various criteria, including:
 - whether an absence is paid or unpaid;
 - the reasons for the absence (e.g. health reasons, a birth, training).
- **Prioritize the measurement of** time lost (e.g. in terms of hours or days) over that of frequency of absences. This may help to better understand the connections between these absences and the workforce's working conditions.
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - legislation and labor standards (e.g. leave plans in place);
 - the organization's business sector (e.g. the public sector tends to see more absences);
 - the socio-demographic profiles of the workforce (e.g. women are more often absent for family reasons than men);
 - the reasons for absences (e.g. family reasons, physical or mental health reasons, vacation).

Fact sheet – Duration of parental leave utilization

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Leave

INFORMATION SOURCE

- **Administrative data** (e.g. time before returning to work, length of absences for family reasons).

INDICATOR

Duration of parental leave utilization

Time spent on parental leave (including maternal, paternal, extended parental)

STAGE | CHAIN REACTION

Impact

CONDITIONS OF USE

- Analyze administrative data with respect to:
 - **legislation**, labor standards and public policy;
 - the country's level of **social security**;
 - **gender** (the duration of authorized parental leave varies according to parental role).
- In analyzing the data, consider **flexibility of utilization** because the duration and timing of the leave are sometimes imposed or restrictive for the parent (e.g. taking paternity leave right when the child is born rather than later on).
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - national culture (e.g. cultures with significant gender equality inequalities may limit the use of parental leave);
 - organizational culture (e.g. an organization that limits career advancement opportunities for men who take parental leave);
 - age (e.g. the amount of parental leave taken may be higher in organizations with a younger workforce);
 - household income (e.g. low income may encourage a parent to reduce the duration of leave taken);
 - level of job responsibilities (e.g. managers are likely to reduce the duration of parental leave taken in order to limit the impact of their absence).

Fact sheet – Employee productivity rate

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Productivity

INDICATOR

Employee productivity rate

Output of labor per number of hours worked and organizational expectations

STAGE | CHAIN REACTION

Impact

INFORMATION SOURCE

- **Administrative data** (e.g. net values/number of employees).
- **Survey or interview of managers** to evaluate labor productivity level (or the productivity level of their subordinates).
- **Anonymous employee survey** of evaluating their productivity level through, for example:
 - comparing their performance to those of other employees holding similar positions;
 - their performance capacity;
 - the performance expectations of the organization;
 - contextualizing productivity within a given period (e.g. productivity over the last seven days or in the last month).

Example of measurement tools:

- *The World Health Organization Health and Work Performance Questionnaire*

CONDITIONS OF USE

- Use an **annual** (or quarterly) **measurement** of administrative data. This will make it possible to analyze changes in labor productivity and make comparisons in the medium and long term.
- Use **one-time measurements** (survey or interview) **before** and **after** the intervention (pre- and post-intervention) in order to more accurately assess its impact on number of hours worked.
- Ensure **employee anonymity** in order to reduce respondents' concerns and social desirability bias (i.e., providing biased individual responses to present a better self-image).
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - industry and business sector of the organization;
 - number of employees (e.g. reducing staff can increase work, which increases productivity in the short term and limits it in the long term);
 - workforce qualifications;
 - gender;
 - pay;
 - national culture (e.g. expectations about results and dedication at work tend to be higher in individualistic cultures).

Fact sheet – Employee satisfaction rate

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Employee engagement

INDICATOR

Employee satisfaction rate

Employee ratings of their experience within the employer

STAGE | CHAIN REACTION

Impact

INFORMATION SOURCE

- **Employee survey** to assess managers' and employees' satisfaction with various elements such as:

- work to be done;
- position held;
- work conditions (e.g. schedule);
- professional and social benefits;
- how work is organized;
- interpersonal relationships at work;
- the work environment.

Examples of measurement tools:

- *Job Satisfaction Survey*
- *Minnesota Satisfaction Questionnaire*

- **Other measurements** already used by the organization or archived data.

CONDITIONS OF USE

- Use an **annual** (or quarterly) **measurement** in order to analyze changes in the employee satisfaction rate and carry out medium- and long-term comparisons.
- Use **one-time assessments before and after** the intervention (pre- and post-intervention) in order to better assess its impact on staff satisfaction.
- Ensure **anonymity** for employees in order to reduce fear on the part of the respondents and social desirability bias (i.e. providing biased individual responses to present a better image of oneself).
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - gender (e.g. differences in workplace expectations between men and women);
 - age (e.g. satisfaction tends to increase with age);
 - national culture (e.g. differences in workplace expectations in individualistic and collectivistic cultures);
 - work schedule (e.g. satisfaction tends to vary depending on whether the employee is on a day or night schedule).

Fact sheet – Intervention utilization rate

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Availability of parenting support interventions

INDICATOR

Intervention utilization rate

Percentage of utilization of available interventions

INFORMATION SOURCE

- **Administrative data** on intervention utilization, such as interventions related to:
 - workplace flexibility (e.g. use of telework);
 - work time flexibility (e.g. use of a flexible schedule);
 - leave (e.g. use of extended parental leave by the father);
 - individual programs (e.g. participation in training provided).

STAGE | CHAIN REACTION

Impact

CONDITIONS OF USE

- Consider that the **offering of parenting support interventions**, or their **availability**, can in itself have an effect (i.e. knowing that a measure is available can increase the satisfaction and commitment of the workforce, as well as employees' and managers' perception of control over their work-life balance).
- Consider the **penetration rate** of an intervention (the percentage of people who have utilized the intervention out of the potential pool of users) as well as the **level of equality of access to** interventions (e.g. managers vs. employees, professionals vs. non-professionals, men vs. women).
- Consider the **frequency of intervention utilization** when interpreting **utilization rate** (a low utilization rate may indicate the presence of utilization barriers [e.g. stigma and concerns that one's career could be affected], while a high utilization rate may indicate the presence of risks related to excessive flexibility [e.g. work encroaching on family life]).
- Consider that **social representations of gender roles** may contribute to utilization disparities between men and women. (e.g. the father as the breadwinner and the mother as the caregiver)

Fact sheet – Number of regular and overtime hours

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3
OBSERVED EFFECT				INFORMATION SOURCE		
Productivity				<ul style="list-style-type: none"> • Administrative data (e.g. accounting data on paid hours) • Employee survey or interview (employees or managers) to estimate the number of hours worked: <ul style="list-style-type: none"> - over a given period (e.g. last 7, 14 or 28 days); - at different times of day (e.g. typical distribution of work time between morning, afternoon, evening and night); - work hours expected by the employer; - paid and unpaid work hours. <p>Example of measurement tool:</p> <ul style="list-style-type: none"> - <i>The World Health Organization Health and Work Performance Questionnaire</i> 		
INDICATOR						
Number of regular and overtime hours Number of hours worked over a given period						
STAGE CHAIN REACTION						
Impact						

CONDITIONS OF USE

- **Combine administrative data** (e.g. accounting data on paid hours) and **self-reported data** (e.g. survey or interview) to get an accurate picture of the differences between **expected** and **actual** work hours.
- Use **one-time measurements** (survey or interview) **before** and **after** the intervention (pre- and post-intervention) in order to more accurately assess its impact on number of hours worked.
- **Understand** the reasons leading to overtime work hours (e.g. peak periods at work; related to behavior compensating for absenteeism).
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - national culture (e.g. individualistic cultures tend to have higher expectations in terms of attendance and dedication at work);
 - legislation and labor standards (e.g. maximum daily and weekly hours of work allowed);
 - business sector (e.g. possible variations in the normal and maximum number of daily and weekly hours of work);
 - type of job and pay (e.g. generous overtime pay can mean more overtime worked);
 - type of work schedule (e.g. regular, rotating, or irregular).

Fact sheet – Number of work hours required

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Productivity

INDICATOR

Number of work hours required

Number of hours devoted (or needing to be devoted) to the completion of a task or job

STAGE | CHAIN REACTION

Impact

INFORMATION SOURCE

- **Administrative data** (e.g. analysis of shift lengths, breaks and work pace, compilation of paid hours for a task).
- **Survey** or **interview** of **managers** to estimate the work time required to complete a task or job.
- **Survey** or **interview** of **employees** to estimate the work time required to complete a task according to:
 - expectations about hours worked;
 - time frames and constraints;
 - individual abilities to complete the work;
 - number of hours worked to complete a task.

Examples of measurement tools:

- *The World Health Organization Health and Work Performance Questionnaire*
- *Work Schedule Survey*

CONDITIONS OF USE

- **Combine administrative data** (e.g. compilation of paid hours) and **self-reported data** (e.g. survey or interview data) to get an accurate picture of the work time required to carry out a task or complete a project.
- Use **one-time measurements** (survey or interview) **before** and **after** the intervention (pre- and post-intervention) in order to more accurately assess its impact on number of hours worked.
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - **organizational** factors (e.g. business sector, job type, job demands);
 - individual factors (e.g. ability, skill, and experience levels of the workforce).

Fact sheet – Parental leave utilization rate

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Leave

INFORMATION SOURCE

- **Administrative data**

INDICATOR

Parental leave utilization rate

Rate of parental leave plan utilization (including maternity, paternity, extended parental)

STAGE | CHAIN REACTION

Impact

CONDITIONS OF USE

- **Analyze** administrative data with respect to:
 - **legislation**, labor standards and public policy;
 - the country's level of **social security**;
 - **gender** (men are less likely to take parental leave than women).
- **Distinguish between the various types of leave** (e.g. maternity, paternity and extended parental leave).
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - national culture (e.g. cultures with significant gender equality inequalities may limit the use of parental leave);
 - age (e.g. the amount of parental leave utilized may be higher in organizations with a younger workforce).

Fact sheet – Participants’ intervention satisfaction rate

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3
OBSERVED EFFECT				INFORMATION SOURCE		
Availability of parenting support interventions				<ul style="list-style-type: none"> • Survey of participants to assess their intervention satisfaction based on: <ul style="list-style-type: none"> - intervention quality; - their assessment of the intervention content and structure; - their assessment of the implementation and organization of the intervention; - positive benefits and lessons learned; - sources of satisfaction and dissatisfaction; - areas for improvement. • Analysis of the comments and feedback from participants regarding the intervention. • Other measurements already used by the organization or archived data. 		
INDICATOR						
Participants’ intervention satisfaction rate						
Intervention rating						
STAGE CHAIN REACTION						
Impact						

CONDITIONS OF USE

- Ensure **anonymity** for employees in order to reduce fear on the part of the respondents and social desirability bias (i.e. providing biased individual responses to present a better image of oneself).
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - organizational culture (e.g. promoting interventions may help increase user satisfaction);
 - implementation context (e.g. employer-imposed versus employee-chosen intervention)
 - employee need-intervention fit;
 - prior experience with intervention utilization may influence satisfaction with future interventions of the same kind;
 - gender (e.g. differences with respect to parenting needs);
 - age (e.g. younger workers may be more drawn to certain activities);
 - type and extent of family responsibilities (e.g. the number of children at home can reduce satisfaction with telework);
 - national culture (e.g. in some individualistic cultures, a perceived invasion of privacy may result in dissatisfaction with an intervention).

Fact sheet – Voluntary turnover rate

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3
OBSERVED EFFECT				INFORMATION SOURCE		
Employee retention				<ul style="list-style-type: none"> • Administrative data (e.g. (number of voluntary departures during the year/average number of employees for the year¹) X 100) • Survey or anonymous employee exit interview (of managers and employees) who voluntarily leave the organization in order to understand: <ul style="list-style-type: none"> - the reasons for departure; - sources of satisfaction and dissatisfaction; - suggestions for improvement (or for compensation that could have prevented departure). 		
INDICATOR				<p>¹ *Average number of employees for the year = (number of employees at the start of the year + number of employees at the end of the year)/2</p>		
Voluntary turnover rate Percentage of voluntary departures by workers						
STAGE CHAIN REACTION						
Impact						

CONDITIONS OF USE

- **Periodically measure** (annual, bi-annual or quarterly if possible) administrative data on voluntary departures. This will allow you to analyze changes in the number of voluntary departures.
- Use **one-time assessments** (survey or interview) **before** and **after** the intervention (pre- and post-intervention) in order to better understand its impact.
- Identify the **sectors of the organization** where managers and employees who left voluntarily worked in order to **target** these sectors or intervene to prevent more departures.
- **Compare** the organization's voluntary turnover rate to others in the same **industry** (if possible).
- **Document the reasons for departures** and establish whether **work-family conflict** is among them, while preserving the anonymity of the exit interviews.
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - socioeconomic situation (e.g. regional employment rate, number of vacant positions);
 - workforce age (e.g. the younger workers are, the greater the chances of turnover);
 - the organization's business sector (e.g. seasonal work tends to lead to higher voluntary turnover rates).

Fact sheet – Customer satisfaction rate

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Quality of products and services

INDICATOR

Customer satisfaction rate

Rate of customers' appreciation for the purchase and use experience

STAGE | CHAIN REACTION

Result

INFORMATION SOURCE

- Customer **surveys** to assess satisfaction with products and services. Customer satisfaction refers to several factors, including:
 - the quality of the purchase and use experience (e.g. staff awareness of customer needs);
 - the value of the products and services;
 - customers' expectations of the purchase and use experience.
- **Example of measurement tool:**
 - *American Customer Satisfaction Index*
- Collection and analysis of **comments** and **feedback** (e.g. comment cards) from **customers**.
- Other measurements already used by the organization or archived data.

CONDITIONS OF USE

- Take a **periodic measurement** (annual, bi-annual or quarterly if possible) of data gathered by surveys. This will allow for analysis of changes in customer satisfaction rates and make comparisons in the medium and long term.
- If possible, **measure continuously** (e.g. using comment cards) to take the pulse of customer satisfaction in the short term.
- Combine **quantitative** measurements (e.g. survey) with **qualitative** ones (e.g. comments) to get a more accurate picture of client satisfaction.
- **Qualify** the results of this indicator by considering the other factors that may influence it, including:
 - national culture (e.g. gender equality tends to increase customer satisfaction);
 - the number and type of employee-customer interactions (e.g. insufficient in-person employee-customer interaction can reduce customer satisfaction);
 - business sector and industry (e.g. average customer satisfaction ratings vary by sector and industry).

Fact sheet – Return on labor (ROL) by currency

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Return on human capital

INDICATOR

Return on labor (ROL) by currency (e.g. dollar, euro)

Financial return for each unit of currency invested in labor

INFORMATION SOURCE

- **Administrative data** (e.g. payroll system and organization's financial information).

Suggested formula:
 (Total annual revenue – [Annual operating costs – Total annual labor costs])

STAGE | CHAIN REACTION

Result

CONDITIONS OF USE

- Use an **annual** (or quarterly if possible) measurement of administrative data. This will make it possible to analyze changes in ROL and make comparisons in the medium and long term.
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - legislation and labor standards (e.g. maximum weekly hours of work allowed);
 - industry and business sector of the organization;
 - operating costs (e.g. an increase in costs can lead to a reduced ROL);
 - investments in human capital (e.g. these costs can lead to a reduced ROL in the short term but an increase in the medium and long terms);
 - employee satisfaction rate (e.g. employees' appreciation of an intervention can increase ROL by increasing engagement in the workplace);
 - turnover rate;
 - workforce qualifications (e.g. abilities, skills and education);
 - salaries (e.g. higher salaries can reduce ROL);
 - employee gender (e.g. mothers are likely to take leave for family reasons, which can reduce ROL);
 - employee age (e.g. age can be a factor in employees being more or less likely to be experienced, satisfied at work, or forced to take time off).

Fact sheet – Level of family-supportive coworker behavior

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Family-supportive culture

INDICATOR

Perceived level of family-supportive coworker behavior

Establishment of favorable conditions by coworkers

STAGE | CHAIN REACTION

Effect

INFORMATION SOURCE

- **Employee survey** to assess perceptions of family-supportive coworker behavior. Dimensions to be explored include:
 - instrumental support (e.g. tangible, technical or logistical support);
 - emotional support (e.g. listening, empathy, trust);
 - informational support (e.g. information, advice and facts offered);
 - appreciation (e.g. recognition and appreciation).

Example of measurement tool:

- *Family-supportive Coworker Behavior Items*

CONDITIONS OF USE

- Remember that it is **difficult to measure** perceived supportive coworker behavior due to the limited number of validated measurement scales.
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - national culture (e.g. cultures with high levels of gender equality may encourage mutual support among colleagues).

Fact sheet – Presenteeism rate

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Being fully present at work

INDICATOR

Presenteeism rate

Quality of presence at work and of physical and psychological condition

STAGE | CHAIN REACTION

Impact

INFORMATION SOURCE

- **Survey** of **managers** and **employees** to assess the **amount of work time wasted or considered non-productive** (in hours, days and weeks) due to minor psychological and physical conditions, such as:

- physical or psychological discomfort;
- distractions or worries;
- health problems or illness.

Examples of measurement tools:

- *Presenteeism Scale Items (Workplace Outcomes Suite)*
- *World Health Organization Health and Work Performance Questionnaire - Presenteeism Scale Items*

CONDITIONS OF USE

- Remember that it is **difficult to measure** presenteeism due to a lack of consensus on its definition and its measurement.
- **Analyze** survey responses with respect to:
 - **legislation**, labor standards and public policy;
 - the country's level of **social security** (e.g. access to paid sick leave can reduce presenteeism).
- Ensure **anonymity** for employees in order to reduce fear on the part of the respondents and social desirability bias (i.e. providing biased individual responses to present a better image of oneself).
- **Measure** the number of days of presenteeism for each member of the organization in order to better **assess the costs** associated with wasted time.
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - national culture (e.g. priority given to work over other areas of life; gender equality level);
 - organizational culture (e.g. incentives to be present at work may increase presenteeism);
 - level of family responsibilities (e.g. workers with a high level of family responsibilities are more likely to engage in presenteeism).

Fact sheet – Employee engagement rate

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Employee engagement

INDICATOR

Employee engagement rate

Relationships that employees and managers have with various targets in their professional lives (e.g. work, colleagues and organization)

INFORMATION SOURCE

- **Survey of managers and employees** to assess employee commitment. Dimensions to be explored include:

- type of commitment (e.g. affective, normative);
- level of commitment;
- commitment targets (e.g. organization, coworkers, work, career).

Example of measurement tool:

- *Workplace Affective Commitment Multidimensional Questionnaire*

STAGE | CHAIN REACTION

Impact

CONDITIONS OF USE

- Use **annual** (or quarterly) **measurements** in order to analyze changes in employee commitment and carry out medium- and long-term comparisons.
- Use **one-time assessments before** and **after** the intervention (pre- and post-intervention) in order to better assess its impact on employee commitment.
- Remember that it is relatively **difficult to measure employee commitment** due to varying definitions of commitment and ways of measuring it.
- In measuring, take into account the **different forms of commitment**.

Fact sheet- Frequency of health care and service utilization

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Health care and services

INFORMATION SOURCE

- **Administrative data** (e.g. data from the country's health care plan, or data associated with the organization's plan).

INDICATOR

Frequency of health care and service utilization

Number of instances of health care and service utilization in a given period of time

STAGE | CHAIN REACTION

Impact

CONDITIONS OF USE

- Remember that it is **difficult to establish a relationship between health care and service utilization and to parenting issues** without knowing the reasons behind health care and service utilization.
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - type of health care plan in the country where the organization operates (e.g. the more health care costs are covered by the government, the less supplemental plans are used).

Fact sheet – Health care and service utilization rate

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Health care and services

INFORMATION SOURCE

- **Administrative data** (e.g. data from health care plan depending on country, or data associated with the organizational plan).

INDICATOR

Health care and service utilization rate
 Percentage of workforce that has used health care and services

STAGE | CHAIN REACTION

Impact

CONDITIONS OF USE

- Remember that it is **difficult to establish a relationship between health care and service utilization and to parenting issues** without knowing the reasons behind health care and service utilization.
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - type of health care plan in the country where the organization operates (e.g. the more health care costs are covered by the government, the less supplemental plans are used).

Fact sheet – Rate of productivity compared to the industry

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Productivity

INFORMATION SOURCE

- **Economic data** on the industry and business sector.
- **Survey or interview of managers** to assess the productivity of the workforce and compare it to the industry and competitors.

INDICATOR

Rate of productivity compared to the industry

Performance relative to the economic sector

STAGE | CHAIN REACTION

Impact

CONDITIONS OF USE

- Remember that it is **complicated to measure** workforce productivity relative to the industry because industry data has to be available.
- Consider the **maturity level of the organization** (i.e., the capacity of the organization to take action on work-life balance) before using this indicator (e.g. how formalized existing measures are, how valued and promoted they are, the existence of well-established programs and personalized manager-employee agreements, and the suitability of the existing measures to employee needs).
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - sector (e.g. variations in productivity levels between primary, secondary and tertiary economic sectors);
 - type of industry (e.g. variations in productivity levels between different industries, such as construction vs. technology);
 - number of employees.

Fact sheet – Rate of turnover intention

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Employee engagement

INDICATOR

Rate of turnover intention

Desire to remain within or leave the organization

STAGE | CHAIN REACTION

Impact

INFORMATION SOURCE

- **Survey of managers and employees** to assess intention to remain with or leave the organization. Dimensions to be explored include:
 - intention to leave current position for another within the organization;
 - intention to leave the organization for another company;
 - openness to seeking out job offers from outside the organization.
- **Examples of measurement tools:**
 - *Comprehensive Workplace Scale - Intent to leave items 2-items*
 - *Intention to stay 4-item scale*

CONDITIONS OF USE

- Use **annual** (or quarterly) **measurements** in order to analyze changes in turnover intention and carry out medium- and long-term comparisons.
- Use **one-time assessments before and after** the intervention (pre- and post-intervention) in order to better assess its impact on turnover intention.
- Remember that it is **difficult to measure turnover intention** due to the sensitivity of the information and fear of reprisals.
- **Document the reasons** for turnover intention.
- **Choose to focus on the voluntary turnover rate indicator** by relating it to causes of work-life balance conflicts.

Fact sheet – Reasons for health care and service utilization

Organizational	Indicator category			Priority		
	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Health care and services

INFORMATION SOURCE

- **Administrative data** (e.g. data from health care plan depending on country, or data associated with the organizational plan).

INDICATOR

Reasons for health care and service utilization

Reasons that prompt health care and service utilization

STAGE | CHAIN REACTION

Impact

CONDITIONS OF USE

- Remember that it is **difficult to know the reasons for** health care service consultation due to the fact that this information is confidential.
- Remember that it is **difficult to associate the reasons for health care and service consultations** with parenting and work-life balance issues.
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - type of health care plan in the country where the organization operates (e.g. the more health care costs are covered by the government, the less supplemental plans are used).

Individual indicator scorecard

CHAIN REACTION STAGES			
Priority level	<input checked="" type="checkbox"/> Effect	<input checked="" type="checkbox"/> Impact	<input checked="" type="checkbox"/> Result
Priority 1	<input type="checkbox"/> Perceived level of discrimination and professional harm <input type="checkbox"/> Rate of work-life conflict	<input type="checkbox"/> Psychological distress level	
Priority 2		<input type="checkbox"/> Level of individual skill involved in work-life balance <input type="checkbox"/> Level of motivation at work <input type="checkbox"/> Level of satisfaction with life <input type="checkbox"/> Level of work engagement <input type="checkbox"/> Rate of intention to take parental leave	
Priority 3	<input type="checkbox"/> Perceived level of advancement and career opportunities <input type="checkbox"/> Sense of parental self-efficacy <input type="checkbox"/> Sense of self-efficacy at work	<input type="checkbox"/> Job need satisfaction level <input type="checkbox"/> Quantity and quality of sleep	

Fact sheet – Perceived level of discrimination and professional harm

Indicator category				Priority		
Organizational	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Parenting supportive culture

INDICATOR

Perceived level of discrimination and professional harm

Experiences of discrimination, harm and negative consequences of parenting on professional activity

STAGE | CHAIN REACTION

Effect

INFORMATION SOURCE

- **Survey** of **managers** and **employees** who are **parents** to understand discrimination experiences, perceived prejudices and negative consequences of parenting on different aspects of their professional lives, such as:

- career;
- salary and pay;
- promotions and rewards;
- opportunities for advancement;
- performance evaluations;
- perceived visibility.

Examples of measurement tools:

- *Career Harm 3-item Scale*
- *Career Consequences 5-item Scale*
- *Management Visibility Items Scale*

CONDITIONS OF USE

- **Measure** several dimensions of the **job** (e.g. salary, promotions, advancement, performance evaluations).
- Use **one-time assessments before** and **after** the intervention (pre- and post-intervention) in order to better assess its impact on discrimination and career harm.
- **Analyze** survey responses with respect to:
 - gender (e.g. different stereotypes may exist for each gender);
 - hierarchical level (e.g. managers' family obligations can influence how their performance is evaluated);
 - extent of professional responsibilities;
 - extent of personal or family responsibilities.

Fact sheet – Rate of work-life conflict

Indicator category				Priority		
Organizational	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Work-life balance

INDICATOR

Rate of work-life conflict

Interference and situations of conflict between professional, personal and family activities

STAGE | CHAIN REACTION

Effect

INFORMATION SOURCE

- **Survey of managers and employees** to assess:
 - interference between work and personal or family life (e.g. conflicts related to demands, time devoted, responsibilities or expectations for each sphere);
 - the rate at which work-personal life conflicts occur;
 - the level of intensity of these conflicts.

Examples of measurement tools:

- *Work-Family Conflict and Family-Work Conflict Scales*
- *Multidimensional Measure of Work-Family Conflict*
- *Work, Family and Interrole Conflict Scale*
- *Work and Family Conflict Scale*
- *SWING Scale*
- **Interview** conducted by an independent third party with managers and employees to understand the causes of the conflicts.

CONDITIONS OF USE

- Use **one-time assessments before** and **after** the intervention (pre- and post-intervention) in order to better assess its impact on work-life conflict.
- Take into account **conflict direction** (from work to family or from family to work) and the **types of conflict** (e.g. strain-, role- or time-based conflicts).
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - national culture (e.g. there is generally more interference between work and family life in individualistic cultures);
 - extent of professional responsibilities;
 - extent of personal or family responsibilities;
 - the age of employees' children (e.g. being a parent to younger children increases chances of experiencing work-life conflicts);
 - the number of children (e.g. having more children increases family demands and the risks of experiencing work-family conflict);
 - gender;
 - public policy (e.g. parental leave can reduce conflicts);
 - marital status (e.g. some interventions, such as part-time work, may have a greater effect on married individuals' work-life conflict experiences);
 - work schedule (e.g. night shifts or inflexible schedules may be the source of a great deal of work-life conflict);
 - the individual skills and abilities to manage work-life balance.

Fact sheet – Psychological distress level

Indicator category				Priority		
Organizational	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Health and well-being

INDICATOR

Psychological distress level

Exhibiting warning signs of mental health problems

STAGE | CHAIN REACTION

Impact

INFORMATION SOURCE

- **Survey** of **managers** and **employees** to measure signs of psychological distress, such as:
 - physical symptoms (e.g. nervousness);
 - cognitive symptoms (e.g. concentration and attention problems);
 - emotional symptoms (e.g. despair);
 - behavioral symptoms (e.g. agitation).

Example of measurement tool:

- *Kessler Psychological Distress Scale*

CONDITIONS OF USE

- Ensure **anonymity** for employees in order to reduce fear on the part of the respondents and social desirability bias (i.e. providing biased individual responses to present a better image of oneself).
- Remember that it is **difficult to measure the level of psychological distress** due to the many factors that can influence it (e.g. gender, age, mental health history).
- Remember that it is **difficult to determine** whether the main cause of psychological distress is related to the experience of being a parent while working. In analyzing the data, it is necessary to **cross-reference the level of psychological distress with the rate of work-life conflict**.

Fact sheet – Level of individual skill involved in work-life balance

Indicator category				Priority		
Organizational	Individual	Familial	Societal	1	2	3
OBSERVED EFFECT				INFORMATION SOURCE		
Work-life balance				<ul style="list-style-type: none"> • Survey of managers and employees to assess individual skill in managing work-life balance. Dimensions to be explored include: <ul style="list-style-type: none"> - satisfaction with personal balance and schedule; - management of time, priorities, responsibilities and expectations; - ability to psychologically detach from work; - time management and planning skills. Examples of measurement tools: <ul style="list-style-type: none"> - <i>Work-Family Balance Scale</i> - <i>The Time Management Behavior Scale</i> - <i>Time Planning Skills Items Scale</i> 		
INDICATOR						
<p>Level of individual skill involved in work-life balance</p> <p>Individual ability to suitably manage the balance between work-related activities and personal and family life.</p>						
STAGE CHAIN REACTION						
Impact						
CONDITIONS OF USE						
<ul style="list-style-type: none"> • Focus on the <i>Rate of work-life conflict</i> indicator, as it measures the degree of interference rather than the individual's ability to balance professional, family and personal responsibilities. 				<ul style="list-style-type: none"> • Use one-time assessments (survey or interview) before and after the intervention (pre- and post-intervention) in order to better assess its impact on managing work-life balance. 		

Fact sheet – Level of motivation at work

Indicator category				Priority		
Organizational	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Health and well-being

INDICATOR

Level of motivation at work

Desire to invest in one's work

STAGE | CHAIN REACTION

Impact

INFORMATION SOURCE

- **Survey** of **managers** and **employees** to assess their work motivation level. Dimensions to be explored include:
 - types of motivation (e.g. intrinsic, extrinsic);
 - motivation level;
 - sources of motivation.
- **Examples of measurement tools:**
 - *The Multidimensional Work Motivation Scale*
 - *Job Motivation Scale*
- **Other measurements** already used by the organization or archived data.

CONDITIONS OF USE

- Consider that there are **several scales** to measure work motivation.
- Consider that the concept of work motivation can be **defined in numerous ways**.
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - socioeconomic context (e.g. if survival needs are significant, sources of motivation tend to be more extrinsic).

Fact sheet – Level of satisfaction with life

Indicator category				Priority		
Organizational	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Health and well-being

INDICATOR

Level of satisfaction with life

General satisfaction with life

STAGE | CHAIN REACTION

Impact

INFORMATION SOURCE

- **Survey** of **managers** and **employees** to assess their levels of satisfaction with life according to their own criteria, such as:
 - their satisfaction relative to their personal criteria of an ideal life;
 - their satisfaction with their living conditions;
 - how much change they would like to make to their life.

Example of measurement tool:

- *Satisfaction with Life Scale*

CONDITION OF USE

- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - gender;
 - national culture (e.g. perceived invasion of privacy can lead to dissatisfaction in some individualistic cultures).

Fact sheet – Level of work engagement

Indicator category				Priority		
Organizational	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Health and well-being

INDICATOR

Level of work engagement

Effort and investment devoted to work as well as the level of attachment to work.

STAGE | CHAIN REACTION

Impact

INFORMATION SOURCE

- **Survey of managers and employees** to assess the level of work engagement. Dimensions to be explored include:
 - vigor (e.g. energy devoted to work, persistence and effort invested);
 - dedication (e.g. search for meaning, enthusiasm, inspiration and involvement);
 - absorption (e.g. full awareness and concentration, attachment to work).

Example of measurement tool:

- *Utrecht Work Engagement Scale*

CONDITIONS OF USE

- Remember that it is **difficult to measure work engagement** due to the limited number of existing measurement scales that have been validated and translated into French.
- First and foremost, **focus** on the organizational indicator **Employee commitment rate**.
- Use **one-time assessments** (survey or interview) **before** and **after** the intervention (pre- and post-intervention) in order to better assess its impact on managing work-life balance.
- Remember that this is a **relatively recent concept** to specifically target work.

Fact sheet – Rate of intention to take parental leave

Indicator category				Priority		
Organizational	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Leave

INFORMATION SOURCE

- **Survey** of **managers** and **employees** to assess their intention to take parental leave or not if they were to be in a position to do so.

Example of measurement tool:

- *Intentions to Take Leave Item*

INDICATOR

Rate of intention to take parental leave

Percentage of the workforce intending to take parental leave (e.g. maternity leave, paternity leave and extended parental leave)

STAGE | CHAIN REACTION

Impact

CONDITIONS OF USE

- Use **one-time assessments before** and **after** the intervention (pre- and post-intervention) in order to more precisely assess its impact on the intention to take parental leave.
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - public policy (e.g. the leave plan in place may influence whether they are entitled to take parental leave);
 - gender (e.g. fathers are generally less inclined than mothers to take parental leave);
 - national culture (e.g. the level of gender egalitarianism may influence how family responsibilities are shared and the intention to take leave);
 - business sector in which the organization operates (e.g. workers are most likely to express the intention to take parental leave in the education and health sectors and in state-owned organizations);
 - characteristics of the family (e.g. household income can influence whether to take parental leave or not).

Fact sheet – Perceived level of advancement and career opportunities

Indicator category				Priority		
Organizational	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Work-life enrichment

INDICATOR

Perceived level of advancement and career opportunities

Assessment of progress toward and achievement of professional goals

STAGE | CHAIN REACTION

Effect

INFORMATION SOURCE

- **Survey** of **managers** and **employees** to assess parents' satisfaction and perception with regard to their professional development and career advancement within their organization. Dimensions to be explored include:

- availability of skills development opportunities;
- progress toward and achievement of personal professional development goals;
- career development opportunities;
- progress toward and achievement of personal career goals (e.g. income, position, advancement).

Examples of measurement tools:

- *Learning and Career Advancement Items (The Total Rewards Questionnaire)*
- *Career Satisfaction 5-item Scale*
- *Subjective Career Opportunities Items Scale*

CONDITIONS OF USE

- Take into account the **maturity level of the organization** (i.e., the capacity of the organization to take action on work-life balance) before using this indicator (e.g. how formalized the measures are, how valued and promoted they are, the existence of well-established programs and personal understandings between managers and employees, and the suitability of the measures to employee needs).
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - stage in career (e.g. an employee at the end of their career will be less interested in advancement than an employee at the start of their career);
 - personal aspirations;
 - professional aspirations;
 - social desirability;
 - gender (e.g. women may perceive fewer advancement opportunities than men).

Fact sheet – Sense of parental self-efficacy

Indicator category				Priority		
Organizational	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Work-life enrichment

INDICATOR

Sense of parental self-efficacy

Parents' perception of their ability to play their parental role (meeting the needs of the child) and successfully carry out activities to meet family needs

STAGE | CHAIN REACTION

Effect

INFORMATION SOURCE

- **Survey of managers and employees** to assess their sense of parental self-efficacy. Dimensions to be explored include:
 - perceived skill in the parental role (e.g. my work helps me to be a better parent);
 - perceived efficacy with regard to a particular task (e.g. taking care of my child when they are sick);
 - perceived efficacy in a particular area (e.g. parent-child communication and discipline).

Examples of measurement tools:

- *Work-Family Enrichment 9-item Scale*
- *3-item Family Efficacy Scale*
- *10-item Self-Efficacy Scale*
- *Sense of Efficacy Measurement Scale*

CONDITIONS OF USE

- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - national culture (e.g. a perceived invasion of privacy can provoke dissatisfaction in some individualistic cultures);
 - importance attached to family and work (e.g. an individual with strong family values may benefit more from the impact of an intervention with regard to their sense of parental efficacy);
 - marital status;
 - support from the other parent;
 - individual parenting skills and abilities.
- Use **one-time assessments** (survey or interview) **before** and **after** the intervention (pre- and post-intervention) in order to better assess its impact on managing work-life balance.
- Take into account the maturity level of the organization (i.e., the organization's ability to take action on work-life balance) before using this indicator (e.g. how formalized the measures are, how valued and promoted they are, the existence of well-established programs, the existence of personal agreements between managers and employees, and the suitability of the measures to the needs of staff).

Fact sheet – Sense of self-efficacy at work

Indicator category				Priority		
Organizational	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Work-life enrichment

INDICATOR

Sense of self-efficacy at work

Employees' belief in their ability to adopt behaviors allowing them to successfully complete actions and meet the demands of their work

STAGE | CHAIN REACTION

Effect

INFORMATION SOURCE

- **Survey of managers and employees** to assess the sense of self-efficacy at work. Dimensions to be explored include:
 - the manager's or employee's confidence in their chances of success and their skills;
 - perceptions of the work environment;
 - perceptions of their ability to manage work demands;
 - how frequently they experience success;
 - feedback related to self-efficacy.

Examples of measurement tools:

- *Sense of Efficacy Measurement Scale*
- *Work-Enrichment Scale*
- *General Self-Efficacy Scale (GSES)*

CONDITIONS OF USE

- Use **one-time assessments** (survey or interview) **before** and **after** the intervention (pre- and post-intervention) in order to better assess its impact on managing work-life balance.
- Take into account the **maturity level of the organization** (i.e., the capacity of the organization to take action on work-life balance) before using this indicator (e.g. how formalized the measures are, how valued and promoted they are, the existence of well-established programs and personal understandings between managers and employees, and the suitability of the measures to the needs of staff).

Fact sheet – Job need satisfaction level

Indicator category				Priority		
Organizational	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Work-life enrichment

INDICATOR

Job need satisfaction level

Fit between current job and individual characteristics (e.g. preferences and skills)

STAGE | CHAIN REACTION

Effect

INFORMATION SOURCE

- **Survey** of **managers** and **employees** to assess the fit between their work preferences, their individual abilities and their current position. Dimensions to be explored include:
 - the fit between job offers and workers' preferences;
 - the fit between work demands and employees' individual abilities;
 - the fit between individual and organizational values (optional dimension).

Example of measurement tool:

- *3-Item Needs-Supplies Fit*

CONDITIONS OF USE

- Use **one-time assessments** (survey or interview) **before** and **after** the intervention (pre- and post-intervention) in order to better assess its impact on managing work-life balance.
- Take into account the **maturity level of the organization** (i.e., the organization's ability to take action on work-life balance) before using this indicator (e.g. how formalized the measures are, how valued and promoted they are, the existence of well-established programs, the existence of personal agreements between managers and employees, and the suitability of the measures to the needs of staff).
- **Combine** assessment of the job need satisfaction level with that of the **individual's** fit with other targets besides the job (e.g. organization, colleagues).
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - national culture;
 - career advancement;
 - (e.g. preferences and needs change as one advances in their career);
 - age;
 - gender.

Fact sheet – Quantity and quality of sleep

Indicator category				Priority		
Organizational	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Health and well-being

INDICATOR

Quantity and quality of sleep

Experience with, and assessment of, sleep

STAGE | CHAIN REACTION

Impact

INFORMATION SOURCE

- **Survey** of **managers** and **employees** to assess quality and duration of sleep. Dimensions to be explored include:
 - sleep habits (e.g. usual bedtime and waking time);
 - sleep problem frequency (e.g. trouble falling asleep in less than 30 minutes);
 - sleep constraints (e.g. using sleeping pills);
 - behaviors during sleep observed by partner (e.g. periods of agitation, snoring).

Example of measurement tool:

- *Pittsburgh Sleep Quality Index*

CONDITIONS OF USE

- Use **one-time assessments** (survey or interview) **before** and **after** the intervention (pre- and post-intervention) in order to better assess its impact on managing work-life balance.
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - national culture (e.g. a perceived invasion of privacy can provoke dissatisfaction in some individualistic cultures);
 - age (e.g. sleep quality tends to decrease in older workers, and younger workers may be more sensitive to the effects of sleep-related interventions);
 - the number of children at home (e.g. members of a household with several young children may see a reduction in the quality of their sleep);
 - family characteristics (e.g. members of a low-income household may describe the quality of their sleep as being poorer).

Family indicator scorecard

Priority level	CHAIN REACTION STAGES		
	<input checked="" type="checkbox"/> Effect	<input checked="" type="checkbox"/> Impact	<input checked="" type="checkbox"/> Result
Priority 1	<input type="checkbox"/> Rate of satisfaction with the parenting experience	<input type="checkbox"/> Amount of time spent on self and family	
Priority 2			
Priority 3			



Fact sheet – Rate of satisfaction with the parenting experience

Indicator category				Priority		
Organizational	Individual	Familial	Societal	1	2	3
OBSERVED EFFECT				INFORMATION SOURCE		
Parenting experience				<ul style="list-style-type: none"> • Survey of managers and employees to assess their satisfaction with their experience as parents. <p>Examples of measurement tools:</p> <ul style="list-style-type: none"> - <i>Parenting Experience Survey</i> - <i>Reeder Stress Inventory (RSI) – Family Stress Scale</i> 		
INDICATOR						
<p>Rate of satisfaction with the parenting experience</p> <p>Parents' relative rating of their role vis-à-vis their children</p>						
STAGE CHAIN REACTION						
Effect						
CONDITIONS OF USE						
<ul style="list-style-type: none"> • Use one-time assessments (survey or interview) before and after the intervention (pre- and post-intervention) in order to better assess its impact. 				<ul style="list-style-type: none"> • Qualify the results of this indicator by considering the other factors that can influence it, including: <ul style="list-style-type: none"> - national culture (e.g. perceived invasion of privacy can lead to dissatisfaction in some individualistic cultures). 		

Fact sheet – Amount of time spent on self and family

Indicator category				Priority		
Organizational	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Use of time

INFORMATION SOURCE

- **Survey** of **managers** and **employees** to assess the quality and quantity of their time dedicated to themselves and their families.

Examples of measurement tools:

- *Time with Children Scale*
- *Family Audit – Couple Wellbeing Scale*

INDICATOR

Amount of time spent on self and family

Proportion of time reserved for personal and family life

STAGE | CHAIN REACTION

Impact

CONDITIONS OF USE

- Use **one-time assessments** (survey or interview) **before** and **after** the intervention (pre- and post-intervention) in order to better assess its impact.
- **Explore** dimensions of time management (e.g. time devoted to partner, family, children and self).
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - national culture (e.g. a perceived invasion of privacy can provoke dissatisfaction in some individualistic cultures);
 - number of hours worked (e.g. the number of hours worked may reduce the quality and quantity of time spent on leisure activities and with family);
 - gender (e.g. men may perceive a higher level of family well-being than women).

Societal indicator scorecard

Priority level	CHAIN REACTION STAGES		
	<input checked="" type="checkbox"/> Effect	<input checked="" type="checkbox"/> Impact	<input checked="" type="checkbox"/> Result
Priority 1		<input type="checkbox"/> Mothers' and fathers' leave utilization rate	<input type="checkbox"/> Gender role attitudes
Priority 2			
Priority 3			



Fact sheet – Mothers’ and fathers’ leave utilization rate

Indicator category				Priority		
Organizational	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Use of measures

INFORMATION SOURCE

- Population-based survey

INDICATOR

Mothers’ and fathers’ leave utilization rate

Percentage of mothers and fathers utilizing parental leave

STAGE | CHAIN REACTION

Impact

CONDITION OF USE

- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - national culture (e.g. cultures with significant gender inequalities may limit parental leave utilization);
 - legislation and public policy (e.g. the presence of parental leave incentives).

Fact sheet – Gender role attitudes

Indicator category				Priority		
Organizational	Individual	Familial	Societal	1	2	3

OBSERVED EFFECT

Equity and equality

INFORMATION SOURCE

- **Recognized indexes**, such as:
 - *Gender Equality Index (GEI)*;
 - *Social Institutions and Gender Index (SIGI)*.

INDICATOR

Gender role attitudes

Perceptions with regard to the roles assigned to each gender

STAGE | CHAIN REACTION

Result

CONDITION OF USE

- Remember that it is **complicated to measure gender role attitudes** due to the many dimensions that make up these attitudes.
- **Qualify** the results of this indicator by considering the other factors that can influence it, including:
 - legislation and public policy (e.g. the parental leave plan in place greatly influences gender role attitudes, especially in fathers).

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Appendices

Appendix A – The six main phases of the scoping study

PHASE 1

The research questions were identified (for more details, see the *Research Questions* section).

PHASE 2

To promote a successful research process, it was recommended (Daudt et al., 2013; Levac et al., 2010) that a multidisciplinary team consisting of content experts in parenting, indicators and the scoping study method be put together. Following these recommendations, the three-person research team consisted of a work-life balance expert (Prof. Isabelle Létourneau), a social and organizational performance indicator expert (Prof. Michel Pérusse) and, leading the team, an expert in the research method and in workplace health and well-being (Prof. France St-Hilaire). Supporting these experts, Patrice Daneau (a Ph.D. student specializing in workplace health and well-being) acted as a research associate. To complete the different phases, Ph.D. students and research professionals participated in data analysis. For this phase, **three objectives** were targeted.

OBJECTIVE 1

Design and implement a documentary research strategy in selected academic databases to ensure rigor and quality of results.

PHASES OF THE DOCUMENTARY RESEARCH STRATEGY IN SELECTED SCIENTIFIC DATABASES¹

Phase	Task	Explanation
1. Segment the subject into concepts	Identify central themes and concepts (and their permutations)	Examples of central concepts: <ul style="list-style-type: none"> • Work-life balance • Evaluation • Intervention
2. Enrich the lexical field	Identify keywords to optimize queries	Examples of keywords: <ul style="list-style-type: none"> • <i>work-life balance, work-family balance</i> • <i>assess, effects</i> • <i>program, policies</i>
3. Understand the logical connections between keywords	Build a concept plan with optimal formulae (OR, AND, NOT)	The concept plan incorporates several permutations of keywords and boolean operators, such as: "Intervention" AND "evaluation" OR "assessment" AND "work-life balance"
4. Identify the research tool	Consult the search engine's help section (e.g. for functionalities, sophisticated operators)	Depending on the search engines used, search fields can vary (e.g. <i>Anywhere [without full text] or equivalent</i>), as can functional operators (e.g. AND; OR; NOT; NEAR/x; PRE/x).
5. Formulate an initial query	Build an appropriate and optimal query in the search engine	Depending on the search engine used, adjustments are made according to <ul style="list-style-type: none"> • the type and number of keywords; • the operators; • the appropriate search fields as determined by the experts.
6. Observe the initial results	Understand the results in light of the query	Search engines react differently according to the type of queries used.
7. Optimize the query as needed	Modify keywords or operators	Adjust the query for different attempts and for each search engine.

¹ The documentary databases research took place from April 1 to May 30, 2019. During this period, the data bank ScienceDirect (Elsevier) experienced technical difficulties with regard to uploading scientific references. This limitation may result in some references not having been uploaded.

OBJECTIVE 2

Define and justify the inclusion and exclusion criteria before moving on to selecting relevant studies.

INCLUSION CRITERIA FOR SCIENTIFIC ARTICLES

Inclusion criterion	Decision	Justification
Databases to search in search engines	<ul style="list-style-type: none"> • ProQuest • EBSCO • Emerald • ScienceDirect 	These databases cover all relevant journals and have less overlap in the journals they include.
Type of scientific journal	<ul style="list-style-type: none"> • Peer-reviewed 	To ensure quality and scientific rigor
Year of publication (range)	<ul style="list-style-type: none"> • 2012–2019 	Casts a wide net over current studies
Language of publication	<ul style="list-style-type: none"> • English 	Peer-reviewed scientific publications are, for the most part, in English.
Importance and visibility of journal (measured by impact factor)	<ul style="list-style-type: none"> • $\geq 0,5$ 	In social sciences, a journal's visibility level is deemed acceptable based on this impact factor.
Relevant subject areas	<ul style="list-style-type: none"> • Humanities and social sciences 	Disciplines covering organizational intervention and work-life balance (e.g. psychology, management, sociology).
Purpose of the study	<ul style="list-style-type: none"> • Includes an organizational intervention concerning work-life balance (including parenting). 	To better understand an organization's ability to take action with regard to parenting.
Type of research	<ul style="list-style-type: none"> • Empirical studies¹ 	To take an inventory of studies on interventions and their impacts.
Population under study	<ul style="list-style-type: none"> • Representatives of participating organizations 	To achieve greater relevance in terms of results (e.g. excluding studies concerning a population of students, military personnel, self-employed workers, very small businesses).
Country	<ul style="list-style-type: none"> • All countries 	To incorporate an international dimension.

¹ A literature review was included for its quality, range and relevance (Ollier-Malaterre et Foucreault, 2017)

OBJECTIVE 3

To create an analytical grid to ensure rigorous analysis and depth of results.

PHASE 3

Meetings were held with the experts in order to enrich the lexical field and to define, review and specify inclusion and exclusion criteria. After each of these meetings, the scientific articles were analyzed and selected by the research associates using the criteria established by the experts.

PHASE 4

For the analysis and summary steps, the data were mapped. A descriptive numerical analysis and a qualitative thematic analysis were carried out. These qualitative analytical techniques helped to summarize relatively complex information, allowing it to be reported in a straightforward way, while preserving the rigor of the process. The **descriptive numerical analysis** consists of writing a descriptive summary of the characteristics of the studies included, such as the total number of studies included, the types of studies carried out, the years of publication, the types of intervention, the characteristics of the populations studied and the countries where the studies were conducted (Arksey and O'Malley, 2005). A **thematic analysis** consists of extracting the data and developing a map (Levac et al., 2010). This type of article analysis makes it possible to derive common themes (e.g. intervention types) so that they can be labelled and clustered. The data extraction exercise was initially conducted as a test of 10 articles by an expert and a research associate. It was conducted independently in order to ensure a reliable analysis process and guarantee that it matches the objectives and needs of the analytical process, as recommended by Levac et al. (2010).

PHASE 5

This phase, overlapping with the previous one, lasted the longest and was carried out in three sub-steps: 1) data collection; 2) synthesis; and 3) presentation of results.

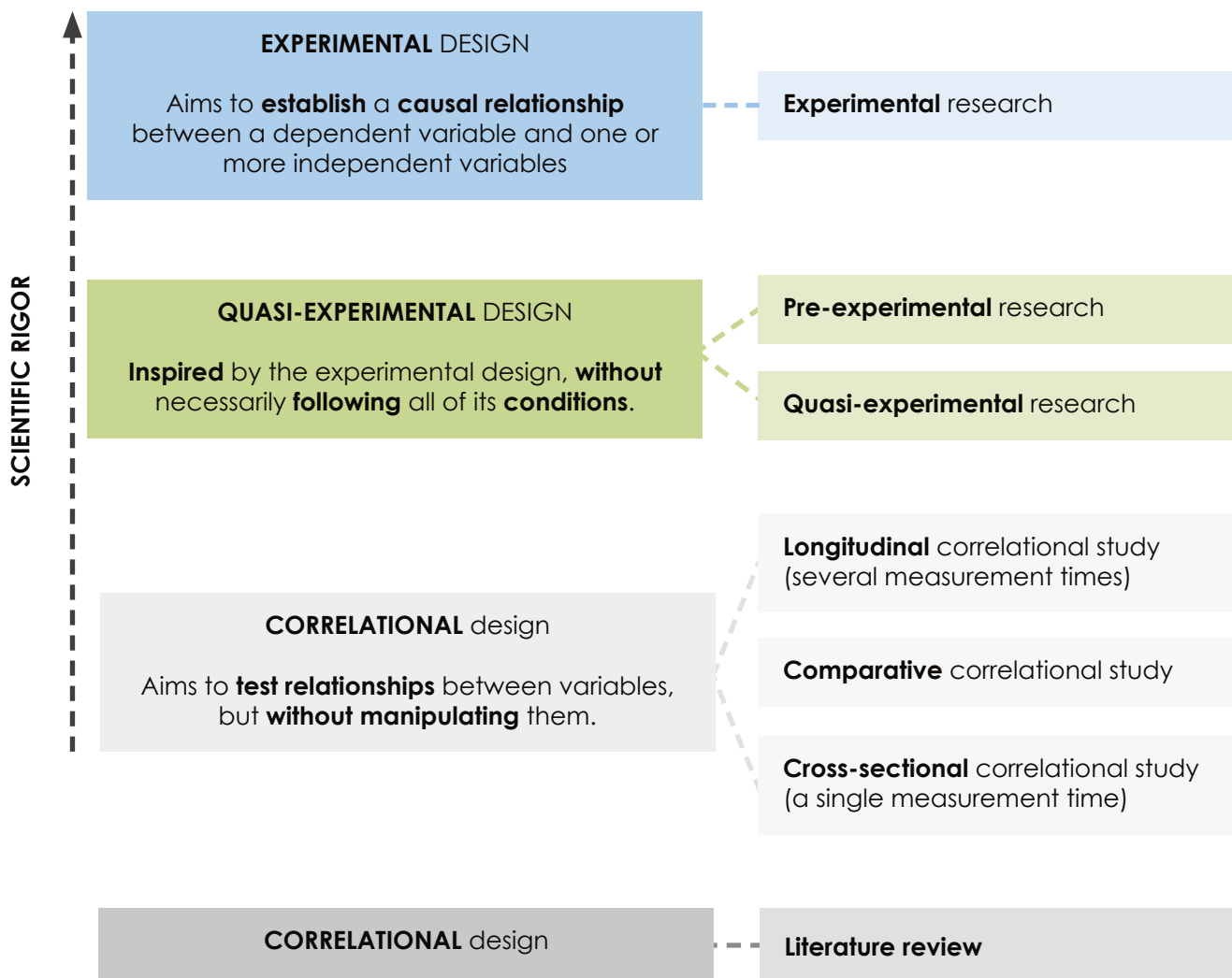
PHASE 6

Stakeholder consultation can overlap all phases or be done at the very end of the study (O'Brien et al., 2016). Stakeholder consultation aims to contextualize the results of the literature review according to the needs of the participating organizations. It occurred in the form of six meetings (from February 2019 to February 2020) with the participating organizations held over the course of the project, as well as three individual interviews with representatives from three organizations.

Appendix B – Research design

A study design makes it possible to ascertain the strength of the relationships between two factors (e.g. establishing whether a cause and effect relationship exists between an organizational intervention and health). In the 70 scientific articles, **four categories** were identified that grouped together **seven research designs**: experimental, quasi-experimental (pre-experimental, quasiexperimental), correlational (longitudinal, comparative, cross-sectional) and others (e.g. literature review). **Scientific rigor** is the quality most often remarked upon when characterizing research designs.

RESEARCH DESIGNS USED IN ARTICLES ANALYZED



RESEARCH DESIGN STRENGTHS AND WEAKNESSES

Strength	Research design	Weakness
<ul style="list-style-type: none"> • The most rigorous design • Shows causal relationship 	<p>Experimental</p>	<ul style="list-style-type: none"> • Most expensive • Generalizing results can be difficult
<p>Compared to experimental design:</p> <ul style="list-style-type: none"> • Easier to implement • Results can be generalized to a greater extent 	<p>Quasi-experimental</p>	<ul style="list-style-type: none"> • Expensive • No possibility of studying cause and effect relationships
<ul style="list-style-type: none"> • Often the least costly and least complex design to carry out • Closest to reality (e.g. no variables are manipulated, i.e., conducting an intervention on one group but not on another) 	<p>Correlational</p>	<ul style="list-style-type: none"> • No possibility of studying cause and effect relationships • The least rigorous design

Appendix C – References for suggested measurement tools

INDICATOR	INFORMATION SOURCE	TOOL	FULL REFERENCE	ACCESS STATUS
INDICATOR CATEGORY: ORGANIZATIONAL				
Perceived level of family-supportive supervisor behavior	Survey	Tool: <i>Family Supportive Supervisor Behavior Short-Form</i>	Hammer, L. B., Ernst Kossek, E., Bodner, T., & Crain, T. (2013). Measurement development and validation of the Family Supportive Supervisor Behavior Short-Form (FSSB-SF). <i>Journal of Occupational Health Psychology, 18</i> (3), 285. https://doi.org/10.1037/a0032612	Restricted
	Survey	Tool: <i>Managerial Support items (Work-family culture 21-Item Scale)</i>	Thompson, C. A., Beauvais, L. L., & Lyness, K. S. (1999). When work-family benefits are not enough: The influence of work-family culture on benefit utilization, organizational attachment, and work-family conflict. <i>Journal of Vocational Behavior, 54</i> (3), 392-415. https://doi.org/10.1006/jvbe.1998.1681	Restricted
Number of regular and overtime hours	Survey or interview	Tool: World Health Organization Health and Work Performance Questionnaire	Kessler, R. C., Barber, C., Beck, A. L., Berglund, P. A., Cleary, P. D., McKenas, D., Pronk, N. P., Simon, G. E., Stang, P. E., Üstün, T. B., & Wang, P. S. (2003). The World Health Organization Health and Work Performance Questionnaire (HPQ). <i>Journal of Occupational and Environmental Medicine, 45</i> (2), 156-174. doi: 10.1097/01.jom.0000052967.43131.51	Open
Number of work hours required	Survey or interview	Tool: World Health Organization Health and Work Performance Questionnaire	Kessler, R. C., Barber, C., Beck, A. L., Berglund, P. A., Cleary, P. D., McKenas, D., Pronk, N. P., Simon, G. E., Stang, P. E., Üstün, T. B., & Wang, P. S. (2003). The World Health Organization Health and Work Performance Questionnaire (HPQ). <i>Journal of Occupational and Environmental Medicine, 45</i> (2), 156-174. doi: 10.1097/01.jom.0000052967.43131.51	Open
	Survey or interview	Tool: <i>Time Pressure 8-item Scale</i>	Laurijssen, I., & Glorieux, I. (2013). Balancing work and family: A panel analysis of the impact of part-time work on the experience of time pressure. <i>Social Indicators Research, 112</i> (1), 1-17. https://doi.org/10.1007/s11205-012-0046-4	Restricted
	Survey or interview	Tool: <i>Work Schedule Survey</i>	Hyatt, E., & Coslor, E. (2018). Compressed lives: How “flexible” are employer-imposed compressed work schedules? <i>Personnel Review, 47</i> (2), 278-293. https://doi.org/10.1108/PR-08-2016-0189	Restricted

INDICATOR	INFORMATION SOURCE	TOOL	FULL REFERENCE	ACCESS STATUS
Absenteeism rate	Administrative data	Data: wasted time in terms of paid and unpaid days of absence	Wang, J., & Reid, F. (2015). The impact of work hours discrepancy on employee absence. <i>International Journal of Manpower</i> , 36(5), 668-693. https://doi.org/10.1108/IJM-05-2013-0120	Restricted
	Administrative data	Data: wasted time in terms of work hours	Baugh, E., Ballard, S. M., Tyndall, L., Littlewood, K., & Nolan, M. (2015). Balancing work and family: A pilot evaluation of an evidence-based parenting education program. <i>Families in Society</i> , 96(3), 195-210. https://doi.org/10.1606/1044-3894.2015.96.24 .	Restricted
	Administrative data	Data: wasted time in terms of work hours	Bray, J. W., Hinde, J. M., Kaiser, D. J., Mills, M. J., Karuntzos, G. T., Genadek, K. R., Kelly, E. L., Kossek, E. E., & Hurtado, D. A. (2018). Effects of a flexibility/support intervention on work performance: Evidence from the work, family, and health network. <i>American Journal of Health Promotion: AJHP</i> , 32(4), 963-970. https://doi.org/10.1177/0890117117696244	Restricted
Employee productivity rate	Administrative data	Formula: net value/ number of employees	de Sivatte, I., Gordon, J. R., Rojo, P., & Olmos, R. (2015). The impact of work-life culture on organizational productivity. <i>Personnel Review</i> , 44(6), 883-905. https://doi.org/10.1108/PR-12-2013-0226	Restricted
	Survey	Items: related to the organization's performance expectations	Giovanis, E. (2018). The relationship between flexible employment arrangements and workplace performance in Great Britain. <i>International Journal of Manpower</i> , 39(1), 51-70. https://doi.org/10.1108/IJM-04-2016-0083	Open
	Survey	Items: compared to industry	Ahmad, M., & Allen, M. (2015). High performance HRM and establishment performance in Pakistan: An empirical analysis. <i>Employee Relations</i> , 37(5), 506-524. https://doi.org/10.1108/ER-05-2014-0044	Open
	Survey	Tool: World Health Organization Health and Work Performance Questionnaire	Kessler, R. C., Barber, C., Beck, A. L., Berglund, P. A., Cleary, P. D., McKenas, D., Pronk, N. P., Simon, G. E., Stang, P. E., Üstün, T. B., & Wang, P. S. (2003). The World Health Organization Health and Work Performance Questionnaire (HPQ). <i>Journal of Occupational and Environmental Medicine</i> , 45(2), 156-174. doi: 10.1097/01.jom.0000052967.43131.51	Open

INDICATOR	INFORMATION SOURCE	TOOL	FULL REFERENCE	ACCESS STATUS
Voluntary turnover rate	Administrative data	Formula: (number of voluntary departures throughout the year/ average number of employees for the year) X 100	Ordre CRHA (2018). <i>Baromètre RH : Dictionnaire d'indicateurs</i> . Electronically available at: https://ordrecrha.org/ressources/guides-outils/barometre-rh/indicateurs-de-performance	Open
Participant's intervention satisfaction rate	Survey	Items: related to intentions to utilize parental leave	Escot, L., Fernández-Cornejo, J. A., Lafuente, C., & Poza, C. (2012). Willingness of Spanish men to take maternity leave. Do firms' strategies for reconciliation impinge on this? <i>Sex Roles</i> , 67(1-2), 29-42. https://doi.org/10.1007/s11199-012-0142-6	Restricted
	Survey	Items: related to quality of experience	Hyatt, E., & Coslor, E. (2018). Compressed lives: How "flexible" are employer-imposed compressed work schedules? <i>Personnel Review</i> , 47(2), 278-293. https://doi.org/10.1108/PR-08-2016-0189	Restricted
Employee satisfaction rate	Survey	Tool: <i>Job Satisfaction Survey</i>	Spector, P. E. (1985). Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey. <i>American Journal of Community Psychology</i> , 13(6), 693-713. https://doi.org/10.1007/BF00929796	Restricted
	Survey	Tool: <i>Minnesota Satisfaction Questionnaire</i>	Weiss, D. J., Dawis, R. V., England, G. W., & Lofquist, L. H. (1967). <i>Manual for the Minnesota Satisfaction Questionnaire</i> (vol. 22). Minnesota Studies in Vocational Rehabilitation, Minneapolis: University of Minnesota, Industrial Relations Center.	Restricted
Return on labor (ROL) by currency (e.g. euro, dollar)	Administrative data	Formula: (Total revenue for the year – [Operating expenses for the year – Total labor costs for the year])	Ordre CRHA (2018). <i>Baromètre RH : Dictionnaire d'indicateurs</i> . Electronically available at: https://ordrecrha.org/ressources/guides-outils/barometre-rh/indicateurs-de-performance	Open
Customer satisfaction rate	Survey	Tool: American Customer Satisfaction Index	Fornell, C., Johnson, M. D., Anderson, E. W., Cha, J., & Bryant, B. (1996). The American customer satisfaction index: Description, findings and implications. <i>Journal of Marketing</i> , 60(10), 7–18. doi: 10.2307/1251898	Open

INDICATOR	INFORMATION SOURCE	TOOL	FULL REFERENCE	ACCESS STATUS
Level of family-supportive coworker behavior	Survey	Tool: Family-supportive coworker behavior items (Work-home culture 18-item scale)	Dikkers, J., Geurts, S., den Dulk, L., Peper, B., Taris, T., & Kompier, M. (2007). Dimensions of work-home culture and their relations with the use of work-home arrangements and work-home interaction. <i>Work & Stress</i> , 21(2), 155-172. https://doi.org/10.1080/02678370701442190	Restricted
Presenteeism rate	Survey	Tool: Presenteeism Scale Items (Workplace Outcomes Suite)	Lennox, R. D., Sharar, D., Schmitz, E., & Goehner, D. B. (2010). Development and validation of the Chestnut Global Partners Workplace Outcome Suite. <i>Journal of Workplace Behavioral Health</i> , 25(2), 107-131. https://doi.org/10.1080/15555241003760995	Restricted
	Survey	Tool: World Health Organization Health and Work Performance Questionnaire - Presenteeism Scale Items	Kessler, R. C., Barber, C., Beck, A. L., Berglund, P. A., Cleary, P. D., McKenas, D., Pronk, N. P., Simon, G. E., Stang, P. E., Üstün, T. B., & Wang, P. S. (2003). The World Health Organization Health and Work Performance Questionnaire (HPQ). <i>Journal of Occupational and Environmental Medicine</i> , 45(2), 156-174. doi: 10.1097/01.jom.0000052967.43131.51	Open
Employee engagement rate	Survey	Tool: Workplace Affective Commitment Multidimensional Questionnaire	Morin, A. J., Madore, I., Morizot, J., Boudrias, J. S., & Tremblay, M. (2009). Multiple targets of workplace affective commitment: Factor structure and measurement invariance of the Workplace Affective Commitment Multidimensional Questionnaire. <i>Advances in Psychology Research</i> , 59(1), 45-75.	Restricted
Rate of turnover intention	Survey	Tool: Comprehensive Workplace Scale - 2-item turnover intention scale	Firth, L., Mellor, D. J., Moore, K. A., & Loquet, C. (2004). How can managers reduce employee intention to quit? <i>Journal of Managerial Psychology</i> , 19(2), 170-187. https://doi.org/10.1108/02683940410526127	Restricted
	Survey	Tool: Intention to stay 4-item scale	Mitchel, J.O. (1981). The effect of intentions, tenure, personal, and organizational variables on managerial turnover. <i>Academy of Management Journal</i> , 24(4), 742-751. doi/10.2307/256173	Restricted

INDICATOR	INFORMATION SOURCE	TOOL	FULL REFERENCE	ACCESS STATUS
INDICATOR CATEGORY: INDIVIDUAL				
Perceived level of discrimination and professional harm	Survey	Tool: <i>Career Harm 3-item Scale</i>	Crowley, J. E., & Kolenikov, S. (2014). Flexible work options and mothers' perceptions of career harm. <i>The Sociological Quarterly</i> , 55(1), 168-195. https://doi.org/10.1111/tsq.12050	Restricted
	Survey	Tool: <i>Career Consequences 5-item Scale</i>	Thompson, C. A., Beauvais, L. L., & Lyness, K. S. (1999). When work-family benefits are not enough: The influence of work-family culture on benefit utilization, organizational attachment, and work-family conflict. <i>Journal of Vocational Behavior</i> , 54(3), 392-415. https://doi.org/10.1006/jvbe.1998.1681	Restricted
	Survey	Tool: <i>Management Visibility Items Scale</i>	Mokhtarian, P. L., Bagley, M. N., & Salomon, I. (1998). The impact of gender, occupation, and presence of children on telecommuting motivations and constraints. <i>Journal of the American Society for Information Science</i> , 49(12), 1115-1134. <a href="https://doi.org/10.1002/(SICI)1097-4571(1998)49:12<1115::AID-AS17>3.0.CO;2-Y">https://doi.org/10.1002/(SICI)1097-4571(1998)49:12<1115::AID-AS17>3.0.CO;2-Y	Restricted

INDICATOR	INFORMATION SOURCE	TOOL	FULL REFERENCE	ACCESS STATUS
Rate of work-life conflict	Survey	Tools: <i>Work-Family Conflict and Family-Work Conflict Scales</i>	Netemeyer, R. G., Boles, J. S., & McMurrin, R. (1996). Development and Validation of Work-Family Conflict and Family-Work Conflict Scales. <i>Journal of Applied Psychology</i> , 81(4), 400-410. https://doi.org/10.1037/0021-9010.81.4.400	Restricted
	Survey	Tool: <i>Multidimensional Measure of Work-Family Conflict</i>	Carlson, D. S., Kacmar, K. M., & Williams, L. J. (2000). Construction and initial validation of a multidimensional measure of work-family conflict. <i>Journal of Vocational Behavior</i> , 56(2), 249-276. https://doi.org/10.1006/jvbe.1999.1713	Restricted
	Survey	Tool: <i>Work-Family Conflict Scale</i>	Gutek, B.A., Searle, S. & Klepa, L. (1991). Rational versus gender role explanations for work-family conflict. <i>Journal of Applied Psychology</i> , 76(4), 560-568. https://doi.org/10.1037/0021-9010.76.4.560	Restricted
	Survey and interview	Tool: <i>Work, family and Interrole Conflict Scale</i>	Kopelman, R. E., Greenhaus, J. H., & Connoly, T. F. (1983). A model of work, family, and interrole conflict: A construct validation study. <i>Organizational Behavior and Human Performance</i> , 32(2), 198-215. https://doi.org/10.1016/0030-5073(83)90147-2	Restricted
	Survey and interview	Tool: <i>Work and Family Conflict</i>	Kelloway, E. K., Gottlieb, B. H., & Barham, L. (1999). The source, nature and direction of work and family conflict: A longitudinal investigation. <i>Journal of Occupational Health Psychology</i> , 4(4), 337-346. https://doi.org/10.1037/1076-8998.4.4.337	Restricted
	Survey and interview	Tool: <i>SWING Scale</i>	Geurts, S. A., Taris, T. W., Kompier, M. A., Dikkers, J. S., Van Hooff, M. L., & Kinnunen, U. M. (2005). Work-home interaction from a work psychological perspective: Development and validation of a new questionnaire, the SWING. <i>Work & Stress</i> , 19(4), 319-339. https://doi.org/10.1080/02678370500410208	Restricted
Psychological distress level	Survey	Tool: <i>Kessler Psychological Distress Scale – 6 items (K6)</i>	Kessler, R. C., Barker, P. R., Colpe, L. J., Epstein, J. F., Gfroerer, J. C., Hiripi, E., Howes, M. J., Normand, S.-L. T., Manderscheid, R. W., Walters, E., & Zaslavsky, A. M. (2003). Screening for serious mental illness in the general population. <i>Archives of General Psychiatry</i> , 60(2), 184-189. doi: 10.1001/archpsyc.60.2.184	Open

INDICATOR	INFORMATION SOURCE	TOOL	FULL REFERENCE	ACCESS STATUS
Level of individual skill involved in work-life balance	Survey	Tool: Work-Family Balance Scale	Greenhaus, J. H., Ziegert, J. C., & Allen, T. D. (2012). When family-supportive supervision matters: Relations between multiple sources of support and work-family balance. <i>Journal of Vocational Behavior</i> , 80(2), 266–275. https://doi.org/10.1016/j.jvb.2011.10.008 Adapted by Lapiere, L. M., Steenbergen, E. F., Peeters, M. C. W., & Kluwer, E. S. (2016). Juggling work and family responsibilities when involuntarily working more from home: A multiwave study of financial sales professionals. <i>Journal of Organizational Behavior</i> , 37(6), 804-822. https://doi.org/10.1002/job.2075	Restricted
	Survey	Tool: <i>Time Management Behaviour Scale</i>	Macan, T. H., Shahani, C., Dipboye, R. L., & Phillips, A. P. (1990). College students' time management: Correlations with academic performance and stress. <i>Journal of Educational Psychology</i> , 82(4), 760-785. https://doi.org/10.1037/0022-0663.82.4.760 Adapted by Azar, S., Khan, A., & Van Eerde, W. (2018). Modelling linkages between flexible work arrangements' use and organizational outcomes. <i>Journal of Business Research</i> , 91, 134-143. https://doi.org/10.1016/j.jbusres.2018.06.004	Restricted
	Survey	Tool: Time Planning Skills Items Scale	Nakrošienė, A., Bučiūnienė, I., & Goštautaitė, B. (2019). Working from home: Characteristics and outcomes of telework. <i>International Journal of Manpower</i> , 40(1), 87-101. https://doi.org/10.1108/IJM-07-2017-0172	Restricted
Level of work engagement	Survey	Tool: Utrecht Work Engagement Scale	Schaufeli, W.B. and Bakker, A.B. (2003). <i>UWES-Utrecht Work Engagement Scale: Test Manual</i> . Unpublished Manuscript, Department of Psychology, Utrecht University, Utrecht.	Open

INDICATOR	INFORMATION SOURCE	TOOL	FULL REFERENCE	ACCESS STATUS
Level of motivation at work	Survey	Tool: Job Motivation Scale	Hackman, J. R., & Lawler, E. E. (1971). Employee reactions to job characteristics. <i>Journal of Applied Psychology</i> , 55(3), 259-286 https://doi.org/10.1037/h0031152	Restricted
	Survey	Tool: Multidimensional Work Motivation Scale	Gagné, M., Forest, J., Vansteenkiste, M., Crevier-Braud, L., Van den Broeck, A., Aspeli, A. K., Bellerose, J., Benabou, C., Chemollo, E., Güntert, S. T., Halvari, H., Indivastuti, D. L., Johnson, P. A., Molstad, M. H., Naudin, M., Ndao, A., Olafsen, A. H., Roussel, P., Wang, Z., & Westbye, C. (2015). The Multidimensional Work Motivation Scale: Validation evidence in seven languages and nine countries. <i>European Journal of Work and Organizational Psychology</i> , 24(2), 178-196. https://doi.org/10.1080/1359432X.2013.877892	Open
Rate of intention to take parental leave	Survey	Items: related to turnover intention	Escot, L., Fernández-Cornejo, J. A., Lafuente, C., & Poza, C. (2012). Willingness of Spanish men to take maternity leave. Do firms' strategies for reconciliation impinge on this? <i>Sex Roles</i> , 67(1-2), 29-42. https://doi.org/10.1007/s11199-012-0142-6	Restricted
Level of satisfaction with life	Survey	Tool: Satisfaction with life scale	Blais, M.R., Vallerand, R.J., Pelletier, L.G., & Brière, N.M. (1989). The satisfaction scale: French-Canadian validation of the Satisfaction with Life Scale. <i>Canadian Journal of Behavioural Science</i> , 21(2), 210-223. https://doi.org/10.1037/h0079854	Open
Perceived level of advancement and career opportunities	Survey	Tool: <i>Career satisfaction 5-item Scale</i>	Greenhaus, J. H., Parasuraman, S., & Wormley, W. M. (1990). Effects of race on organizational experiences, job performance evaluations, and career outcomes. <i>Academy of Management Journal</i> , 33(1), 64-86. DOI 10.2307/256352	Restricted
	Survey	Tool: <i>Learning and career advancement items (The Total Rewards Questionnaire)</i>	Pregolato, M., Bussin, M. H., & Schlechter, A. F. (2017). Total rewards that retain: A study of demographic preferences. <i>SA Journal of Human Resource Management</i> , 15(1), 1-10. https://doi.org/10.4102/sajhrm.v15i0.804	Restricted
	Survey	Tool: <i>Subjective career opportunity items scale</i>	Nakrošienė, A., Bučiūnienė, I., & Goštautaitė, B. (2019). Working from home: Characteristics and outcomes of telework. <i>International Journal of Manpower</i> , 40(1), 87-101. https://doi.org/10.1108/IJM-07-2017-0172	Restricted

INDICATOR	INFORMATION SOURCE	TOOL	FULL REFERENCE	ACCESS STATUS
Sense of self-efficacy at work	Survey	Tool: Sense of efficacy measurement scale	Bandura, A. (2003). <i>Auto-efficacité. Le sentiment d'efficacité personnelle</i> . Paris, Éditions De Boeck Université, 859 p.	Open
	Survey	Tool: <i>Work-Family Enrichment 9-item Scale</i>	Carlson, D. S., Kacmar, M. K., Wayne, J. H., & Grzywacz, J. G. (2006). Measuring the positive side of the work-family interface: Development and validation of a work-family enrichment scale. <i>Journal of Vocational Behavior</i> , 68(1), 131–164. https://doi.org/10.1016/j.jvb.2005.02.002	Restricted
	Survey	Tool: <i>General Self-Efficacy Scale (GSES)</i>	Luszczynska, A., Scholz, U., & Schwarzer, R. (2005). The general self-efficacy scale: multicultural validation studies. <i>The Journal of Psychology</i> , 139(5), 439-457. DOI: 10.3200/JRLP.139.5.439-457	Restricted
Sense of parental self-efficacy	Survey	Tool: Sense of efficacy measurement scale	Bandura, A. (2003). <i>Auto-efficacité. Le sentiment d'efficacité personnelle</i> . Paris, Éditions De Boeck Université, 859 p.	Open
	Survey	Tool: <i>Work-Family Enrichment 9-item Scale</i>	Carlson, D. S., Kacmar, M. K., Wayne, J. H., & Grzywacz, J. G. (2006). Measuring the positive side of the work-family interface: Development and validation of a work-family enrichment scale. <i>Journal of Vocational Behavior</i> , 68(1), 131–164. https://doi.org/10.1016/j.jvb.2005.02.002	Restricted
	Survey	Tool: <i>3-item Family Efficacy Scale</i>	Spreitzer, G. M. (1995). Psychological empowerment in the workplace: Dimensions, measurement, and validation. <i>Academy of Management Journal</i> , 38(5), 1442–1465. https://doi.org/10.2307/256865	Restricted
	Survey	Tool: <i>10-item Self-efficacy Scale</i>	Riggs, M. L., Warka, J., Babasa, B., Betancourt, R., & Hooker, S. (1994). Development and validation of self-efficacy and outcome expectancy scales for job-related applications. <i>Educational and Psychological Measurement</i> , 54(3), 1017–1034. https://doi.org/10.1177/0013164494054003026	Restricted
	Survey	Tool: <i>Role Quality Scale</i>	Marshall, N. L., & Barnett, R. C. (1993). Work-family strains and gains among two-earner couples. <i>Journal of Community Psychology</i> , 21(1), 64-78. <a href="https://doi.org/10.1002/1520-6629(199301)21:1<64::AID-JCOP2290210108>3.0.CO;2-P">https://doi.org/10.1002/1520-6629(199301)21:1<64::AID-JCOP2290210108>3.0.CO;2-P	Restricted

INDICATOR	INFORMATION SOURCE	TOOL	FULL REFERENCE	ACCESS STATUS
Job need satisfaction level	Survey	Tool: <i>3-item needs-supplies fit</i>	Cable, D. M., & DeRue, D. S. (2002). The convergent and discriminant validity of subjective fit perceptions. <i>Journal of Applied Psychology</i> , 87(5), 875–884. https://doi.org/10.1037/0021-9010.87.5.875	Restricted
Quantity and quality of sleep	Survey	Tool: Pittsburgh Sleep Quality Index	Buysse, D. J., Reynolds, C. F., Monk, T. H., Berman, S. R., & Kupfer, D. J. (1989). The Pittsburgh Sleep Quality Index: A new instrument for psychiatric practice and research. <i>Psychiatry Research</i> , 28(2), 193-213. https://doi.org/10.1016/0165-1781(89)90047-4	Open
INDICATOR CATEGORY: FAMILIAL				
Rate of satisfaction with the parenting experience	Survey	Tool: <i>Parenting Experience Survey</i>	Turner, K. M. T., Markie-Dadds, C., & Sanders, M. R. (1997). <i>Facilitator's manual for group Triple P</i> . Brisbane, Australia: Families International Publishing.	Restricted
	Survey	Tool: <i>Reeder Stress Inventory (RSI) – Family Stress Scale</i>	Reeder, L. G., Chapman, J. M., & Coulson, A. H. (1968). Socioenvironmental stress, tranquilizers, and cardiovascular disease. <i>Proceedings of the Excerpta Medica International Congress Series</i> , 182, 226-238.	Restricted
Amount of time spent on self and family	Survey	Tool: Time with Children Scale	Albertsen, K., Garde, A. H., Nabe-Nielsen, K., Hansen, Å. M., Lund, H., & Hvid, H. (2014). Work-life balance among shift workers: Results from an intervention study about self-rostering. <i>International Archives of Occupational and Environmental Health</i> , 87(3), 265-274. https://doi.org/10.1007/s00420-013-0857-x .	Restricted
	Survey	Tool: Family Audit – Couple Wellbeing Scale	Malfer, L. (Ed.). (2013). <i>Family Audit: la nuova frontiera del noi. Linee guida per la certificazione aziendale: Linee guida per la certificazione aziendale</i> . Milan: Franco Angeli.	Restricted

INDICATOR	INFORMATION SOURCE	TOOL	FULL REFERENCE	ACCESS STATUS
INDICATOR CATEGORY: SOCIETAL				
Gender role attitudes	Survey	Tool: <i>Gender Equality Index</i>	Duncan, S. (1995). Theorizing European gender systems. <i>Journal of European Social Policy</i> , 5(4), 263-284. https://doi.org/10.1177/095892879500500401	Restricted
	Survey	Tool: <i>The Social Institutions and Gender Index (SIGI)</i>	Branisa, B., Klasen, S., Ziegler, M., Drechsler, D., & Jütting, J. (2014). The institutional basis of gender inequality: The Social Institutions and Gender Index (SIGI). <i>Feminist Economics</i> , 20(2), 29-64. https://doi.org/10.1080/13545701.2013.850523	Restricted