

Converting Hybrid-Work Affordances into Usable Resources: Resource-Conversion Mechanisms among Moroccan Vocational Trainers.

Auteur 1 : Issam AJAANIT,

Auteur 2 : Asmaa FARAH,

AJAANIT Issam1, (0009-0000-3910-2248, Doctoral student in Human Resource Management).

1Research Laboratory in Economics, Management, and Finance of Organizations (LAREMO). National School of Business and Management. Sultan Moulay Slimane University, Beni Mellal, Morocco.

FARAH Asmaa2, (Professor of Human Resource Management).

2Research Laboratory in Economics, Management, and Finance of Organizations (LAREMO). National School of Business and Management. Sultan Moulay Slimane University, Beni Mellal, Morocco.

Déclaration de divulgation : L'auteur n'a pas connaissance de quelconque financement qui pourrait affecter l'objectivité de cette étude.

Conflit d'intérêts : L'auteur ne signale aucun conflit d'intérêts.

Pour citer cet article : AJAANIT .I & FARAH .A (2026) « Converting Hybrid-Work Affordances into Usable Resources: Resource-Conversion Mechanisms among Moroccan Vocational Trainers », African Scientific Journal « Volume 03, Num 38 » pp: 001 – 032.



DOI : 10.5281/zenodo.22850815

Copyright © 2026 – ASJ



Abstract

This study examines how Moroccan vocational trainers at the Office of Vocational Training and Employment Promotion (OFPPT), convert hybrid-work affordances into usable resources within and across work and non-work domains. An interpretivist, abductive qualitative design was adopted, based on twenty semi-structured interviews in Morocco's public vocational-training sector. Data were analyzed through reflexive thematic analysis, within-case reconstruction and cross-case comparison. The Work-Home Resources (W-HR) Model served as the primary sensitizing lens, complemented by an affordance perspective, while NVivo supported data organization, coding and comparison. The analysis identifies three distinct but complementary resource-conversion mechanisms. Temporal resource conversion transforms reduced commuting and scheduling discretion into recovered usable time through release, protection and reinvestment. Cognitive-professional resource conversion transforms temporal and spatial discretion into focused attention, improved organization and perceived professional effectiveness through task-environment alignment and more efficient resource deployment. Capability resource conversion transforms digital adaptation demands into digital and pedagogical competence, adaptability and confidence through learning, practice and accumulated experience. Across these mechanisms, the value of hybrid work depends on whether available affordances can be converted into resources, a process shaped by task characteristics, workload, technological conditions, organizational and peer support, and personal circumstances. Organizations can facilitate conversion through realistic workloads, adequate digital infrastructure, relevant training and sufficient discretion over when and where appropriate tasks are performed. These findings are especially relevant to public institutions navigating digital transformation in the Moroccan context. The study contributes to hybrid-work and work-home research by theorizing resource convertibility as a situated employee-level process linking potentially resourceful work conditions to realized resources. It further distinguishes three conversion logics, *resource release and reinvestment*, *resource deployment*, and *resource accumulation*, helping explain why similar hybrid-work arrangements generate different resource gains across employees and circumstances.

Keywords: hybrid work; telecommuting; resource convertibility; Work-Home Resources Model; work-family interface; vocational trainers; Morocco; human resource management.

Introduction

Digital technologies have altered where, when and how work is performed through information and communication technologies (Messenger and Gschwind, 2016; Allen et al., 2015). Hybrid work combines remote and on-site work (Richter & Richter, 2024; Eng et al., 2024), reducing commuting constraints and increasing discretion over location and scheduling. Yet insufficient autonomy or organizational support can intensify workload, connectivity demands and work-home interference (Allen et al., 2015; Wang et al., 2021). The key issue is how hybrid-work opportunities become resources employees can use.

The Work-Home Resources (W-HR) Model links contextual demands and resources to personal resources such as time, energy and mood (ten Brummelhuis & Bakker, 2012). Reduced commuting, temporal discretion, location flexibility and digital practices may be resourceful conditions (Allen et al., 2015; Messenger and Gschwind, 2016; Wang et al., 2021). Yet saved time may be reabsorbed, location flexibility may help or hinder concentration, and digital demands may foster competence or consume resources (Wang et al., 2021; Eng et al., 2024). The question is how a resourceful condition becomes a usable employee resource.

An affordance perspective treats technologies and work arrangements as possibilities for action whose consequences depend on situated enactment (Leonardi, 2011). Datta et al. (2025) conceptualize hybrid-work autonomy across location, time, scheduling and decision-making, Eng et al. (2024) emphasize combining remote and on-site environments, and Bäcklander et al. (2025) identify task-environment fit. Less attention has addressed how such affordances become resources employees can retain, deploy or develop. Evidence is scarce in Morocco's public sector, leaving a processual and contextual gap.

To address these gaps, the study develops resource convertibility, the process through which a hybrid-work affordance becomes a resource that can be retained, reinvested, deployed or accumulated. It combines the W-HR distinction between contextual and personal resources (Ten Brummelhuis & Bakker, 2012) with the affordance view of situated enactment (Leonardi, 2011). Reduced commuting may become usable time, spatial discretion may support cognitive-professional resources through task-environment alignment, and digital adaptation may generate skills and competence (Ten Brummelhuis & Bakker, 2012; Eng et al., 2024; Bäcklander et al., 2025).

Morocco is particularly relevant because the Digital Morocco 2030 strategy positions digital transformation as a driver of socioeconomic development, public-service modernization, and national competitiveness (Ministry of Digital Transition and Administration Reform, 2024). This orientation was reinforced by the 2025 launch in New York of the Morocco Digital for Sustainable Development (D4SD) Hub, developed with the United Nations Development Programme (UNDP) to advance artificial intelligence, data science, digital public infrastructure, innovation, and progress toward the Sustainable Development Goals across Morocco and the wider Arab-African region (Ministry of Digital Transition and Administration Reform, 2025; UNDP, 2025). Vocational trainers at the OFPPT¹ have combined direct pedagogical interaction with digitally mediated activities since the COVID-19 crisis. Telecommuting is treated as the remote component of this hybrid arrangement (Messenger & Gschwind, 2016; Richter & Richter, 2024).

Building on these considerations, the article focuses on the employee-level conversion of hybrid-work affordances into usable resources among Moroccan vocational trainers. Its objective is to identify and explain the mechanisms through which potentially resourceful hybrid-work conditions are translated into temporal, cognitive-professional and capability resources, while examining the task-related, technological, organizational and personal conditions that enable or constrain this conversion.

Accordingly, this study asks: **How do Moroccan vocational trainers convert hybrid-work affordances into usable resources?**

Drawing on an interpretivist, abductive qualitative study of twenty Moroccan vocational trainers, the analysis identifies temporal resource conversion through resource release and reinvestment, cognitive-professional resource conversion through task-environment alignment and resource deployment, and capability resource conversion through digitally mediated adaptation and resource accumulation.

The study distinguishes resource availability from resource convertibility within the W-HR perspective (Ten Brummelhuis & Bakker, 2012), identifies three conversion logics, resource release and reinvestment, resource deployment, and resource accumulation, and shows that conversion depends on task, technological, organizational and personal conditions. Flexibility is

¹ The French acronym for “Office de la Formation Professionnelle et de la Promotion du Travail”. Adopts hybrid training for the launch of the 2020-2021 training year, 28 August, (accessed 20 August 2026).

therefore a possibility for resource generation rather than a resource in itself (Leonardi, 2011; Wang et al., 2021; Bäcklander et al., 2025).

Following this introduction, the article is structured as follows. The first section reviews the relevant literature and establishes the theoretical foundation of the study. The second section presents the methodological design and analytical approach. The third section reports the empirical findings and the three resource-conversion mechanisms identified. The fourth section discusses these findings in relation to prior research and presents the proposed resource-convertibility model. The article concludes by summarizing the study's main contributions, limitations, and avenues for future research.

1. Literature Review

1.1. Hybrid work as an ambivalent and affordance-rich arrangement

Hybrid work reflects the evolution of telecommuting from the substitution of physical commuting through telecommunications toward arrangements combining digitally mediated remote work with organizational presence (Nilles, 1994; Bailey & Kurland, 2002; Allen et al., 2015). Advances in information and communication technologies expanded employees' capacity to work beyond conventional premises, while the COVID-19 pandemic accelerated the normalization of arrangements combining remote and on-site work (Messenger & Gschwind, 2016; Belzunegui-Eraso & Erro-Garcés, 2020). Hybrid work therefore differs from exclusively remote work by enabling movement across locations, technologies and interaction modes (Allen et al., 2015; Messenger & Gschwind, 2016).

Research nevertheless portrays flexible and remote work as ambivalent rather than inherently beneficial. Telecommuting has been associated with greater autonomy, job satisfaction and performance (Gajendran & Harrison, 2007). Reduced commuting and discretion over time and location may facilitate the coordination of work and non-work responsibilities (Hill et al., 2001; Allen et al., 2015), whereas increased connectivity and availability may impede psychological detachment and consume resources (Grant et al., 2013; Wang et al., 2021).

Recent evidence reinforces this duality. Teng-Calleja et al. (2024) show that hybrid-work experiences depend on interactions among individual, team and organizational conditions. Dale et al. (2024) identify reduced commuting, additional family time and well-being alongside work extensification, difficulties switching off and social isolation, while Bölingen et al. (2023)

demonstrate that working from home can generate both positive and negative work-home spillovers. Sustainable hybrid work therefore depends on organizational policies, technologies, managerial practices and employee-level strategies (Hopkins & Bardoel, 2023).

These findings suggest that reduced commuting, location choice, scheduling discretion and task portability should be understood as affordances rather than realized resources. Affordances are possibilities for action whose consequences emerge through the relationship between environmental opportunities and actors' capacities and purposes (Leonardi, 2011). This distinction shifts attention from whether hybrid work is beneficial to how its affordances acquire resource value.

1.2. From flexibility and autonomy to resource convertibility

Flexibility has long been central to research on the work-non-work interface (Hall & Richter, 1988; Clark, 2000). Temporal and spatial flexibility may facilitate schedule reorganization, reduce commuting constraints and accommodate non-work responsibilities (Hill et al., 2001; Valcour & Hunter, 2005). Hsu et al. (2024) show that its capacity to reduce work-family conflict depends partly on employee proactivity and work-to-nonwork boundary permeability, while Datta et al. (2025) conceptualize hybrid-work autonomy as multidimensional, encompassing discretion over location, time, scheduling and decision-making.

The Work-Home Resources (W-HR) Model helps explain why similar arrangements may produce different resource consequences. Ten Brummelhuis and Bakker (2012) distinguish contextual demands and resources from personal resources such as time, energy, mood and skills, contextual resources may generate personal resources, whereas demands may deplete them. In hybrid work, reduced commuting may release time and energy, location discretion may support concentration, and digitally mediated work may foster capability development.

Recent research reinforces this conditionality. Eng et al. (2024) show that hybrid work is effective when remote and on-site environments are combined to exploit their respective advantages, highlighting task-environment alignment rather than the superiority of either location. Technologies may likewise support effectiveness and learning, while inadequate infrastructure, insufficient competence or continuous connectivity can turn the same environment into a demand (Grant et al., 2013; Wang et al., 2021).

The present study conceptualizes the process linking resource availability to realized resource value as resource convertibility. Resource availability denotes a potentially beneficial hybrid-work condition, whereas convertibility concerns how that condition becomes a resource employees can retain, reinvest, deploy or accumulate. Reduced commuting becomes usable time when released capacity is not reabsorbed by work, spatial discretion acquires cognitive-professional value through task-environment alignment, and digital adaptation may generate capability resources through learning, experimentation and support.

Convertibility therefore involves employee agency without placing responsibility solely on employees. Workload, task characteristics, household circumstances, technological infrastructure and organizational support may enable or constrain resource realization. Brumley et al. (2024) show that remote-work consequences can cross over between partners in dual-earner households, while Geraldles et al. (2025) demonstrate that work-family practices influence outcomes partly through employee-level boundary management. Together, these findings reinforce the distinction between access to flexibility and the capacity to convert it into usable resources.

1.1.From resource conversion to cross-domain resource use

Resource-based perspectives on the work-home interface suggest that resources generated through work may influence functioning beyond the immediate task. Greenhaus and Powell (2006) conceptualize work-family enrichment as occurring when resources generated in one role improve functioning in another through instrumental or affective pathways. Similarly, the Work-Home Resources (W-HR) Model proposes that contextual resources influence personal resources that may subsequently affect work and home functioning (Ten Brummelhuis & Bakker, 2012). These perspectives establish the importance of resource transfer but raise a prior question: *how does a potentially resourceful work condition first become a resource available for use or transfer?*

This distinction is important in hybrid work. Recovered commuting time may support family involvement, recovery or professional preparation, greater control over the work environment may preserve attention and energy, and digital adaptation may generate skills for future demands. These gains may contribute to enrichment, but conversion analytically precedes cross-domain outcomes. They first constitute realized resources whose subsequent use may occur within work, non-work life or across domains (Greenhaus & Powell, 2006; Ten Brummelhuis & Bakker, 2012).

Recent evidence supports this distinction. Dale et al. (2024) show that commuting time released through hybrid work can be redirected toward family life and well-being, while Eng et al. (2024) identify work-environment combinations supporting effectiveness and health. Tan et al. (2025) show that dimensions of hybrid work may contribute to work-family enrichment through psychological and work-related mechanisms. Conversely, Bölingen et al. (2023) demonstrate that positive and negative spillovers can coexist, while Wan et al. (2025) show that employees adapt work-family boundary preferences over time. Together, these studies indicate active employee responses to hybrid conditions but leave insufficiently specified how particular affordances become qualitatively different resources.

This process gap also appears in flexibility research. Hsu et al. (2024) show that flexible arrangements produce different work-family consequences depending on employee and boundary conditions, Geraldès et al. (2025) identify employee-level mechanisms linking work-family practices to outcomes, and Hopkins and Bardoel (2023) emphasize the organizational infrastructure required for sustainable hybrid work. What remains less developed is a mechanism-based explanation of how different affordances generate different realized resources. The present study therefore examines three conversion possibilities, the release and reinvestment of temporal resources, the deployment of cognitive-professional resources through task-environment alignment, and the accumulation of capabilities through adaptation and learning.

This question is also relevant beyond the predominantly Western settings of much flexible-work research. In Morocco, Senglali and Hassi (2016) link telework and flexibility to work-life experiences and social responsibilities, Sqalli (2020) documents the organizational, temporal and social issues associated with telework, and El Oud et al. (2023) examine telework in relation to organizational performance and workplace relationships. Yet these studies provide limited explanation of how hybrid-work opportunities become usable employee resources.

Accordingly, the present study distinguishes flexibility and autonomy from resource realization and examines how Moroccan vocational trainers convert hybrid-work affordances into temporal, cognitive-professional and capability resources. This distinction helps explain why similar hybrid-work opportunities may generate different resource gains depending on employee enactment and the conditions enabling or constraining conversion.

2. Methodology

2.1. Research design, epistemological positioning and study context

The study adopted an exploratory qualitative design and an interpretivist epistemological position because it sought to understand how vocational trainers made sense of hybrid-work conditions within their professional, organizational and personal contexts rather than to estimate an objective or universal effect (Maxwell, 2013; Schwartz-Shea & Yanow, 2012). Participants' accounts were therefore treated as situated interpretations of how temporal, spatial and digital work conditions generated opportunities, constraints and potential resources.

The choice of this methodological approach was consistent with the exploratory purpose of the study and with its focus on understanding the meanings that trainers attribute to their hybrid-work experiences. The interpretivist positioning was therefore considered appropriate for examining how resource opportunities are perceived and enacted within specific professional, organizational and personal contexts. Consistent with this epistemological orientation, an abductive mode of reasoning was retained because it enabled the explanation to be progressively refined through iterative comparison between trainers' situated accounts and existing theoretical concepts, while maintaining openness to unexpected empirical patterns.

An abductive logic guided iterative movement between empirical material and theoretical ideas (Dubois & Gadde, 2002; Timmermans & Tavory, 2012). The Work-Home Resources (W-HR) Model (Ten Brummelhuis & Bakker, 2012) and an affordance perspective served as sensitizing frameworks rather than predetermined coding structures, directing attention to contextual resources and demands, possibilities for action and resource realization while allowing empirical comparison to refine theory and support development of the resource-convertibility concept. Office of vocational training was treated as a bounded organizational case, with individual trainers as embedded units of analysis for examining variation in hybrid-work experiences and resource-conversion processes (Yin, 2018; Hlady Rispal, 2002).

2.2. Interview guide

Data were generated through semi-structured interviews organized around the research question and broad sensitizing domains rather than predetermined analytical themes (Wacheux, 1996; Brinkmann & Kvale, 2015). Questions elicited concrete experiences concerning work organization, flexibility and autonomy, commuting and time use, work-environment choice, task preparation,

digital adaptation, professional effectiveness, personal circumstances and perceived benefits or difficulties.

The guide covered three domains: **(a)** experiences of hybrid-work arrangements and changes in professional activities; **(b)** flexibility, autonomy and resources associated with hybrid work; and **(c)** perceived effects on personal well-being, family life, professional effectiveness and capability development. These domains provided conversational direction but did not constitute analytical themes. Follow-up questions explored how benefits or difficulties arose and the technological, organizational, task-related and personal conditions shaping them (Brinkmann & Kvale, 2015). Four pilot interviews assessed question clarity, sequencing and capacity to elicit detailed experiential accounts, wording and follow-up prompts were subsequently refined.

2.3. Sampling and data collection

Participants were purposively selected from vocational training sector with direct experience combining face-to-face and ICT-mediated remote work. Maximum-variation sampling sought heterogeneous accounts across gender, age, professional experience, household circumstances, geographical settings, pedagogical responsibilities and hybrid-work experience (Miles et al., 2014). The final dataset comprised twenty trainers representing diverse specializations and levels of seniority.

Interviews were conducted face-to-face, by telephone or online according to participant availability and lasted approximately 20-60 minutes. All were audio-recorded with informed consent, conducted and transcribed in French, and selected quotations were translated into English with attention to conceptual meaning and contextual equivalence (Temple & Young, 2004). Participants were anonymized as P01-P20.

Data collection and preliminary analysis proceeded iteratively. Dataset adequacy was assessed through the richness and diversity of accounts and whether later interviews generated additional explanatory insight, rather than through exhaustive informational redundancy. This is consistent with reflexive thematic analysis, for which saturation is not a universal criterion of sample adequacy (Braun & Clarke, 2021). Later interviews continued to refine the conditions under which resource-conversion processes varied, while divergent accounts were retained as analytically informative.

Table N°1: Profile of interviewed participants

Participant code	Region / Regional Directorate	Gender	Age / age range	Marital status	Children / Ages	Seniority / Years	Training domain	Interview mode
P01	Casablanca-Settat	Woman	33	Single	No children	6	Commerce, marketing and business management	Telephone
P02	Rabat-Salé-Kénitra	Man	57	Married	Three / not reported	21	Written and oral communication	Online
P03	Béni Mellal-Khénifra	Man	35	Married	One / 2	7	Vocational training; field not specified	Face-to-face
P04	Marrakech-Safi	Man	40	Married	Two / 5-1	6	Commerce, marketing and business management	Telephone
P05	Souss-Massa	Man	Over 50	Married	Two / 17-10	20	Management, marketing, business,	Telephone
P06	Béni Mellal-Khénifra	Woman	Over 45	Single	No children	21	Behavioural competencies / Soft Skills	Face-to-face
P07	Béni Mellal-Khénifra	Man	39	Married	One / 6	12	Information technology	Face-to-face
P08	Fès-Meknès	Man	47	Married	Three / not reported	16	Written and oral communication	Telephone
P09	Béni Mellal-Khénifra	Man	49	Married	Four / 21, 16, 15 and 11	8	French language	Face-to-face
P10	Souss-Massa	Man	35	Married	One	4	Commerce, entrepreneurship and statistics	Telephone
P11	Souss-Massa	Man	41	Married	One / not reported	6	Civil engineering	Telephone
P12	Tanger-Tétouan-Al Hoceïma	Man	39	Married	Two / not reported	10	Business management, entrepreneurship	Online
P13	Fès-Meknès	Man	44	Married	Two / 6 and 10	15	Digital development	Telephone

P14	Souss-Massa	Man	42	Married	One / 5	16	Business management	Telephone
P15	Casablanca-Settat	Woman	32	Single	No children	5	Communication, commerce, management, entrepreneurship and Soft Skills	Telephone
P16	Béni Mellal-Khénifra	Woman	38	Divorced	One / 15	6	French language communication	Face-to-face
P17	Béni Mellal-Khénifra	Woman	38	Married	Two / 16 and 14	8	Soft Skills and Entrepreneurship Innovation Programme (PIE)	Online
P18	Rabat-Salé-Kénitra	Woman	36	Married	One / 8	7	Behavioural competencies / Soft Skills	Online
P19	Casablanca-Settat	Man	58	Married	No children	26	Personal Assistance Services and Social and Socio-Educational Action pathway	Telephone
P20	Béni Mellal-Khénifra	Man	35	Married	No children	8	Entrepreneurial Innovation programme	Face-to-face

Source : Authors' own work

2.4.Data analysis

Data were analyzed using reflexive thematic analysis (Braun & Clarke, 2006, 2019), complemented by within-case reconstruction and cross-case comparison (Miles et al., 2014). This approach was appropriate because the study sought patterned meaning and interpretive explanation rather than coding reliability or a single objectively correct thematic structure (Braun & Clarke, 2019, 2021). Analysis remained abductive, coding stayed close to participants' accounts while theoretical concepts sensitized attention to affordances, resources, demands and resource realization.

Analysis proceeded through four overlapping stages. First, transcripts were repeatedly read and analytical memos developed for each participant to preserve contextual coherence, focusing on

time use, commuting, work organization, concentration, location choice, digital adaptation and professional functioning. Second, meaningful segments were coded in a data-engaged manner and progressively revised as comparisons distinguished affordances from their resource realization (Saldaña, 2016; Timmermans & Tavory, 2012), for example scheduling discretion from the protection and reinvestment of released time.

Third, within-case reconstruction examined how potentially resourceful conditions were retained, deployed, accumulated, lost or absorbed, while cross-case comparison identified recurring processes and theoretically informative contrasts (Miles et al., 2014). Divergent cases were particularly useful, because some trainers preferred home for focused preparation whereas others preferred institution-based environments, the interpretation shifted from a general claim that remote work improves concentration to the conditional mechanism of task-environment alignment. Fourth, candidate patterns were repeatedly compared with coded extracts, complete accounts and theoretical expectations. This abductive movement generated three recurring, non-exclusive mechanisms: temporal resource conversion, cognitive-professional resource conversion and capability resource conversion.

NVivo supported transcript organization, coding, retrieval, memoing and case comparison, interpretation and theme development remained researcher-driven.

2.5. Reflexivity, trustworthiness and ethics

Reflexivity was maintained through analytical memoing, documentation of coding and conceptual decisions, and repeated consideration of alternative interpretations. Consistent with reflexive thematic analysis, researcher subjectivity was treated as an interpretive resource requiring critical reflection rather than an error to be eliminated through inter-coder reliability procedures (Braun & Clarke, 2019, 2021). Because a resource-oriented lens could privilege positive accounts, cases involving reabsorbed resources, technological demands, absent gains or preferences for institution-based work were actively examined as theoretical contrasts.

Trustworthiness was supported through sustained engagement with the dataset, preservation of within-case context before cross-case abstraction, systematic comparison of convergent and divergent experiences, iterative interpretation and transparent use of participant quotations. Participation was voluntary and based on informed consent. Participants were informed about

Page 14

Across cases, reduced commuting represented the clearest source of recovered time. P02 illustrated the conversion process directly:

« This working arrangement saves considerable time. Instead of spending two hours delivering a lesson, I can often complete it in about one and a half hours and devote the remaining time to my family. I consider this flexibility beneficial because it gives greater freedom to organize work according to personal preference ».

The resource gain therefore did not lie simply in saving time, but in retaining discretion over how the released time could subsequently be reinvested. P04 illustrated a related mechanism through temporal autonomy:

« If I have a personal commitment on the morning of a scheduled online class, I inform my trainees that the session will take place in the afternoon instead. This flexibility has contributed to my personal well-being ».

Scheduling discretion thus allowed professional obligations to be reorganized around personal commitments without abandoning work responsibilities. Other accounts reinforced this pattern, P05 associated reduced commuting with greater family and personal time, P11 emphasized reduced travel and family proximity, and P17 described recovered time and energy that could support both lesson preparation and personal responsibilities.

Across participants, *temporal resource conversion* followed a recurring sequence, hybrid work reduced temporal or geographical constraints, released potentially usable time, and enabled trainers to protect and reinvest that time in family, personal, recovery or professional activities. Convertibility therefore depended on whether released time remained available for discretionary use. When additional workload or extended availability absorbed these gains, the affordance did not become an equivalent temporal resource.

3.2. Cognitive-professional resource conversion: deploying attention through task-environment alignment

Cognitive-professional resource conversion occurred when trainers used hybrid-work flexibility to improve concentration, task organization, preparation and perceived professional effectiveness. Whereas temporal conversion concerned the release and reinvestment of time, cognitive-professional conversion concerned the quality with which attention and effort could be deployed. The normalized lexical summary identified *professional* (63 occurrences), *organization* (28), *time*

Figure N°2: Word cloud related to cognitive-professional resource conversion



These contrasting accounts show that *cognitive-professional resource conversion* depended not on home-based work itself, but on task-environment alignment. Trainers benefited when they could

Across cases, this mechanism transformed hybrid-work discretion into focused attention and perceived professional effectiveness through resource deployment. Its immediate consequences were primarily professional, although reduced cognitive expenditure could preserve resources for subsequent personal or family demands. When adaptation instead generated durable skills, confidence and adaptive capacity, the process shifted toward capability resource conversion.

Capability resource conversion occurred when adaptation to hybrid work generated new digital, pedagogical and self-management capabilities. Digitally mediated work was therefore experienced not only as a technical requirement or demand, through training, experimentation, peer learning and repeated practice, it could also become a context for capability development. The normalized lexical summary identified *telecommuting* (70 occurrences), *hybrid* (44), *distance* (42), *training* (42), *teaching* (39) and *experience* (35), descriptively reinforcing the experiential and developmental processes associated with capability formation.

[illegible]

Page 17

P03 illustrated an experiential pathway to capability development:

« I did not receive formal training. I learned through practice, self-learning and gradual adaptation. I rely on my own equipment together with Microsoft Teams for official communication, and my competence has progressively developed through experience ».

This account shows how an initially demanding hybrid-work condition could generate a more durable resource through repeated practice and self-directed learning rather than through formal preparation alone. The conversion therefore extended beyond immediate coping with technological requirements, repeated adaptation accumulated competence that remained available beyond the particular work situation in which it was initially developed.

P07 provided particularly explicit evidence of capability accumulation:

« Telecommuting enabled me to develop new pedagogical and digital skills and a greater capacity to adapt to changes in teaching methods ».

Capability conversion extended beyond technical proficiency to include pedagogical adaptability and confidence. Participants followed different developmental pathways, P09 developed confidence through colleague support, P20 described proficiency as the cumulative outcome of formal training, self-directed learning and practical experience, and P08 viewed distance learning as an opportunity for trainers and learners to develop new skills.

Across cases, *capability resource conversion* transformed hybrid-work adaptation demands into resources extending beyond immediate task completion. Formal training, peer support, self-learning and repeated practice enabled the accumulation of digital competence, adaptability and confidence. Unlike temporal conversion, which released resources, and cognitive-professional conversion, which improved their deployment, capability conversion operated primarily through resource accumulation.

This process remained conditional. Insufficient preparation, inadequate equipment, weak infrastructure or unresolved technical difficulties could consume rather than generate resources. Capability gains therefore depended on access to learning opportunities, support and enabling conditions. The strongest evidence concerns professional capability accumulation, although accumulated competence and confidence may also increase perceived control, reduce future resource expenditure and preserve resources for other activities.

Table N°2: Cross-mechanism synthesis of resource convertibility

Mechanism	Typical initiating affordance/demand	Conversion process	Resource produced	Main enrichment pathway
Temporal	Reduced commuting. Scheduling discretion.	Release - Protection - Reinvestment.	Recovered - Usable time.	Family involvement - Personal recovery - Professional preparation.
Cognitive-professional	Spatial - Temporal discretion.	Task-environment alignment - Focused deployment.	Attention - organization - effectiveness.	Immediate professional gain - Preservation of residual resources.
Capability	Digital adaptation demands.	Learning - Practice - Accumulation.	Digital/pedagogical competence - Adaptability - Confidence.	Professional development - Potential transfer through control and reduced future demands.

Source: Authors' own work

Across the three mechanisms, hybrid-work affordances acquired resource value through distinct conversion processes. *Temporal resource conversion* operated through the release, protection and reinvestment of time, *cognitive-professional resource conversion* through task-environment alignment and resource deployment, and *capability resource conversion* through learning and resource accumulation. Together, these mechanisms show that flexibility is not itself a resource, its value depends on whether available affordances can be converted into usable resources. This convertibility was shaped by workload, task requirements, working environment, technological conditions and organizational or interpersonal support, explaining why similar hybrid-work arrangements generated different resource gains.

4. Discussion

4.1. Temporal resource conversion: releasing, protecting and reinvesting recovered time

Temporal resource conversion elaborates the Work-Home Resources (W-HR) Model by distinguishing a contextual condition that may release resources from the personal resource

ultimately available to the employee. Although contextual resources can increase personal resources such as time and energy (Ten Brummelhuis & Bakker, 2012), the findings show that resource release is not equivalent to resource realization. Reduced commuting and scheduling discretion create temporal capacity only when employees can protect that capacity from reabsorption and redirect it toward valued activities.

This distinction extends telecommuting research linking remote work to autonomy, reduced commuting burdens and improved coordination of work and non-work responsibilities (Gajendran & Harrison, 2007; Allen et al., 2015; Hill et al., 2001; Valcour & Hunter, 2005). These studies establish the value of temporal flexibility but say less about why similar opportunities produce unequal gains. The present findings locate part of the explanation in the protection and reinvestment of released time, the relevant resource is not simply time saved, but time remaining under sufficient employee control to be deliberately redeployed.

This interpretation also helps reconcile the ambivalence reported in recent hybrid-work research. Dale et al. (2024) identify reduced commuting and additional family or well-being time alongside work extensification and difficulties disconnecting, while Bölingen et al. (2023) show that positive and negative work-home spillovers may coexist. Hsu et al. (2024) likewise demonstrate that flexible-work outcomes depend on employee and boundary conditions. Resource convertibility explains these patterns by suggesting that the same temporal affordance may generate different consequences depending on whether released capacity is preserved or recaptured by work. Flexibility therefore creates temporal potential rather than a guaranteed temporal resource.

4.2. Cognitive-professional resource conversion: deploying attention through task-environment alignment

The second mechanism broadens the resource argument beyond time release by showing that hybrid-work affordances can alter how existing cognitive resources are deployed. Datta et al. (2025) conceptualize hybrid-work autonomy as multidimensional, encompassing discretion over location, timing, scheduling and decision-making. The present findings complement this perspective by showing that such discretion becomes valuable through enactment, spatial flexibility generated cognitive-professional resources when trainers could match tasks with environments supporting concentration, preparation and effective execution. Autonomy therefore operated as a resource-enabling affordance, not a realized resource in itself.

This interpretation converges with Eng et al. (2024), who show that hybrid-work effectiveness depends on exploiting the advantages of remote and on-site settings, and with Bäcklander et al. (2025), who emphasize proactive regulation of task-environment fit under location autonomy. The present study integrates these insights into a conversion process in which environmental discretion becomes consequential through task-environment alignment and more efficient deployment of attention and effort.

The findings also qualify generalized claims that home-based work intrinsically improves concentration or effectiveness. The relevant mechanism is fit among task requirements, environment and working conditions, the same location may therefore be resourceful for one activity and resource-consuming for another. This interpretation also refines the W-HR Model, contextual discretion may preserve personal resources not only by reducing demands but by enabling more efficient resource deployment (Ten Brummelhuis & Bakker, 2012). Better alignment may reduce unnecessary cognitive expenditure and leave residual attention or energy for subsequent demands. However, improved concentration remains primarily a professional resource gain and should not automatically be equated with work-family enrichment.

4.3. Capability resource conversion: accumulating resources through hybrid-work adaptation

Capability conversion identifies a third resource trajectory, hybrid work may not only release or reorganize existing resources but, under enabling conditions, generate capabilities through adaptation. Digitally mediated work initially creates demands involving technologies, communication routines, pedagogical practices and self-management, yet repeated engagement can build competence, adaptability and confidence. Capabilities are therefore not only prerequisites for effective hybrid work but may also emerge from hybrid-work experience.

This adds a developmental dimension to the W-HR perspective (Ten Brummelhuis & Bakker, 2012). Resource dynamics may involve transformation as well as preservation or depletion, as short-term adaptation demands initiate learning processes that generate durable resources. Capability conversion thus differs from temporal conversion, which releases constrained resources, and cognitive-professional conversion, which improves their deployment, its defining logic is resource accumulation through learning and adaptation.

This process remains conditional. Training, peer support, experimentation, adequate equipment and repeated practice facilitated capability accumulation, whereas insufficient preparation and technological inadequacy increased expenditure without equivalent gains. This supports Wang et al. (2021) on the importance of work characteristics and employee circumstances, complements Hopkins and Bardoel's (2023) emphasis on organizational support, and aligns with Eng et al. (2024) regarding appropriate technologies and practices. The contribution is therefore not simply that hybrid work develops digital skills, but that adaptation demands can follow different resource trajectories: under enabling conditions they become accumulated capability, whereas under unfavorable conditions they remain resource-consuming.

Greenhaus and Powell's (2006) enrichment perspective suggests that skills and confidence generated in one role may subsequently support functioning elsewhere. However, the present evidence is strongest for professional capability development, cross-domain consequences are therefore better treated as potential downstream uses of accumulated resources rather than demonstrated outcomes of every conversion episode.

Across the three mechanisms, the broader theoretical distinction is between resource availability and resource convertibility. The W-HR Model explains how contextual conditions relate to personal resources (Ten Brummelhuis & Bakker, 2012), while affordance theory emphasizes that possibilities become consequential through situated enactment (Leonardi, 2011). Combining these perspectives shows that temporal affordances require release, protection and reinvestment, temporal and spatial discretion requires task-environment alignment and effective deployment, and digital adaptation demands require learning conditions that support capability accumulation. Resource convertibility is therefore not a fixed individual trait but a situated process jointly shaped by employee agency and contextual conditions, including workload, task requirements, technological infrastructure, organizational and peer support and personal circumstances. Hybrid work is thus not inherently resource-generating, its value depends on whether its affordances can be converted into resources employees can actually use.

4.4. Policy and societal implications in the Moroccan context

The findings have important implications for the development of hybrid work in Morocco's public sector, particularly as post-COVID work practices increasingly intersect with the Digital Morocco 2030 strategy and the Morocco Digital for Sustainable Development (D4SD) Hub. Together, these

initiatives reinforce the country's broader commitment to digital transformation, innovation, and sustainable development. In this context, sustainable hybrid work should be assessed in terms of both technology adoption and employees' capacity to convert temporal, spatial, and digital affordances into usable resources that support effective and sustainable work practices.

For temporal conversion, managers should protect time released through reduced commuting and scheduling discretion from being absorbed by excessive workloads or expectations of continuous availability. For cognitive-professional conversion, hybrid policies should provide task-sensitive discretion over work location, enabling employees to align their work environments with concentration, preparation, and delivery requirements. For capability conversion, digital infrastructure should be complemented by continuous training, peer support, and technical assistance so that adaptation demands contribute to competence development while limiting resource depletion.

These priorities align with Digital Morocco 2030's emphasis on digital modernization and capability development. Public institutions should therefore combine reliable connectivity and adequate equipment with realistic workloads, managerial support, and learning opportunities. Equitable access also requires attention, since technological, organizational, and household circumstances may influence employees' capacity to benefit from hybrid work.

More broadly, Morocco's digital transformation should be evaluated in terms of service efficiency, technological modernization, and its capacity to generate sustainable professional and personal resources. Attention to resource inequalities is therefore necessary if hybrid work is to foster capability development while limiting unequal access to the benefits of digitalization.

4.5.Theoretical contribution: resource convertibility as an intermediate process

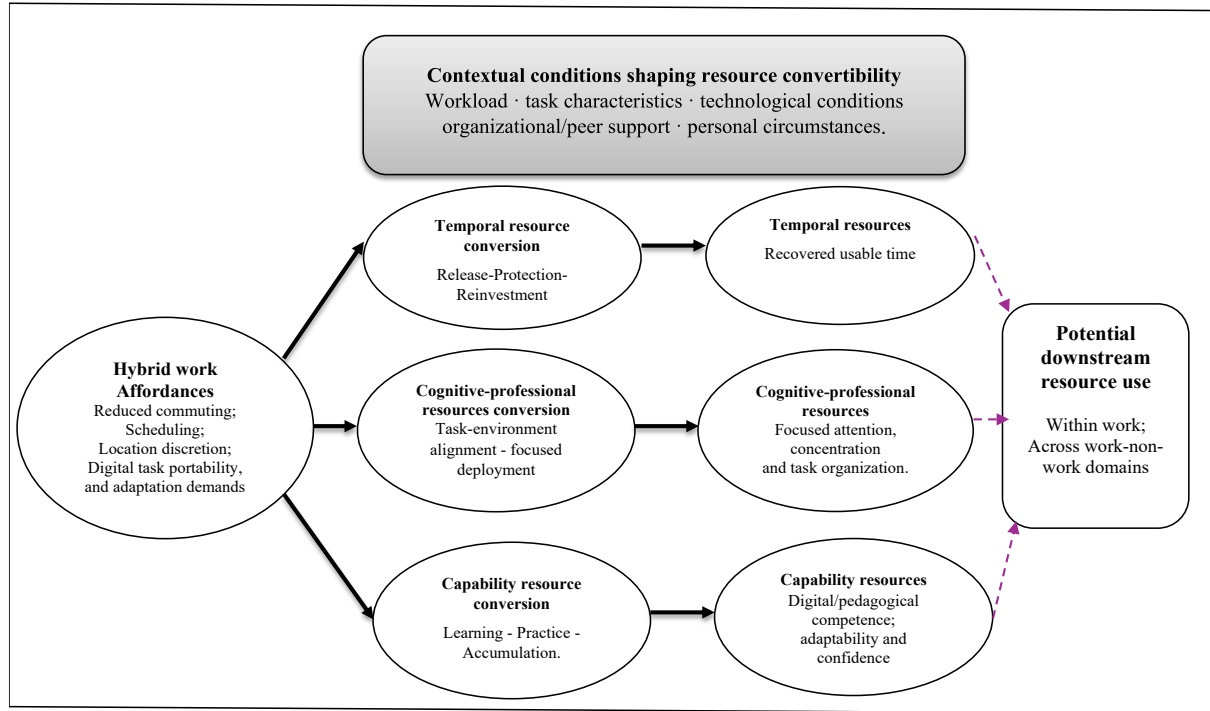
This study extends the W-HR Model by introducing resource convertibility as an intermediate process between potentially resourceful work conditions and realized personal resources. Whereas the W-HR Model explains how contextual demands and resources influence personal resources (Ten Brummelhuis & Bakker, 2012), the findings distinguish three stages, the availability of a hybrid-work affordance, its conversion into a usable resource, and the subsequent use of that resource within or across domains. This distinction helps explain why comparable hybrid-work arrangements may generate different resource consequences.

The study further identifies three conversion logics, temporal conversion through resource release, protection and reinvestment, cognitive-professional conversion through task-environment alignment and efficient resource deployment, and capability conversion through learning, practice and resource accumulation. Hybrid-work resources are therefore heterogeneous rather than reducible to flexibility or autonomy as uniformly beneficial conditions.

Resource convertibility also connects the W-HR perspective with affordance theory. Affordances represent possibilities for action whose consequences depend on situated enactment (Leonardi, 2011), convertibility specifies how those possibilities acquire resource value. Hybrid-work affordances are therefore potentially resourceful conditions whose realization depends on workload, task characteristics, technological infrastructure, organizational and peer support, and personal circumstances. Convertibility is thus a situated process rather than a fixed employee capacity.

Converted resources may subsequently support functioning within or across domains, consistent with work-family enrichment research (Greenhaus & Powell, 2006). Cross-domain transfer, however, remains a downstream possibility rather than a necessary outcome, preserving the distinction between resource availability, resource conversion and subsequent resource use.

Figure N°4: Proposed conceptual model emerging from the study: a resource-convertibility model of hybrid work



Note: Solid arrows represent the core conversion pathways identified in the analysis. Dashed arrows indicate potential downstream resource use rather than a deterministic outcome established across all cases.

Source: Authors' own work

Conclusion

This study examined how Moroccan vocational trainers convert hybrid-work affordances into usable resources within a public vocational-training context. Drawing on an interpretivist and abductive qualitative design based on twenty semi-structured interviews, the analysis combined reflexive thematic analysis, within-case reconstruction and cross-case comparison to identify how temporal, spatial and digital possibilities acquire resource value for employees.

Three resource-conversion mechanisms emerged. Temporal resource conversion occurs when reduced commuting and scheduling discretion release time that employees can protect and reinvest in professional, personal or family activities. Cognitive-professional resource conversion occurs when temporal and spatial discretion support task-environment alignment, concentration, organization and efficient deployment of attention. Capability resource conversion develops through digital adaptation, learning and repeated practice, allowing employees to accumulate digital and pedagogical competence, adaptability and confidence.

The study therefore develops resource convertibility as the process linking potentially resourceful work conditions to realized resources. This distinction extends the Work-Home Resources perspective by separating resource availability from resource realization and complements an affordance-based understanding of hybrid work. Conversion remains contingent on workload, task characteristics, technological conditions, organizational and peer support, and personal circumstances. Similar hybrid-work arrangements may therefore produce different resource outcomes because the conditions supporting conversion vary across employees and situations. These findings clarify why flexibility should be treated as a potentially resource-generating condition rather than a realized resource and highlight the importance of situated enactment in determining whether affordances generate sustainable gains over time.

The findings also have practical implications. Effective hybrid-work policies should protect time released through reduced commuting, provide sufficient discretion to align tasks with appropriate work environments, and support capability development through reliable digital infrastructure, relevant training and managerial or peer assistance. These conditions are particularly important in public-sector contexts undergoing digital transformation, where technology access alone does not ensure effective resource generation.

Several limitations should be acknowledged. The study focuses on twenty trainers within one Moroccan public vocational-training organization, limiting statistical generalization. It relies on trainers' interpretations without incorporating managers, trainees or household members, and it captures resource-conversion processes at one period rather than over time.

Future research could develop and validate quantitative measures of resource convertibility and examine whether temporal release, cognitive-professional deployment, and capability accumulation function as distinct mediating mechanisms linking hybrid-work affordances to subsequent work and non-work outcomes. Longitudinal designs could help establish temporal ordering and assess how these conversion processes evolve over time. Multi-actor and comparative studies could further investigate how organizational, household, and institutional conditions enable or constrain resource realization across occupations, sectors, and national contexts.

Overall, hybrid work can be understood as a potentially resourceful arrangement whose consequences depend on employees' capacity to transform temporal, spatial, and digital affordances into resources that can be retained, deployed, reinvested, or accumulated over time. By foregrounding this conversion process, the resource-convertibility perspective helps explain variation in hybrid-work outcomes and provides a foundation for further theoretical and empirical research on sustainable hybrid work.

References

- Allen, T. D., Golden, T. D., & Shockley, K. M. (2015). How effective is telecommuting? Assessing the status of our scientific findings. *Psychological Science in the Public Interest*, 16(2), 40–68. <https://doi.org/10.1177/1529100615593273>
- Bäcklander, G., Rosengren, C., & Palm, K. (2025). Seeking fit: Employee proactive regulation of task-environment fit under location autonomy. *Personnel Review*, 54(9), 2311–2329. <https://doi.org/10.1108/PR-04-2024-0335>
- Bailey, D. E., & Kurland, N. B. (2002). A review of telework research: Findings, new directions, and lessons for the study of modern work. *Journal of Organizational Behavior*, 23(4), 383–400. <https://doi.org/10.1002/job.144>
- Belzunegui-Eraso, A., & Erro-Garcés, A. (2020). Teleworking in the context of the COVID-19 crisis. *Sustainability*, 12(9), Article 3662. <https://doi.org/10.3390/su12093662>
- Bölingen, F., Hermida Carrillo, A., & Weller, I. (2023). Opening the doors for spillovers: A contingency view of the effects of work from home on the work-home interface. *Frontiers in Psychology*, 14, Article 1191657. <https://doi.org/10.3389/fpsyg.2023.1191657>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 11(4), 589–597. <https://doi.org/10.1080/2159676X.2019.1628806>
- Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, 18(3), 328–352. <https://doi.org/10.1080/14780887.2020.1769238>
- Brumley, K. M., Montazer, S., Pineault, L., Maguire, K., & Baltes, B. (2024). Remote work and work-family conflict during COVID-19: Individual and crossover effects among dual-earning couples. *Socius: Sociological Research for a Dynamic World*, 10, 1–19. <https://doi.org/10.1177/23780231241295790>
- Clark, S. C. (2000). Work/family border theory: A new theory of work/family balance. *Human Relations*, 53(6), 747–770. <https://doi.org/10.1177/0018726700536001>

- Dale, G., Wilson, H., & Tucker, M. (2024). What is healthy hybrid work? Exploring employee perceptions on well-being and hybrid work arrangements. *International Journal of Workplace Health Management*, 17(4), 335–352. <https://doi.org/10.1108/IJWHM-03-2024-0041>
- Datta, P., Balasundaram, S., Elangovan, N., & Nair, S. (2025). Measuring autonomy in hybrid work: Scale development. *Psicologia: Reflexão e Crítica*, 38, Article 8. <https://doi.org/10.1186/s41155-025-00338-1>
- Dubois, A., & Gadde, L.-E. (2002). Systematic combining: An abductive approach to case research. *Journal of Business Research*, 55(7), 553–560. [https://doi.org/10.1016/S0148-2963\(00\)00195-8](https://doi.org/10.1016/S0148-2963(00)00195-8)
- El Oud, R., Mekdad, A., Amedjar, A., & Lamalem, A. (2023). The impact of the introduction of telework on Moroccan employees. *Emirati Journal of Business, Economics, and Social Studies*, 2(2), 71–77. <https://doi.org/10.54878/6wb1rd47>
- Eng, I., Tjernberg, M., & Champoux-Larsson, M.-F. (2024). Hybrid workers describe aspects that promote effectiveness, work engagement, work-life balance, and health. *Cogent Psychology*, 11(1), Article 2362535. <https://doi.org/10.1080/23311908.2024.2362535>
- Gajendran, R. S., & Harrison, D. A. (2007). The good, the bad, and the unknown about telecommuting: Meta-analysis of psychological mediators and individual consequences. *Journal of Applied Psychology*, 92(6), 1524–1541. <https://doi.org/10.1037/0021-9010.92.6.1524>
- Geraldes, D. T., Chambel, M. J., & Carvalho, V. S. (2025). Work-family practices and work-family relationship: The role of boundary management. *BMC Public Health*, 25(1), Article 1343. <https://doi.org/10.1186/s12889-025-22512-x>
- Grant, C. A., Wallace, L. M., & Spurgeon, P. C. (2013). An exploration of the psychological factors affecting remote e-worker's job effectiveness, well-being and work-life balance. *Employee Relations*, 35(5), 527–546. <https://doi.org/10.1108/ER-08-2012-0059>
- Greenhaus, J. H., & Powell, G. N. (2006). When work and family are allies: A theory of work-family enrichment. *Academy of Management Review*, 31(1), 72–92. <https://doi.org/10.5465/AMR.2006.19379625>
- Hall, D. T., & Richter, J. (1988). Balancing work life and home life: What can organizations do to help? *Academy of Management Executive*, 2(3), 213–223. <https://doi.org/10.5465/AME.1988.4277258>

- Hill, E. J., Hawkins, A. J., Ferris, M., & Weitzman, M. (2001). Finding an extra day a week: The positive influence of perceived job flexibility on work and family life balance. *Family Relations*, 50(1), 49–58. <https://doi.org/10.1111/j.1741-3729.2001.00049.x>
- Hlady Rispal, M. (2002). *La méthode des cas: Application à la recherche en gestion*. De Boeck Université.
- Hopkins, J., & Bardoel, A. (2023). The future is hybrid: How organisations are designing and supporting sustainable hybrid work models in post-pandemic Australia. *Sustainability*, 15(4), Article 3086. <https://doi.org/10.3390/su15043086>
- Hsu, Y.-S., Chen, Y.-P., & Shaffer, M. A. (2024). How do proactive employees reduce work-family conflict? Examining the influence of flexible work arrangements. *Personnel Review*, 53(9), 2332–2355. <https://doi.org/10.1108/PR-09-2023-0750>
- Kvale, S., & Brinkmann, S. (2015). *InterViews: Learning the craft of qualitative research interviewing* (3rd ed.). SAGE.
- Leonardi, P. M. (2011). When flexible routines meet flexible technologies: Affordance, constraint, and the imbrication of human and material agencies. *MIS Quarterly*, 35(1), 147–167. <https://doi.org/10.2307/23043493>
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). SAGE.
- Messenger, J. C., & Gschwind, L. (2016). Three generations of telework: New ICTs and the (r)evolution from home office to virtual office. *New Technology, Work and Employment*, 31(3), 195–208. <https://doi.org/10.1111/ntwe.12073>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE.
- Ministry of Digital Transition and Administration Reform. (2024, September 25). *Digital Morocco 2030 strategy*. <https://www.mmsp.gov.ma/fr/actualites/cliquez-ici-pour-d%C3%A9couvrir-la-strat%C3%A9gie-digital-morocco-2030>
- Nilles, J. M. (1994). *Making telecommuting happen: A guide for telemanagers and telecommuters*. Van Nostrand Reinhold.
- Richter, A., & Richter, S. (2024). Hybrid work—A reconceptualisation and research agenda. *i-com*, 23(1), 71–78. <https://doi.org/10.1515/icom-2023-0027>
- Saldaña, J. (2016). *The coding manual for qualitative researchers* (3rd ed.). SAGE.

- Schwartz-Shea, P., & Yanow, D. (2012). *Interpretive research design: Concepts and processes*. Routledge.
- Semlali, S., & Hassi, A. (2016). Work-life balance: How can we help women IT professionals in Morocco? *Journal of Global Responsibility*, 7(2), 210–225. <https://doi.org/10.1108/JGR-07-2016-0017>
- Sqalli, H. (2020, September). *Le télétravail au Maroc: Nouveaux espaces, nouvelles temporalités, nouveaux rapports au travail?* Economia-HEM Research Center. <https://www.economia.ma/sites/default/files/recherchePJ/Rapport%20final%20TELETRAVAIL-5.pdf>
- Tan, K.-L., Gim, G. C. W., Sim, A. K. S., Lew, T.-Y., & Hii, I. S. H. (2025). Do back-of-house hospitality hybrid workers in Hong Kong enjoy work-family enrichment? A two-wave study on meaningful work and psychological needs. *Journal of Hospitality and Tourism Insights*, 8(11), 221–239. <https://doi.org/10.1108/JHTI-02-2025-0280>
- Temple, B., & Young, A. (2004). Qualitative research and translation dilemmas. *Qualitative Research*, 4(2), 161–178. <https://doi.org/10.1177/1468794104044430>
- ten Brummelhuis, L. L., & Bakker, A. B. (2012). A resource perspective on the work-home interface: The work-home resources model. *American Psychologist*, 67(7), 545–556. <https://doi.org/10.1037/a0027974>
- Teng-Calleja, M., Mactal, M. T. D. G., & Caringal-Go, J. F. (2024). Examining employee experiences of hybrid work: An ecological approach. *Personnel Review*, 53(6), 1408–1424. <https://doi.org/10.1108/PR-03-2023-0222>
- Timmermans, S., & Tavory, I. (2012). Theory construction in qualitative research: From grounded theory to abductive analysis. *Sociological Theory*, 30(3), 167–186. <https://doi.org/10.1177/0735275112457914>
- Valcour, P. M., & Hunter, L. W. (2005). Technology, organizations, and work-life integration. In E. E. Kossek & S. J. Lambert (Eds.), *Work and life integration: Organizational, cultural, and individual perspectives* (pp. 61–84). Lawrence Erlbaum Associates.
- Wacheux, F. (1996). *Méthodes qualitatives et recherche en gestion*. Economica.

- Wan, M., Carlson, D. S., Perry, S. J., Thompson, M. J., Zhang, Y., & Kacmar, K. M. (2025). Adapting boundary preferences to match reality of hybrid work: A latent change score analysis. *Journal of Vocational Behavior*, 157, Article 104089. <https://doi.org/10.1016/j.jvb.2025.104089>
- Wang, B., Liu, Y., Qian, J., & Parker, S. K. (2021). Achieving effective remote working during the COVID-19 pandemic: A work design perspective. *Applied Psychology*, 70(1), 16–59. <https://doi.org/10.1111/apps.12290>
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE.