

From Canoeing to Careers: An Evaluation of Employee Engagement Characterized by After-Work Activities

By

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Abstract

The growing importance of employee engagement and its relationship with the success of a company is becoming more apparent to firms worldwide. Yet with only 13% of employees worldwide claiming to be engaged during the workday, firms are looking to fix this issue and find ways to identify the most engaged employees (Gallup, 2013). Though research exists on the performance and engagement of employees during the workday, little research has focused on the relationship between engagement and activities outside of the workplace. This thesis looks at employee behavior in after-work activities to understand whether there is a relationship between these activities and employee engagement during the workday. Though no conclusive results were found regarding engagement and after-work activities, other patterns such as a relationship between number of hours per week worked and engagement during the workday emerged.

Key words: employee engagement, activities, workday, leisure time

1. Introduction

Each day, people wake up, go to work, go home, and go to sleep. The repetition is constant, yet the make up of each component of the day changes from person to person. During the workday, some are excited and engaged in what they do; others are suffering from burnout and disengagement. When employees go home, they choose the activities in which they want to occupy their leisure time.

Kahn (1990) defines employee engagement as “the harnessing of organisation members’ selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances” (p.692). Though many varying and similar definitions exist, Kahn’s is the most encompassing of the three different factors of employee engagement.

There is a fair amount of research related to employee engagement, which is extremely relevant to companies today. However, this research focuses within the workplace, and does not scope out to what employees do during times outside of the workday, which for further purposes will be defined as “leisure time.” Though there have been studies that approach this topic with the view that the activities and habits people partake in outside of work are meant for recovery and lead to increased engagement during the workday (Sonnetag 2012), this does not consider the possibility of a relationship between those who are engaged in work both in and outside of the workday. The research question of this thesis seeks to find if employees who are engaged during workday are more likely to be those who are also engaged in their career topic outside of the workday compared to those who are disengaged during the day.

This research was conducted using a survey approach, asking questions to gauge the level of engagement during the workday of an employee, as well as asking about a participant's after-work activities. The measures include level of engagement as well as different controls such as work relationship satisfaction, compensation, years worked for the company, hours worked per week, and career band level. The results of this research conclude that no support is found for the hypothesis, though other interesting data patterns emerge.

This research is divided into six sections. Section 2 explains existing research about employee engagement in and outside of the workplace in literature and the gaps that exist within this literature. Section 3 describes methodology, which includes my hypothesis, data collection method, and method of data analysis. Section 4 explains all results from the data collected. Section 5 is a discussion of possible reasoning behind the results as well as defining the meaning of those results. Finally, Section 6 concludes the research and considers next steps for future research.

2. Literature Review

This literature review delves into the existing research on employee engagement. This review is split into two sections: the first includes a review of research related to employee engagement and outcomes related to work, and the second includes research on employee engagement outside of the workday.

2.1 The Topic of Employee Engagement

Macy et al. (2008) looks into the definitions of engagement and concludes that there are multiple factors that must be considered to have a complete view of engagement. This includes engagement as a psychological state, a behavior, and an extra-role behavior, which must all be

taken into account to have a full picture of how engagement is defined. Rich et al. (2010) builds on the theories put in place by Kahn's (1990) previous research, further studying employee engagement. More specifically, Rich et al. (2010) looks into how employee engagement is related to job task performance, and hypothesizes that strong engagement in a workplace will be positively correlated with task performance.

The research of Rich et al. theorizes the underlying characteristics of employee engagement through the same scope as the research presented in my thesis. Rich et al. (2010) also defines predictors of job engagement, including value congruence, perceived organizational support, and core self-evaluation, all of which will be questioned further within this research.

One of the key portions of Kahn's (1990) study is that it was also directed toward future research. This study does not give insight into particular moments of engagement versus disengagement and why this occurs. The limitation of the research within the article by Rich et al. (2010) compared to this research is its specific research on engagement and task performance of firefighters. Due to this specificity and the extreme differences in job tasks for firefighters compared to tasks in job categories, the research of Rich et al. may be difficult to generalize to larger population. It also looks at more specific moments of employee engagement, and in particular, moments outside of the workplace.

2.2 Employee Engagement Outside the Workday

The relation of engagement to activities outside of the workday is a topic that has very little research. Sonnetag (2012) looks into the relationship between work engagement and the recovery or rest process; more specifically, how the recovery process leads to stronger engagement the next workday. The hypothesis states that a strong recovery period should lead to

an energetic and rejuvenated employee the next day, therefore leading to a high level of work engagement (Sonnetag 2012).

Another hypothesis of Sonnetag's states the level of engagement during the workday is related to the level of recovery at the end of the day, looking at a day-by-day basis. The results of this study found that the recovery level in the morning had a positive correlation with work engagement during the workday, and that engagement during the workday had a positive correlation with the recovery level after the workday (Sonnetag, 2012).

Interestingly, "recovery" is not clearly defined in the study and merely suggests time outside of the workplace. Recovery in the survey was determined by asking questions about the subject's moods and feelings, rather than activities that had taken place. This leaves a gap to delve further into the possibilities of what activities may or may not constitute "recovery," particularly those relating back to work. This study is one of the few to look at the importance of what occurs outside of the workday to employee engagement.

This research aims not to disprove this theory, but rather to have a more definitive sense of what constitutes recovery, and to find if work-related activities during leisure time (which Sonnetag would most likely define as 'recovery' time) have an effect on this correlation as well.

In following up with Sonnetag's study, Bakker (2014) looked into daily fluctuations in work engagement. Bakker used diary entries to follow teachers' daily engagement and relationship with partners during recovery time, and found that "daily work engagement may cross over between colleagues, and spill over to family life" (p. 234, 2014). This suggests that spillover has an effect on work in outside activities. In this instance, it is key to finding if the spill over from work into leisure time activities creates further engagement in the workplace.

Another finding from Bakker's research stated, "On the days employees recover well, they feel more engaged; and engagement during the day is predictive of subsequent recovery. Finding this balance between engagement while at work and detachment while at home seems the key to enduring work engagement" (p. 233, 2014). The idea that detachment is key to work engagement is one that this research aims to disprove. By looking at the percentage of activities that people participate in outside of the workplace that are related to their career area, this thesis aims to find if detachment is not actually the true "key" to enduring work engagement.

A study by Unger et al. (2014) looks into a slightly different aspect of work life in comparison to life outside of work based on romantic relationships. In this study, time as a resource allocation was key to determining relationship quality. Though this study does not focus on engagement, it looks at time similarly to this research at the importance of time as a significant variable in quality of work. The importance of this work in relation to this research is that it justifies the importance of using time as a variable in determining habits both in and outside of work. Due to this study's focus on romantic relationships, information on quality of work is not prominent. Through this research, I can fill in the gap of information on work quality and more specifically focus on the balance of life in and outside of work rather than putting the focus on a variable outside of the workplace.

In conclusion, there is evidence that employee engagement is related to behaviors at work, namely task performance, yet research on its relationship with non-work behaviors has only been in the context of work recovery. This thesis extends prior research on engagement by evaluating the relationship between engagement and behaviors by employees outside of work, namely choice of how to spend their leisure time.

3. Methodology

To improve upon the research available regarding employee engagement, I propose and test a hypothesis comparing the amount of work related activities that employees performed outside of work alongside their level of engagement during the workday. This section further explains my hypothesis, measures and variables used in my research, how my data was collected, and my analysis of the research in question.

3.1 Hypothesis

Kahn (1990) defines employee engagement as “the harnessing of organisation members’ selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances” (p.692). Kahn’s definition is key to understanding this hypothesis through its use of defining the three different defining areas of engagement: physical, mental, and emotional. Throughout this thesis, including the survey, methodology, and analysis, this definition is used.

The justification for this research is that those who are interested in their career subject matter may be more engaged inside and outside the workplace. The spillover effect, “a secondary effect that follows from a primary effect, and may be far removed in time or place from the event that caused the primary effect” (n.p., Business Dictionary 2015) is a large consideration in the reasoning behind this research. This concept has only been viewed to date in terms of recovery, rather than crossover of engagement to leisure. The research of this thesis will look further into how spillover works in terms of engagement outside of the workplace.

Hypothesis: More engaged employees are more likely to perform work-related activities during their leisure time on average compared to those who are less engaged.

3.2 Data and Measures

A survey was used to ask respondents about work engagement as well as activities performed during leisure time. For those questions relating to leisure time, respondents had the option to report what percentage of time spent on particular activities were work-related (see Appendix for full survey). This survey was collected from employees of a large (>80,000 employees), Midwestern-based company, representing the population of employees in the United States. After sending out 100 email invitations to take the survey, the final sample size was 75 respondents. As this sample is only from one company, it creates limitations to representativeness toward the overall population, which will be discussed in the limitations section of this paper.

Respondents were first asked to select the number of hours spent on different leisure time activities for over the past week, then (if time spent was greater than zero hours) to report the percentage of time that was work-related for those activities. The question asked in this survey included activities such as:

Table 1:

1. Reading magazines, books, newspapers or online articles
2. Watching movies or television
3. Listening to talk radio or podcasts
4. Spending time outdoors
5. Working out
6. Spending time with friends
7. Spending time with family
8. Spending time on a hobby
9. Attending an event
10. Spending time in school

Each survey respondent was also asked to respond to a total of nine physical, cognitive, and emotion-based questions in order to gain information on employee engagement established by Kahn’s definition. Examples of questions asked in the survey regarding the three different dimensions are given below.

For the following question that tested the emotional aspect of employee engagement, respondents were asked to rate their agreement with the following statements from “Strongly Disagree” to “Strongly Agree” on a seven-point scale. Respondents were asked “How much do you agree with the statement below regarding your feelings toward work and the workplace?” and given the following statements on which to rate their level of agreement:

Table 2:

1. I feel a great sense of personal satisfaction when I do my job well
2. I get excited about going to work
3. I feel unhappy when I discover that I have performed poorly on my job

For the next questions, which tested the cognitive and physical aspects of employee engagement respectively, respondents were asked to rate their agreement for how often they had performed the statements given on a seven point scale from “Never” to “Often,” as shown in the table below:

“In the last week at work, how often have you...”

Table 3:

	Never	Rarely	Occasionally	Sometimes	Frequently	Usually	Often
Left work early without permission							

Tried to think of ways to do job better							
Put less effort into the job than should have							
Taken longer lunch or rest break than allowed							
Daydreamed							
Done more work than required							

Finally, respondents were asked about differing lifestyles or work habits that may have led to important differences in time allotted or habits regarding work-related activities. Examples of questions asked on the survey include hours worked per week, time worked for current company, and satisfaction level of relationships with co-workers and supervisors. All questions were identical and in the same order for each respondent. For the full survey, please see the Appendix.

3.3 Analysis

To test my hypothesis, I used a multivariate linear regression model using primary data. This regression formula is as stated below:

$$\text{Work-related leisure time} = \beta_0 + \beta_1(\text{employee engagement}) + \varepsilon + \theta x$$

The independent variables include an engagement index of employees (please see Appendix for full index). Control variables included hours per week of work, time with company, relationship with coworkers, relationship with supervisor, current level of position in

company, satisfaction with compensation. The relationship between employee engagement and control variables together to the dependent variable, the amount of time spent on activities related to work during leisure time, will give insight to the hypothesis.

To gain a more in-depth view, the regressions tested included three different categories of levels of engagement in activities outside the workplace: human capital, social, and recreational. Each category used 2-4 combined answers from the survey question regarding time spent on activities outside of work.

Table 4:

Human Capital: Time Spent	Social: Time Spent	Recreational: Time Spent
Reading magazines, books, newspapers, or online articles	Spending time with friends	Watching movies or television
Listening to talk radio or podcasts	Spending time with family	Spending time outdoors
Spending time in school		Attending an event
		Working out

Each category was tested by creating a regression with the number of minutes spent, work-related, in that category, and compared to the engagement index, both with and without controls. Each category was also tested by creating a regression with the percentage of minutes spent, taken from the number of work-related minutes spent divided by the total time spent (both non work-related and work-related) in that category by the participant. Again, these were tested both with and without controls. All controls and the engagement index were standardized.

Table 5:

Variable/Control	Descriptive Statistics	
	Mean	Standard Deviation
Employee Engagement	5.8364	0.5385
Work Relationships	1.625	0.5859
Compensation	2.4722	1.0205
Years Worked for Company	12.4236	8.0987
Hours/Week	46.6667	7.1207
Human Capital %	0.2174	0.1141
Human Capital # min	334.1667	256.8375
Social %	0.2271	0.1303
Social # min	338.6389	219.3306
Recreation %	0.5555	0.1526
Recreation # min	868.3333	401.1006

Looking at the mean and standard deviation of the different variables and controls, it is important to note these statistics for employee engagement and hours worked per week. Looking at the mean of employee engagement, it is possible to see that all participants are highly engaged, as the maximum engagement level would be a 7. Most participants were in close range, with one standard deviation from the mean being about 0.5 change in score. Participants also had a high number of hours worked per week, with the mean being about 47 hours per week, with participants within one standard deviation working between about 50-54 hours per week.

3.4 Appropriateness of Methodology

The strengths of this methodology include the appropriateness of my survey to gauge employee engagement. As this survey is used for primary data collection on novel measures, it was an important tool for accurate research. Another strength includes using workers rather than students for survey, as this sample will give a more accurate representation of the population this thesis was looking to explore.

Assumptions of this methodology include the utilization of Kahn's three characteristics (physical, cognitive, emotional) to determine employee engagement. This assumes that these elements fully define employee engagement, though many other approaches for determining employee engagement exist.

Another assumption includes that people will report their behavior accurately. As my survey is dependent on people reporting their activities over the last week, this time scale may cause issues for people to fully and accurately determine their previous activities. This also assumes that people have not had an out-of-the-ordinary past week.

Finally, this assumes that everyone has leisure time. There may be people who spend the majority of their time working, which would leave no ability to find any significant data for my hypothesis.

The limitation of this methodology is that sample may not be representative of population due to small size and survey data from a singular company. There may also be skewed demographics, as gender was not a question asked on the survey to preserve anonymity due to a predominately female participant pool. Also, due to the geographic location of those taking the survey, the results of this study may only be applicable to Midwestern employees rather than those throughout the United States.

4. Results

As stated in the methodology section, four regressions were created for each dimension (human capital, social, and recreation) which included one regression that considered the number of work-related minutes spent on each activity divided by total minutes spent on that activity (shown as a percentage, and another regression which considered simply the number of work-

related minutes spent on each activity. Each regression was performed with and without controls to equal four total regressions per dimension.

The results of my hypothesis testing show that there is no support for this hypothesis, so it cannot be proven through this research that more engaged employees are more likely to perform work-related activities during their leisure time on average compared to those who are less engaged. Nonetheless, interesting results emerged in predicting work-related leisure among employees.

4.1 Human Capital

Looking at the “human capital” dimensions of leisure time, which includes leisure time spent on work-related reading, listening, and school lectures, there was no significant relationship between these factors and employee engagements, and therefore no support for the stated hypothesis.

Table 6:

Variable/Control	Regression			
	Human Capital %	Human Capital %	Human Capital # min	Human Capital # min
Intercept	9.9924 0.0000	6.7345 0.0000	7.4754 0.0000	4.0445 0.0001
Employee Engagement (Standardized)	0.1663 0.4342	-0.3575 0.6391	0.1108 0.4560	0.5553 0.2903
Work Relationships (Standardized)		-0.0162 0.9871		1.6014 0.1142
Compensation (Standardized)		0.5965 0.5529		0.8068 0.4228
High Career Band		0.0181 0.9856		3.1532 0.0025**
Medium Career Band		-0.3494		0.8079

		0.7279		0.4221
Years Worked for Company (Standardized)		0.1776		-0.3489
		0.8596		0.7283
Hours/Week (Standardized)		1.7250		2.4299
		0.0894*		0.0179**

**p-value < 0.05, *p-value < 0.10

Though no support was found for the hypothesis, other significant data emerged. In particular, I find that employees in “High Career Band” (relative to low career band) spend significantly more time on work-related human capital activities (p-value = .002 for minutes),. This means that those participants falling into the “High Career Band” category spent, on average, 48 minutes more per week on human capital leisure activities related to their career compared to those falling into a low career band category. There was also significance relationship between the number of hours worked per week and work-related human capital activities (p-value of .018 for minutes and p-value of .089 for percentage of time). For example, a one standard deviation increase in work hours is associated with 2.4 additional human capital minutes. Further evaluation on the possible reasoning behind this trend can be found in the discussion section.

4.2 Social

In investigating the relationship between “social” factors, which includes leisure time spend on work-related time spent with family and friends, no significant relationship was found and no support for the stated hypothesis. However, there was significant relationship between engagement and work-related social time in the opposite direction than expected. In particular, a one standard deviation increase in engagement was associated with 2.16 fewer minutes spent on work-related social time (p-level = .017 for minutes).. In addition, employees in the “Medium

Career Band” (relative to the low band) spent less time on work-related social time (p-value = .059 for percentage of time and (p-value = .035 for minutes spent). The significance of this is further interpreted in the discussion section

Table 7:

Variable/Control	Regression			
	Social %	Social %	Social # min	Social # min
Intercept	5.2281 0.0000	4.6521 0.0000	5.3128 0.0000	4.8934 0.0000
Employee Engagement (Std.)	-1.4912 0.9298	-1.4928 0.9298	-2.3733 0.0102**	-2.1626 0.0172**
Work Relationships (Standardized)		0.3440 0.7320		-0.0454 0.9639
Compensation (Standardized)		-0.5920 0.5559		-0.0616 0.9511
High Career Band		0.3243 0.7467		0.1637 0.8705
Medium Career Band		-1.9212 0.0592*		-2.1523 0.0352**
Years Worked for Company (Std.)		-0.1769 0.8602		-0.2869 0.7751
Hours/Week (Standardized)		1.1518 0.2537		1.1732 0.2451

**p-value < 0.05, *p-value < 0.10

4.3 Recreation

Finally, in looking at the “recreation” factors, which include leisure time spent on work-related watching of television or movies, attending events, working out, or being outdoors. No support was found for the hypothesis of a positive relationship between engagement and work-related leisure time in this dimension. However, one significant relationship was found between hours worked per week and work-related recreation time (p-value = .095 for percentage and .093

for minutes) meaning that those work more hours during the work day spend 1.7 more minutes on work-related recreational time.

Table 8:

Variable/Control	Regression			
	Recreation %	Recreation %	Recreation # min	Recreation # min
Intercept	2.5198	2.2534	2.6288	2.1956
	0.0140	0.0277	0.0105	0.0318
Employee Engagement (Standardized)	-0.9956	-1.2347	-0.9514	-1.2073
	0.8386	0.8893	0.8277	0.8841
Work Relationships (Standardized)		0.3997		0.7257
		0.6907		0.4706
Compensation (Standardized)		0.6759		0.3302
		0.5016		0.7423
High Career Band		-0.5382		-0.4622
		0.5923		0.6455
Medium Career Band		-0.7223		-0.5581
		0.4728		0.5787
Years Worked for Company (Standardized)		0.2242		0.1955
		0.8233		0.8456
Hours/Week (Standardized)		1.6926		1.7063
		0.0954*		0.0928*

**p-value < 0.05, *p-value < 0.10

5. Discussion

In review, looking at human capital, social, and recreational time spent outside of work, no support was found for the hypothesis. This means there is not support, through this particular study, that more engaged employees are more likely to perform work-related activities during their leisure time on average compared to those who are less engaged, particularly in the three areas previously stated. Though the findings of this survey did not support the hypothesis, other interesting patterns emerged in this data.

Looking at human capital, interesting findings include a positive relationship between the controls of “hours per week” and position rank with work-related human capital leisure. In addition, hours worked was positively related to work-related recreation leisure. The implication is the relationship between effort/responsibility and work-related leisure that is positive, but this is not operating through engagement. This may mean there is some factor such as obligation that is having an effect, or that the engagement scale is missing some dimension.

In social, there is significance between both social number of minutes and percentage and employee engagement in the opposite direction than expected. This implies that those who are less engaged are the people who more consistently talk about work with family and friends. This may have to do with the negativity bias, and more specifically negativity dominance, in which “the holistic perception and appraisal of integrated negative and positive events (or objects, individuals, hedonic episodes, personality traits, etc.) is more negative than the algebraic sum of the subjective values of those individual entities” (p. 298, Rozin 2001). The idea behind this bias is that in situations that are equally positive or negative, one will tend to think of the negative situation as *more* negative than the positive situation. The assumption behind this discussion is that those who feel they are in a negative situation will be more likely to talk about it, as they will feel more strongly about it than someone with an equally positive situation.

6. Conclusion

In summary, this study looked at a novel aspect of employee engagement – specifically, what people do outside of the workday and if that had a relationship with their engagement during the workday. Through a survey, both the amount time a participant spent on activities outside of the workday and their engagement levels were determined, and then analyzed to check

for significance. Overall, the results of this study did not support the hypothesis given. This may be due to the limitations stated; a future study that looks at different geographical areas and multiple companies within the United States may yield different results.

The research conducted adds to the limited research available on engagement outside of the workplace. This information can still be helpful to large companies in discussion on engagement by viewing the different factors – such as negative discussions with family and friends outside of work – that may be key to understanding their employees' performances.

The importance of this study is that, though no major results supporting the hypothesis were found, there are still key pieces of data considering the controls and engagement levels. These key pieces include results such as the significance of those with lower engagement scores being those who spend more work-related time with family and friends, as well as the positive relationship between hours worked per week and time spent on activities increasing human capital worth, meaning that there is a lot to be left discovered in the world of engagement outside of the workplace.

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Appendix:

Survey

**CARLSON SCHOOL**
OF MANAGEMENT

UNIVERSITY OF MINNESOTA
Driven to Discover™

Default Question Block

CONSENT FORM FOR RESEARCH

Honors Thesis

You are invited to be in a research study on your habits in the workplace and background information. You were selected as a possible participant because you are employed. I ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by Megan Morris, a student at the Carlson School of Management, University of Minnesota under the advisement of Colleen Manchester, an Assistant Professor in the Department of Work and Organizations, Carlson School of Management, University of Minnesota.

If you agree to be in this study, I would ask you to do the following things: (1) evaluate your workday behaviors (2) evaluate your leisure time activities

The study will take approximately 10-15 minutes to complete.

The records of this study will be kept private. In any sort of report I might publish, I will not include any information that will make it possible to identify a subject. Research records will be stored securely and only the researcher will have access to the records.

Voluntary Nature of the Study:

Participation in this study is voluntary. If you decide to participate, you are free to not answer any question or withdraw at any time.

Contacts and Questions:

The researcher conducting this study is: Megan Morris. If you have

questions later, you are encouraged to contact her via email at morro625@umn.edu.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact the Research Subjects' Advocate Line, D528 Mayo, 420 Delaware St. Southeast, Minneapolis, Minnesota 55455; (612) 625-1650.

Would you like to continue with the survey?

- Yes, I agree to participate
- No, I would not like to participate at this time

How long have you been working for your current company?

- Less than one year
- 1 - 5 years
- 5 - 10 years
- 10 - 15 years
- 15 - 20 years
- 20+ years

On average, how many hours per week do you work?

- I don't work
- 1 - 10 hours
- 10 - 20 hours
- 20 - 30 hours
- 30 - 40 hours
- 40 - 50 hours
- 50 - 60 hours
- 60 hours or more

My current career band is

- A
- B
- C
- D

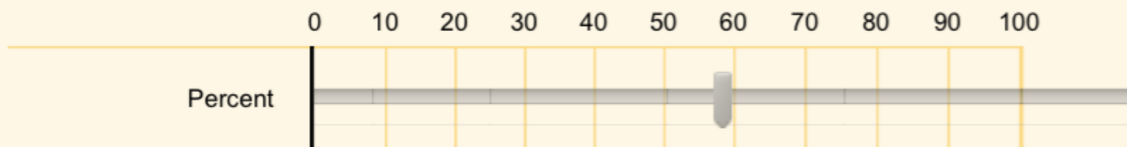
How much time have you spent on the following activities in the past **WEEK**?

	Hours spent on activity														
	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7+
Reading magazines, books, newspapers or online articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching movies or television	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening to talk radio or podcasts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spending time outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spending time with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

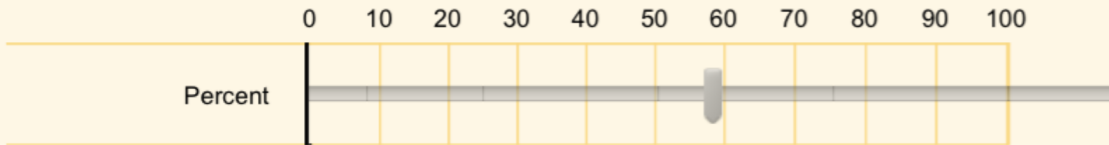
How much time have you spent on the following activities in the past **WEEK**?

	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6	6.5	7+
Spending time with family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spent time on a hobby	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending an event (concert, gala, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spending time in school (higher education, lectures, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

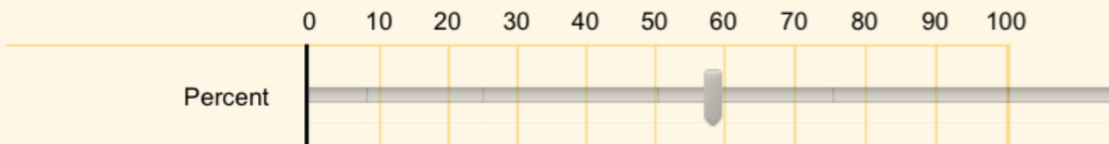
You indicated you spent time reading magazines, books, newspapers and/or online articles. About what percent of your time spent on this activity was work-related?



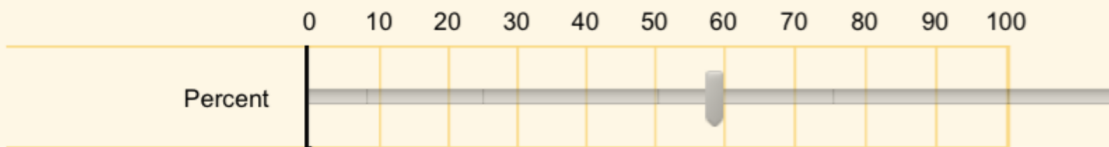
You indicated you spent time watching movies or television. About what percent of your time spent on this activity was work-related?



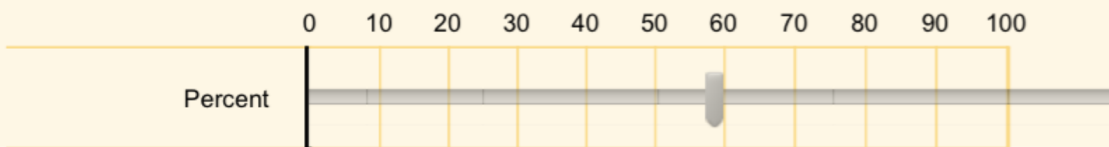
You indicated you spent time listening to talk radio or podcasts. About what percent of your time spent on this activity was work-related?



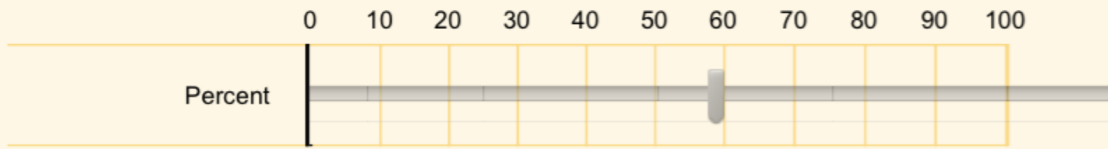
You indicated you spent time outdoors. About what percent of your time spent on this activity was work-related?



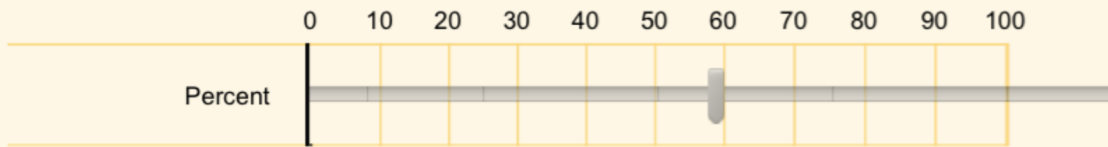
You indicated you spent time working out. About what percent of your time spent listening was work-related?



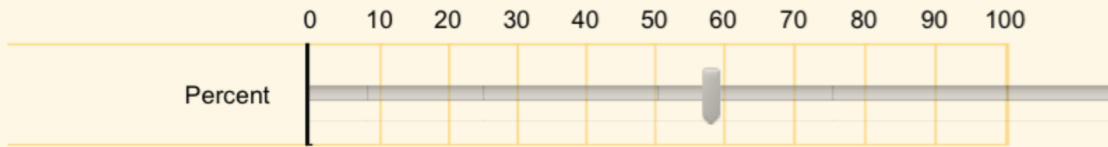
You indicated you spent time with friends. About what percent of your time spent on this activity was work-related?



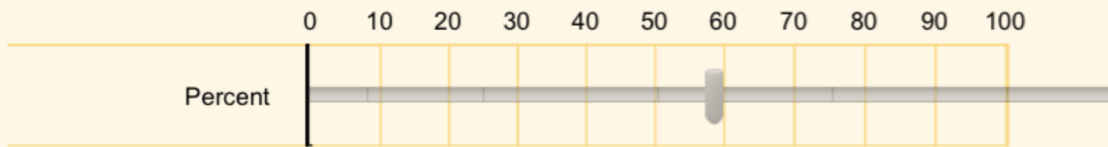
You indicated you spent time with family. About what percent of your time spent on this activity was work-related?



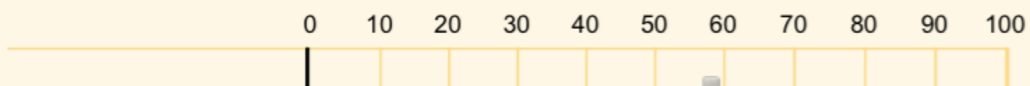
You indicated you spent time on a hobby. About what percent of your time spent on this activity was work-related?



You indicated you spent time attending an event (concert, gala, etc.). About what percent of your time spent on this activity was work-related?



You indicated you spent time in school (higher education, lectures, etc.). About what percent of your time spent on this activity was work-related?



My coworkers and I have a good working relationship

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

My supervisor and I have a good working relationship

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

I am satisfied with my compensation

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree