PERFORMANCE APPRAISAL AS A PREDICTOR OF EMOTION AND JOB SATISFACTION: AN EMPIRICAL INVESTIGATION OF APPRAISAL THEORY AND AFFECTIVE EVENTS THEORY

by

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Abstract

PERFORMANCE APPRAISAL AS A PREDICTOR OF EMOTION AND JOB SATISFACTION: AN EMPIRICAL INVESTIGATION OF APPRAISAL THEORY AND AFFECTIVE EVENTS THEORY

by

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The following is a two-part investigation that tested hypotheses derived from a combination of the tenets of appraisal theory (Lazarus & Smith, 1988; Smith & Lazarus, 2001) and Affective Events Theory (AET, Weiss & Cropanzano, 1996). The research questions examined were the following:

Q1: What is the relationship between the appraisals of relevancy, congruency and accountability of information derived from performance appraisal and the emotional reactions to the appraisals?

Q2: How do the emotional reactions experienced after receiving performance appraisal feedback relate to employees' job satisfaction one week later?

These research questions were examined in two studies. In the first study I examined research question 1, using a sample of undergraduate students receiving exam scores. In the second study I examined research question 2 to replicate and build on the findings of Study 1, using a sample of employees receiving job performance feedback. Results are discussed using the frameworks of appraisal theory (Lazarus & Smith, 1988; Smith & Lazarus, 2001) and affective events theory (Weiss & Cropanzano, 1996).

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Dedication

I dedicate this dissertation to my husband, James, and son, Lincoln James. Thank you for loving me, being patient with me, and sacrificing quite a bit of our family time so that I could accomplish this goal. Ti amo molto!

I also dedicate this dissertation to Jacqueline Elizabeth Barnwell-Williams. My mother. My teacher. My intercessor. My friend. You are a truly phenomenal woman who has shown me that perseverance is indeed the key to success. Thank you, Mommy, for teaching me to never let my good or better rest; but, instead, to always strive for best.

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Chapter 1

Introduction

PERFORMANCE APPRAISAL AS A PREDICTOR OF EMOTION AND JOB SATISFACTION: AN EMPIRICAL INVESTIGATION OF APPRAISAL THEORY AND AFFECTIVE EVENTS THEORY

Performance appraisal is an evaluative process involving the assessment of employee performance in light of predetermined standards (Smither, 1998). A common human resource management tool, performance appraisal is used for various administrative purposes including making personnel decisions, such as those regarding promotion, tenure, termination, and salary determination (Levy & Williams, 2004; Murphy & Cleveland, 1995). Additional uses of performance appraisal include organizational planning, employee development and employee feedback (Murphy & Cleveland, 1995). As such, performance appraisal is a common practice in most organizations.

Research on performance appraisal has traditionally focused on measurement-based issues such as rating error and rating accuracy (Keeping & Levy, 2000; Levy & Williams, 2004); however, in the more recent past, performance appraisal research has changed in focus to more social context issues (Levy & Williams, 2004) heeding the advice of researchers (e.g., Bretz et al., 1992; Murphy & Cleveland, 1995) who recognized that qualitative issues such as employee response to feedback are as important as quantitative issues for organizations to consider. Progressively, the importance of employees' perception of performance appraisal feedback has been recognized (Keeping & Levy, 2000) and there is increased emphasis on ratee reaction to such feedback (Keeping & Levy, 2000; Levy & Williams, 2004). However, to date, no published empirical evidence has been found such as the present study examining the discrete emotional responses to performance appraisal in the workplace and their subsequent effect on job satisfaction. Nonetheless, emotions play an integral, inseparable part in our everyday lives as

they influence our work and are in turn influenced by our work experiences, thereby making a case for the importance of their study in the organizational context (Fox & Spector, 2002). Moreover, managers may benefit from the application of research identifying specific work events that lead to specific emotions in order to create positive events rather than simply attempting to avoid negative events (Basch & Fisher, 2000; Fisher, 2002). Hence, the present investigation was undertaken in response to a call put forth by organizational behavior scholars (e.g. Ashkanasay et al., 2002) for a broader integrative view of emotions in the workplace.

The present study investigated five discrete emotions – guilt, shame, anger, pride, and gratitude – that may be witnessed as a result of performance appraisal. One goal of the current investigation was to provide empirical evidence regarding the role that performance appraisal plays in the elicitation of these five emotions in the workplace. Affective Events Theory (Weiss & Cropanzano, 1996) and appraisal theory (Lazarus & Smith, 1988; Smith & Lazarus, 2001), combined provide the theoretical foundations for the current research.

Appraisal Theory

Emotions depend on appraisal to aid in their elicitation and differentiation (Ben-Ze'ev, 2003); hence, they are closely related to individuals' cognitive appraisal of the situation (e.g., Smith & Ellsworth, 1985). Appraisal is an evaluation of information about a specific event in terms of the information's implications for individual well being, action, and coping (Lazarus, 1991; Smith & Lazarus, 2001). Cognition alone provides information about the event and nothing more; however, the appraisal process, during which interpretation of the event takes place, is what differentiates which emotions will be elicited in response to the given situation (Lazarus, 1991).

A number of appraisal theories exist that attempt to explain what occurs during the appraisal process. These theories adapt a dimensional approach to emotion elicitation and differentiation, which distinguishes one theory from another. Examples of the proposed appraisal dimensions said to determine which emotions might be elicited given a specific event are pleasantness, certainty, responsibility, attentional activity, effort (Smith & Ellsworth, 1985), motive consistency, certainty of outcome, agency, motivational state, and coping potential (Roseman, 1984). Lazarus and Smith's (1988; 2001) appraisal theory was chosen and used in the current research due to its influence in the development of appraisal theory research (Scherer, 1999).

Lazarus and Smith's theory. Lazarus and Smith's (1988; Smith & Lazarus, 2001) appraisal theory posits that each emotion elicited in a given situation is identifiable by its specific relational meaning or core relational theme (see Figure 1). The core relational theme is the result of appraisal, in which one assesses or appraises the present relationship between the individual and the environment in terms of threat, insult or enhancement of ego-identity. In essence, one fundamental premise of the theory is that we respond emotionally to situations that are of importance to us. Therefore, the context of performance appraisal was chosen for this investigation because it is considered a significant part of work life (Barnes-Farrell, 2001) that provides information to individuals regarding their value to the organization (Pearce & Porter, 1986).

Once the situation or context is identified as one in which the elicitation of emotions is likely, the task at hand is then to attempt prediction of which emotions would be elicited given differing individual interpretations of the situation. Various emotions may be elicited from the same situational encounter due to the interdependency among the core relational themes of the

emotions (Lazarus, 1991; 2001) as each individual interprets the situation differently at any given point in time. Emotional response is a result of the interpretation of the situation coupled with the meaning of the situation to the individual, as determined by the two-part appraisal process (Smith & Lazarus, 2001). Although the two processes are separated for analysis, they are regarded as complementary appraisals – never operating independently of each other, and neither being more important than the other (Lazarus & Folkman, 1984).

A primary appraisal, during which motivational relevance (relevant versus irrelevant) and motivational congruence (congruent versus incongruent) are appraised, occurs first in the emotion-elicitation process in the sense that if an event is appraised as irrelevant for the individual, the emotion-elicitation process halts (Lazarus & Folkman, 1984). Motivational relevance is the degree to which the event is personally pertinent or irrelevant for the individual – the extent to which he or she cares about the issues at hand – whereas, motivational congruence is the extent to which the event corresponds or does not correspond to the individual's goals (Smith & Lazarus, 2001). If the event is appraised as relevant in the primary appraisal, the emotion-elicitation process progresses to the secondary appraisal (Lazarus & Folkman, 1984).

During the secondary appraisal, individuals evaluate the event on four appraisal dimensions – accountability, problem-focused coping potential, emotion-focused coping potential, and future expectancy (Smith & Lazarus, 2001). Accountability (self versus other versus uncontrollable event) refers to whom or what is responsible for the event (for example, performance appraisal) outcome. Problem-focused coping potential assesses individuals' ability to take action so that the event corresponds to their goals and desires, whereas emotion-focused coping potential refers to one's ability to adjust psychologically to the event. Finally, future

expectancy is the individual's outlook for the future – whether the situation will improve or worsen.

Given that Lazarus and Smith specify these three appraisal dimensions in the elicitation process leading to the experience of the emotions of interest, I chose to focus on relevance, motivational congruence and accountability instead of all of the appraisal components. Motivational relevance is important because, as was previously discussed, an event must be relevant in order for us to respond emotionally as personally insignificant situations do not garner enough attention to warrant appraisal and emotional reaction.

Congruence is important because this dimension, also referred to as pleasantness (Smith & Ellsworth, 1985), is a part of the primary appraisal process (Smith & Lazarus, 2001). Finally, accountability, also referred to as responsibility (Smith & Ellsworth, 1985), is identified as one other crucial determinant of emotion elicitation as it is a part of the secondary appraisal process, which helps individuals understand the cause of an event in order to help them cope with outcomes (Smith & Lazarus, 2001). Specifically, accountability is an appraisal of both blame and credit regarding who or what is responsible for the event outcome (Lazarus, 2001).

Following performance appraisal, individuals assess its meaning to them and determine whether it is congruent (beneficial) or incongruent (harmful) to their goals. In addition to making the primary appraisal regarding goal congruence, individuals make a secondary appraisal that involves judgments about whom or what is responsible for the nature of the appraisal. Either an internal (due to self) or external (due to other or due to an uncontrollable event) attribution is made. It is very difficult to attribute blame or credit in a situation where the event outcome could not have been avoided (Lazarus, 2001); therefore, for simplicity reasons, the

uncontrollable event as a source of accountability was not evaluated, only self-accountable and other-accountable.

Affective Events Theory

Affective Events Theory (AET, Weiss & Cropanzano, 1996) purports that job attitudes and organizational behavior are affected by the emotions employees experience in response to important events on the job. In essence, AET focuses on how people feel while working, what workplace events cause those feelings and how those feelings influence subsequent job attitudes and behaviors. The four main components of AET are (1) the nature, cause and consequences of emotion in the workplace, (2) what events cause emotional reactions in the workplace, (3) that emotions fluctuate over time and may be predicted, and (4) that emotional experiences are multidimensional and this dimensionality is as important as the structure of the environments in which they occur (Weiss & Cropanzano, 1996). Although AET does not specify particular organizational events associated with various emotional states, it is the cornerstone for the current investigation of the performance appraisal as one of those proximal causal events of emotions in organizations.

Appraisal theory (in a view adopted by Affective Events Theory) suggests that the occurrence of specific events initiates a two-part appraisal process by which an individual assesses the meaning of the event for said individual as well as the cause of the event (Lazarus, 1991; Smith & Lazarus, 2001). The primary appraisal assesses the importance of the event for the individual's well being, while the secondary and more specific appraisal assesses issues such as cause of the event and coping potential (Lazarus & Smith, 2001). In general, the appraisal and interpretation of the event determines the emotion subsequently experienced beyond the event itself (Smith & Lazarus, 2001; Roseman & Smith, 2001; Roseman, Spindel & Jose, 1990).

Appraisal Theory and Affective Events Theory

Combined, appraisal theory (e.g., Lazarus & Smith, 1988; Smith & Lazarus, 2001) and AET (Weiss & Cropanzano, 1996) provide the foundation for the methodology of the current investigation in addition to the rationale for the specific hypotheses tested. The combination of both appraisal theory and AET led to the formation of the following research questions:

Q1: What is the relationship between the appraisals of relevancy, congruency and accountability of information derived from performance appraisal and the emotional reactions to the appraisals?

Q2: How do the emotional reactions experienced after receiving performance appraisal feedback relate to employees' job satisfaction one week later?

The theoretical basis for the hypotheses derived to answer these research questions are discussed in the ensuing sections. The discussion begins with an introduction to self-conscious emotions and the specific related emotions examined in the current study.

Self-conscious Emotions

Self-conscious emotions, also known as secondary or social emotions (Fisher & Tangney, 1995), are concerned with our perception of others' evaluations of us (see Figure 1 for a comparison of the predicted emotions). Self-conscious emotions are self-evaluative in that they provide us with feedback about our thoughts, actions and intentions (Tangney, 2003). Self-conscious emotions have only recently begun to command the attention that their counterparts, primary emotions, have traditionally enjoyed. This may be due to the fact that emotions do not have to be observed by outsiders in order to be experienced (Izard & Ackerman, 2000); therefore, emotions such as shame and pride are often difficult to identify due to their generally private nature. As a result, self-conscious emotions have suffered neglect by researchers, due in

part to the fact that they are difficult to identify simply by observing such physiological phenomena as facial-muscle movements, pulse rate, respiration rate, and galvanic skin responses (Cook, 1996; Lewis, 2000).

Related self-conscious emotions. The predictions of the current research were made by studying pairs of related self-conscious emotions rather than by studying each emotion individually. Related emotions are emotions that can change into each other by a simple change in the appraised meaning (Lazarus, 2001). For instance, if the self is perceived accountable for an incongruent event outcome, this may lead to experiences of either shame or guilt. However, if one were to change accountability from self to other, shame may be transformed into anger (Tangney, 2003). Studying related emotions is more meaningful to our understanding of different emotional responses to a single significant event such as the employee performance appraisal. This is because studying pairs of emotions gives us an alternative way of understanding the emotions experienced as logically prescribed by the primary and secondary appraisal processes (Lazarus, 2001). Therefore, in the present study, pairs of self-conscious emotions are identified based on how they are related on the appraisal components of congruence and accountability. Namely, shame, guilt, anger, gratitude and pride will be the related emotions examined in the current investigation. Relevance is assumed to be high due to the evidence that emotions are only experienced in response to events that are of importance to the individual (Smith & Lazarus, 2001), and exam grades and performance appraisal feedback are important to students and employees, respectively.

Empirical investigations have demonstrated that when a congruent or beneficial outcome is evaluated as being due to the self, pride is most often the resulting emotion (Lefcourt, Martin & Ware, 1984; Smith & Ellsworth, 1985; Tracy & Robins, 2007; Weiner, Russell & Lerman,

1979). However, if that same congruent outcome is attributed to another, individuals are most likely to experience gratitude or appreciation toward the other individual, whom they feel is responsible for the outcome (Emmons, McCullough and Tsang, 2003; Weiner et al., 1979). Conversely, either shame (Poulson, 2000) or guilt (Lewis, 2000) is experienced following an incongruent or harmful outcome attributed to the self, whereas anger is experienced if the same incongruent outcome is attributed to outside sources (Ellsworth & Smith, 1988; Kuppens, Mechelen, Smits, & De Boeck, 2003; Parkinson, 1999; Smith & Ellsworth, 1985).

***Possible Covariates of the Emotions*.** In this research I am interested in state rather than trait emotions. Trait emotions assess individuals' tendency or proneness to make the relevant appraisals resulting in the experience of a specific emotion (Tangney et al., 1995; Tangney, 1990). For example, a shame-prone individual (one who scores highly on a trait shame measure) is more likely to experience shame in response to life events than an individual who is not shame-prone (Tangney et al., 1992). Research suggests that one's predisposition to experience an emotion may affect one's momentary experience of the same emotion, which may indicate a pathology or psychological maladjustment (Tangney et al., 1995) in the individual. Therefore, it is important to examine the hypotheses regarding emotions after taking into consideration the influence of the corresponding trait affect,

Shame and guilt. The first pair of related emotions is shame and guilt. Shame is commonly confused with other negative self-conscious emotions – most often with guilt – so much so that individuals often use shame and guilt interchangeably. This may be due to the close relation of the two emotions in that both shame and guilt occur when a failure is experienced. There are differences between the two, however.

Shame is a negative emotion that one experiences after experiencing a failure of the self, accompanied by a negative specific self-attribution (e.g., Lewis, 2000; Tangney, Wagner, Fletcher, & Gramzow, 1992). Guilt, also a negative emotion, ensues when one experiences a failure regarding one's actions, thoughts or feelings according to one's standards, followed by a negative specific self-attribution (Lewis, 2000). For instance, if an employee accepts recognition for a co-worker's idea that her supervisor thought was brilliant, that employee may experience guilt. She may experience guilt because she feels that her action or inaction was inappropriate according to her standards or someone else's.

Perhaps most frequently studied in conjunction with shame, guilt is a far less intense emotion than shame with fewer disruptive qualities. While shame inhibits action and causes a global feeling of worthlessness, guilt prompts one to feel remorse, regret or disappointment over an act that one did or failed to do, and, furthermore, to act on those feelings in order to make reparation (Tangney et al., 1992). Therefore, the focus of attention in guilt is not the self as it is in shame. Rather, guilt focuses on action and corrective behavior, including one's ability or inability to act.

In guilt, the self and the object (or subject) of evaluation are separated. Individuals feel guilty for what they have done, but ashamed of whom they are (Walsh, 1999). It is also generally assumed that action may rid one of guilt but not shame (Lewis, 2000). For example, if an employee regrets that his stealing on the job may have caused his co-worker's wrongful termination, he may be prompted to apologize to his co-worker and maybe even confess to his supervisor, which may serve to rid him of his guilt. Guilt can be dissipated, but if corrective action is not taken, shame may ensue (Lewis, 2000). In the current example, if the guilty

employee does nothing to right his wrong, he may feel "ashamed" of the "guilty" act he committed. Based on the preceding rationale, the first two hypotheses were formed:

Hypothesis 1. Regardless of trait guilt, the lower their congruence appraisals and the higher their self-accountability appraisals, employees experience higher levels of state guilt in response to relevant performance appraisal feedback.

Hypothesis 2. Regardless of trait shame, the lower their congruence appraisals and the higher their self-accountability appraisals, employees experience higher levels of state shame in response to relevant performance appraisal feedback.

Shame and anger. Anger and shame are another pair of related emotions (Kemper, 1987) in that they are similar on the appraisal component of congruence; both anger and shame generally result from the appraisal of events seen as incongruent with the individual's goals. They differ, however, on the appraisal component of accountability. Anger is elicited when others are perceived as accountable and shame is elicited when the self is perceived as accountable for a negative event or outcome (Smith & Ellsworth, 1985). Therefore, theoretically, by changing the nature of the appraisal component of accountability from self to other, one can transform an experience of shame into an experience of anger, or vice versa. In fact, anger is often described as shame directed at others, whereas shame is described as anger directed at the self (e.g., Tangney, Wagner, Fletcher, & Gramzow, 1992). Based on the preceding rationale, hypothesis 3 was created:

Hypothesis 3. Regardless of trait anger, the lower their congruence appraisals and the higher their other-accountability appraisals, employees experience higher levels of state anger in response to relevant performance appraisal feedback.

Shame and pride. Pride and shame are related on the appraisal component of accountability in that both result from the attribution of an event outcome to oneself (Smith & Ellsworth, 1985). Both are outcome-related, attribution-dependent emotions (Pekrun & Frese, 1992) that have a strong social component (Stipek, 1995). In other words, just as shame is a probable reaction to personal failure, pride is a natural reaction to personal success (Webster, Duvall, Gaines, & Smith, 2003).

Both emotions are self-relevant in that they cause us to evaluate the self such that an evaluation of adequacy on a task results in an experience of pride, whereas, an evaluation of inadequacy results in an experience of shame (Nathanson, 1987). In essence, pride is the self-reward emotion whereas shame is the self-punishment emotion (Batson, Dyck, Brandt, Batson, et al., 1988). Pride is a positive emotion that results in a sense of achievement leading to enhanced self-worth; whereas, shame is a negative emotion that results in feelings of worthlessness (Tangney, 1999).

Pride and shame differ on the appraisal component of congruence in that shame results from the appraisal of an event as incongruent with the individual's goals whereas pride results from the appraisal of an event as congruent with one's goals (Tracy & Robins, 2007). Therefore, by reversing the congruence, pride may turn into shame or shame may turn into pride. Based on this rationale, hypothesis 4 was created:

> *Hypothesis 4. Regardless of trait pride, the higher their congruence appraisals and the higher their self-accountability appraisals, employees experience higher levels of state pride in response to relevant performance appraisal feedback.*

Pride and gratitude. Pride and gratitude are also related emotions in that both are generally pleasant emotions resulting from an event being appraised as congruent with

individuals' goals. Though similar on the appraisal component of congruence, pride and gratitude differ on accountability. Pride results from an attribution of the success of an event to one's own efforts (Tracy & Robins, 2007; Weiner, 1985), whereas, gratitude results when another is perceived as the provider of a positive benefit (Emmons & McCullough, 2003). For example, if an employee receives a salary increase and feels that this positive outcome is a result of his or her own efforts on the job, the resulting emotional experience is likely to be one of pride. In contrast, if that same employee perceives that the salary increase is due to his or her superior or boss then the resulting emotion is often gratitude. Therefore, by reversing the accountability for the successful event from self to other, one may transform an experience of pride into one of gratitude. Based on the above rationale, hypothesis 5 was created:

> *Hypothesis 5. Regardless of trait gratitude, the higher their congruence appraisals and the higher their other-accountability appraisals, employees experience higher levels of state gratitude in response to relevant performance appraisal feedback.*

Gratitude and anger. Yet another pair of related emotions is gratitude and anger. These emotions are similar in that both result when someone else is perceived as accountable for an event's outcome, regardless of whether the outcome is congruent or incongruent (Lazarus, 1991; 2001). As stated previously, gratitude results from an outcome being appraised as congruent (Emmons, et al., 2003; Weiner et al., 1979), whereas, anger results from an outcome being appraised as incongruent (Smith & Ellsworth, 1985). Therefore, by changing the appraisal component on which gratitude and anger differ – congruence versus incongruence – one may transform the experience of gratitude into one of anger, or vice versa. Based on the above rationale, hypotheses 3 and 5 (see above) were formed.

Expected Job Satisfaction Results

As previously discussed, AET (Weiss & Cropanzano, 1996) focuses on how people feel while working, what workplace events cause those feelings and how those feelings influence subsequent job attitudes and behaviors. Although other job attitudes such as organizational commitment and job involvement have been studied throughout the literature, AET specifically identifies job satisfaction as a job attitude that may be affected by emotional experiences in the workplace over time. Job satisfaction, defined as "an attitude towards one's job" (p. 10, Brief, 1998), was chosen for inclusion in the current investigation because it is perhaps the most focal employee attitude in both research and practice in addition to its being the organizational attitude most often related to organizational outcomes (Saari & Judge, 2004).

Although the dearth of research on the variables of interest prevented me from making specific predictions regarding job satisfaction, based on the existing research on emotions, it was reasonable to state some plausible expectations.

First, based on the tenets of appraisal theory (Lazarus & Smith, 1988; Smith & Lazarus, 2001), I expected that guilt, pride and shame would not be related to job satisfaction because the elicitation of each of these three emotions results in part from an appraisal of self-accountability. Individuals experience guilt when they appraise an event as incongruent and self-accountable (Lewis, 2000), pride when they appraise the event as congruent and self-accountable (Tracy & Robins, 2007; Weiner, 1985), and shame when they appraise the event as incongruent and self-accountable (Lewis, 2000; Tangney et al., 1992). By extension, it is plausible to expect that since job satisfaction is an appraisal of one's job experiences (Locke, 1976) and not of oneself, employees' job satisfaction ratings may not be influenced by their experience of guilt, pride and shame.

Second, also derived from appraisal theory, I expected that anger and gratitude would be related to job satisfaction because both emotions emerge when someone else is perceived as accountable for an event's outcome, regardless of whether the outcome is congruent or incongruent (Lazarus, 1991; 2001). Therefore, employees may perceive that someone else in the workplace is responsible for their incongruent or congruent feedback, which will subsequently impact their job satisfaction ratings. Specifically, I expected that anger would be negatively related to job satisfaction ratings, whereas, gratitude would be positively related to job satisfaction ratings.

The role of trait affect in predicting job satisfaction. AET proposes that individuals' general affect (positive or negative trait affectivity) may predict organizational attitudes as a result of emotional reactions experienced at work over a period of time (Weiss & Cropanzano, 1996). In light of this and supporting empirical research (e.g. Grandey et al., 2002; Staw & Cohen-Charash, 2005; Staw et al., 1986) I expected that positive and negative trait affectivity would be a predictor of employees' job satisfaction. Therefore, participants' positive and negative affect were assessed and, when necessary, statistically controlled, to examine the predictive value of the state emotions above and beyond personality dispositions.

Time lapse. According to AET, employees' emotional reactions to work events over time may affect their attitudes toward the organization (Weiss & Cropanzano, 1996). There is no conclusive evidence in the literature regarding the number and type of events that need to occur before they influence attitudes, or a clear direction for choosing a length of time between observations of emotional responses to events and their subsequent impact on organizational attitudes. One investigation (Fisher, 2000) used experience sampling methodology over a 2-week period to create a measure of emotions at work to assess a possible mood-emotion-job

satisfaction link. Fisher's findings suggested that indeed mood and emotions at work are significantly related to employee job satisfaction.

In another investigation (Grandey et al., 2002), researchers also chose a 2-week span of time to investigate the proposed paths of AET using diary and survey data from part-time student workers. Findings from the study (Grandey et al., 2002) only partially support Fisher's (2000) findings in that negative emotions at work were found to be significantly related to employee job satisfaction whereas positive emotions were not.

Due to the paucity of the literature, the appropriate time lapse between emotional responses was considered an empirical question that may be addressed in later research. However, for the current investigation the time lapse of one week between data collection was chosen for Study 2 because it was long enough to give participants ample time to resume organizational life and experience other events that may detract attention from the performance appraisal event. However, the time lapse was brief enough so that participants would not forget the performance feedback they received one week prior.

The Current Study

The purpose of this investigation was to combine the tenets of appraisal theory and Affective Events Theory to test predictions made regarding emotional responses to performance appraisal feedback and their subsequent effect on job satisfaction. The research questions examined are as follows:

Q1: What is the relationship between the appraisals of relevancy, congruency and accountability of information derived from performance appraisal and the emotional reactions to the appraisals?

Q2: How do the emotional reactions experienced after receiving performance appraisal

feedback relate to employees' job satisfaction one week later?

The research questions presented were examined in two studies. In the first study I examined research question 1, using a sample of students receiving exam performance feedback. In the second study I examined research question 2 and also attempted to replicate the findings of Study 1, using a sample of employees receiving job performance feedback.

I examined the extent to which participants experienced five hypothesized emotions as determined by the perceived congruence and the perceived accountability of the performance appraisal feedback they received. This relationship was studied after controlling for participants' predisposition to experience each relevant emotion. After receiving their performance appraisal feedback, participants completed self-report measures of their in-the-moment emotional experiences and their appraisal of the feedback.

The five emotions investigated in the current study can be distinguished on the components of congruence and accountability (Smith & Lazarus, 2001; see comparison of emotions in Figure 1). The emotions are shame, guilt, pride, anger, and gratitude. Shame emerges when an incongruent outcome is attributed wholly to the self (Smith & Ellsworth, 1985); guilt emerges when an incongruent outcome is attributed to an action one did or failed to do (Lewis, 2000), pride emerges when a congruent outcome is attributed to the self (Tracy & Robins, 2007); anger emerges when an incongruent outcome is attributed to others (Smith & Ellsworth, 1985); and, gratitude emerges when a congruent outcome is attributed to others (Emmons & McCullough, 2003).

Research Question 1

Study 1 was designed to examine research question 1, investigating how the immediate emotional reactions to performance appraisals evolve from the individual's appraisal of the performance

feedback he or she has received. In answering this research question, the following five hypotheses were tested in Study 1:

Hypothesis 1. Regardless of trait guilt, the lower their congruence appraisals and the higher their self-accountability appraisals, employees experience higher levels of state guilt in response to relevant performance appraisal feedback.

Hypothesis 2. Regardless of trait shame, the lower their congruence appraisals and the higher their self-accountability appraisals, employees experience higher levels of state shame in response to relevant performance appraisal feedback.

Hypothesis 3. Regardless of trait anger, the lower their congruence appraisals and the higher their other-accountability appraisals, employees experience higher levels of state anger in response to relevant performance appraisal feedback.

Hypothesis 4. Regardless of trait pride, the higher their congruence appraisals and the higher their self-accountability appraisals, employees experience higher levels of state pride in response to relevant performance appraisal feedback .

Hypothesis 5. Regardless of trait gratitude, the higher their congruence appraisals and the higher their other-accountability appraisals, employees experience higher levels of state gratitude in response to relevant performance appraisal feedback.

Research Question 2

In view of the fact that Affective Events Theory states that job attitudes may be affected by the emotions employees experience in response to important work events (Weiss & Cropanzano, 1996), job satisfaction, one of the most studied organizational attitudes, was selected as the criterion variable in the present research. Accordingly, the second study was designed (a) to validate the results of Study 1, by replicating the findings regarding hypotheses 1 through 5; (b) to build on and expand existing research

regarding how emotional reactions to the employee performance appraisal affect employees' job satisfaction; and (c) to examine if job satisfaction measured immediately after performance appraisal remains at similar levels a week later. No specific hypotheses were offered regarding the second research question.

Chapter 2

Study 1 Method

Study 1

Method

Participants

Participants for Study 1 were 62 students enrolled in undergraduate courses offered through the psychology department of East Tennessee State University in Johnson City, Tennessee. The sample consisted of 37 women and 25 men ranging in age from 18 to 45 with 87% (n = 54) being between 18 and 25 years of age. With the instructors' permission, I visited five classes and asked students to volunteer to participate in the study. I then briefly explained the procedure for the study to students. Those wishing to volunteer their participation were directed to a designated website where they completed the study online. Students received two extra credit points from their instructor via an online research participant pool database, as incentive for participation in the study.

Study Materials - Dependent Variables Measures

The dependent variables – state shame, guilt, pride, anger, and gratitude – were assessed using self-report questionnaires. All internal consistency coefficients from the current data are reported on the diagonal in Table 1.

State shame. State shame was assessed using the 5-item shame subscale of the State Shame and Guilt Scale (SSGS, Marschall, Sanftner & Tangney, 1994; α = .91; see scale in Appendix A). Shame items are: "I want to sink into the floor and disappear", "I feel small", "I feel like I am such a bad person", "I feel humiliated, disgraced", and "I feel worthless, powerless". Responses were indicated on a 5-point Likert scale, ranging from 1 (*not feeling this way at all*) to 5 (*feeling this way strongly*).

State guilt. State guilt was assessed using the 5-item guilt subscale of the State Shame and Guilt Scale (SSGS, Marschall et al., 1994; α = .85; see scale in Appendix A). Guilt items are: "I feel remorse,

regret", "I feel tension about something I have done", "I cannot stop thinking about something bad I have done", "I feel like apologizing, confessing", and "I feel bad about something I have done". Responses were indicated on a 5-point Likert scale, ranging from 1 (*not feeling this way at all*) to 5 (*feeling this way strongly*).

State pride. State pride was measured using the 5-item pride subscale of the SSGS (Marschall et al., 1994; α = .89; see scale in Appendix A). Pride items are: "I feel good about myself", "I feel worthwhile, valuable", "I feel capable, useful", "I feel proud", and "I feel pleased about something I have done". Responses were indicated on a 5-point Likert scale, ranging from 1 (*not feeling this way at all*) to 5 (*feeling this way strongly*).

State anger. State anger was assessed using the 15-item State Anger Scale (Spielberger et al., 1983, 1999; α = .92; see scale in Appendix B). Sample items are: "I am furious", "I feel irritated", and "I feel angry." Responses were indicated on a 4-point Likert scale, ranging from 1 (*not at all*) to 4 (*very much so*).

State gratitude. State gratitude was assessed using the 3-item adjective-based scale derived from McCullough, Emmons and colleague's gratitude questionnaire (Emmons & McCullough, 2003; McCullough et al., 2004; McCullough et al., 2002; α = .94; see scale in Appendix C). Gratitude items are: "How thankful do you feel right now?" "How grateful do you feel right now?" "How appreciative do you feel right now?" Responses were indicated on a 5-point Likert scale, ranging from 1 (*very slightly or not at all*) to 5 (*extremely thankful*).

Study Materials – Appraisal Measures

There were three primary appraisal dimensions in the present study: (a) relevance of the performance appraisal – whether participants appraised feedback as important or irrelevant, (b) congruence of the performance appraisal – whether participants appraised feedback as congruent or

incongruent with their goals, and (c) accountability – whether or not participants felt that they or someone else was responsible for the feedback. Additional appraisal components (problem-focused coping potential, emotion-focused coping potential, and future expectancy), though not hypothesized, were measured in order to control for their possible effect on the variables of interest. Relevance, congruence and accountability were chosen due to their identification in the literature as components on which the self-conscious emotions of interest differ (e.g., Smith & Lazarus, 2001; Tracy & Robins, 2004). Relevance was assumed to be high for all participants since performance feedback is considered important for both students and employees.

The appraisal components of primary interest – congruence and accountability – were assessed using Ellsworth and Smith's (1988b) appraisal measure (see scale in Appendix D). There is some disparity in the terminology used to represent the components of interest between Ellsworth and Smith's appraisal theory and Lazarus and Smith's (1988) appraisal theory; however, the nature of what each component appraises is the same for each theory. Namely, what Lazarus and Smith labeled 'congruence' and 'accountability', Ellsworth and Smith labeled 'pleasantness' and 'agency', respectively. Ellsworth and Smith's measure was chosen because it assesses each of the appraisal components of interest in language that participants should find easy to comprehend.

Instructions in the appraisal measure were altered to direct participants to indicate how they felt while receiving performance appraisal feedback. Items were altered from asking how participants feel "in the situation" to a phrase about how they feel about the exam grade (Study 1) or performance appraisal feedback (Study 2). Items were arranged so that they alternately measured each of the appraisal components such that, except for the final few items, no two consecutive items measured the same component.

Relevance. Relevance was assessed using a single-item measure: "How important was the performance appraisal feedback to you?" Responses were indicated on an 11-point Likert scale: ranging from 1 (*not at all*) to 11 (*extremely*).

Congruence. Congruence was assessed by Ellsworth and Smith's (1988b; α = .80) 4-item pleasantness scale. Congruence items are: "How pleasant or unpleasant was it to receive the performance feedback you did?" "How enjoyable or unenjoyable was it to receive the performance feedback you did?" "How fair did you think the performance appraisal feedback was?" "To what extent did you feel cheated or wronged by the performance appraisal feedback you received?" The fourth item was reverse-coded. Responses were indicated on an 11-point Likert scale: ranging from 1 (*unpleasant*) to 11 (*pleasant*) for the pleasant item; ranging from 1 (*unenjoyable*) to 11 (*enjoyable*) for the enjoyment item; and ranging from 1 (*not at all*) to 11 (*extremely*) for the remaining items.

Accountability. Accountability was assessed using 2 scales. Self-accountability was measured using Ellsworth and Smith's (1988b; α = .79) 4-item self-agency scale. Items are: "When you were getting your performance appraisal, how responsible did you feel for having brought about the feedback you received?" "When you were getting your performance appraisal, to what extent did you feel that you could influence the feedback you received?" "When you were getting your performance appraisal, how powerful did you feel?" "When you were getting your performance appraisal, how helpless did you feel?" The fourth item was reverse-coded. Responses were indicated on an 11-point Likert scale: ranging from 1 (*not at all*) to 11 (*extremely*).

Other-accountability was measured using Ellsworth and Smith's (1988b; α = .74) 2-item other-agency scale. Other-agency items are: "When you were getting your performance appraisal, how responsible did you think someone other than yourself was for having brought about the feedback you received?" "When you were getting your performance appraisal, to what extent did you feel that

someone other than yourself was controlling what type of feedback you received?" Responses were indicated on an 11-point Likert scale: ranging from 1 (*not at all*) to 11 (*extremely*).

Study Materials – Covariate Measures

The covariates of the dependent variables state shame, guilt, pride, anger and gratitude are their trait counterparts, measured to control for participants' predisposition to experience the emotions in the study. If it is shown in the results of Study 1 that the trait variables do not significantly impact the experience of the state emotions, the trait measures will be omitted from the analysis of Study 2.

Trait shame. Trait shame was assessed using the 15-item trait shame subscale of the Test of Self-Conscious Affect (TOSCA, Tangney et al., 1989; α = .69; see scale in Appendix E). Respondents were asked to imagine themselves as the individuals in the scenarios in the measure and then indicate how likely they would be to respond in the four or five ways described. Sample items are: "You make plans to meet a friend for lunch. At 5 o'clock, you realize you stood him up. You would think, 'I'm inconsiderate.''' "You break something at work and then hide it. You would think about quitting." "At work, you wait until the last minute to plan a project, and it turns out badly. You would feel incompetent." Responses were indicated on a 5-point Likert scale, ranging from 1 (*not likely*) to 5 (*very likely*).

Trait guilt. Trait guilt was measured using the 15-item trait guilt subscale of the Test of Self-Conscious Affect (TOSCA, Tangney et al., 1989; α = .70; see scale in Appendix E). Respondents were asked to imagine themselves as the individuals in the scenarios in the measure and then indicate how likely they would be to respond in the four or five ways described. Sample items are: "You make plans to meet a friend for lunch. At 5 o'clock, you realize you stood him up. You would try to make it up to him as soon as possible"; "You break something at work and then hide it. You would think, 'This is making me anxious. I need to either fix it or get someone else to'"; "At work, you wait until the last

minute to plan a project, and it turns out badly. You would feel, 'I deserve to be reprimanded.'" Responses were indicated on a 5-point Likert scale, ranging from 1 (*not likely*) to 5 (*very likely*).

Trait pride. Trait pride was assessed using the 7-item Hubristic Pride scale (Tracy & Robins, 2007; α = .87; see scale in Appendix F). Respondents were asked to rate the extent to which they "generally feel this way" on a 5-point Likert scale, ranging from 1 (*not at all*) to 5 (*extremely*). Scale items are: snobbish, pompous, stuck-up, conceited, egotistical, arrogant, and smug.

Trait anger. Trait anger was assessed using the 10-item trait anger scale (Spielberger et al., 1983, 1999; α = .88; see scale in Appendix G). Sample items are: "I am quick tempered", "I have a fiery temper", and "I am a hotheaded person." Responses were indicated on a 4-point Likert scale, ranging from 1 (*not at all*) to 4 (*very much so*).

Trait Gratitude. Trait gratitude was assessed using the 6-item short form of the gratitude questionnaire (GQ-6, McCullough, Emmons & Tsang, 2002; α = .88; see scale in Appendix H). Sample items are: "I have so much in life to be thankful for." "I am grateful to a wide variety of people." "When I look at the world, I don't see much to be grateful for." Responses were indicated on a 7-point Likert scale, ranging from 1 (*strongly disagree*) to 7 (*strongly agree*).

Study Materials – Demographics Survey

Participants completed a brief survey requesting demographic information (see survey in Appendix L). The information requested included participants' sex, age, racial or ethnic status, educational level, years of employment and hours worked per week.

Study 1 Procedure

Data collection occurred at two time intervals: (1) a day or more before students took the scheduled examination in the course in which they were recruited; (2) immediately after students viewed their exam grades online.

Time 1: Before the performance appraisal. Students who indicated an interest in participating in the study when the researcher visited the class were directed to a designated website (see solicitation script in Appendix M). The university research participation database automatically assigned new users a unique identification number and returning users were identified by their previously assigned codes. The identification numbers served as the students' virtual signature on the consent document (see consent document in Appendix N) before they click the 'Next' button to begin the study and as a record-keeping tool to forward to course instructors who will assign extra credit for participation. This number was the only means of matching students' responses from one data collection session to another given that this was an anonymous study.

Next, students completed the trait measures of the emotions along with the demographic survey (see Appendix L). Time 1 data were collected before the performance appraisal in order to avoid a fatigue effect of completing multiple questionnaires, and also to prevent the influence of measuring trait emotions on the observation of state emotions.

After completing the questionnaires, students logged off of the system. Instructors reminded them in class before their midterm exam to return to the website to complete the study right after they receive their exam grades.

Time 2: After the Performance Appraisal. Immediately after accessing the course website to retrieve their exam grades, students were reminded by a note posted on the course website by their instructor to again access the study web page, where they read a consent document (see consent document in Appendix N) and were prompted to enter their unique identification code to access the questionnaires. In order to immediately capture the emotional responses to the performance appraisal feedback, students were asked to first complete the state measures of the five emotions of interest –

shame, guilt, pride, anger, gratitude. Then students completed the measure of the appraisal components to assess their perceptions of the feedback on the appraisal components of congruence, accountability and relevance (see Appendix D for appraisal measures).

Chapter 3

Study 1 Results

Study 1

Results

Power Analyses. An a priori power analysis was conducted using the G*Power 3 program (Faul, Erdfelder, Lang & Buchner, 2007), to compute the required sample size for the study. Using G*Power, the test family selected was *F*-tests and the statistical test selected was Multiple Regression, Omnibus; power was assigned a value of .80 and alpha was set at .05 following Cohen's (1992) recommendation for behavioral research; a medium effect size (f^2 = .15) was selected as a conservative estimation (again, based on Cohen's recommendation); there were four predictors in each regression model – relevance, congruence, (self- or other-) accountability, and the trait counterpart of the corresponding emotion. Entering the above values in G*Power, the minimum number of participants required to test the proposed hypotheses was estimated to be 85.

A post-hoc power analysis was conducted, using G*Power, to determine the actual power of the significance tests. To calculate power, the 4 predictors, the actual sample size of 62 participants, an alpha of .05, and the smallest of the five *R* square statistics were used. The smallest of the *R* square statistics was included as a conservative strategy to calculate power in the post-hoc analysis. The number used was that derived from the gratitude regression model since it produced the smallest *R* square statistic (R^2 = .41; f^2 = .69). Statistical power was met and exceeded in Study 1 (.99).

Checking the Data for Relevance

First, it was necessary to examine whether participants perceived the feedback they received about their performance was relevant, since the theoretical foundation of this investigation is based on theories stating that individuals respond emotionally to events that are important to them (Lazarus, 1991;

Smith & Lazarus, 2001; Weiss & Cropanzano, 1996). Data revealed that participants in Study 1 reported high relevance scores (M = 9, on a scale ranging from 1 to 11; see means in Table 1) regarding the importance of their exam grades. Table 1 presents the means, standard deviations, and correlations among the study's variables. As can be seen in the table, relevance was not significantly related to state pride (r = .13, *NS*), state shame (r = -.03, *NS*), state guilt (r = .01, *NS*), state anger (r = .18, *NS*) or state gratitude (r = .07, *NS*). Relevance was also not significantly related to congruence (r = .14, *NS*) or self-accountability (r = .17, *NS*). However, relevance was significantly and negatively related to other-accountability (r = -.32, $p < .05$). Tests of the proposed hypotheses continued with the appraisal dimensions and trait emotions as predictors of the state emotions.

Hypotheses Testing

Hypotheses were tested using hierarchical multiple regression analyses to determine whether the hypothesized appraisals significantly predicted the corresponding emotion, above and beyond the influence of the trait affect. If the variance added by the state measure, after controlling for the trait measure, was not statistically significant, it may indicate the need to rely more on trait assessments as opposed to state assessments of emotions when examining reactions to feedback. In each analysis only one dependent variable was examined. The dependent variables were the state emotions experienced following receipt of test scores (performance feedback). Each of the five hierarchical multiple regression analyses included four steps. (For both Study 1 and Study 2, the reported R^2 and ΔR^2 are from the fourth step of each analysis.)

The first step of each analysis included the score of the relevant trait affect examined, along with any other trait variables that were significantly correlated to the state emotion. The second step of each analysis included the appraisal dimensions not included in the hypothesis being tested (future expectancy, emotion- and problem-focused coping potential, and either self-

or other-accountability). The third step of each analysis included the centered values of the appraisal dimensions that were included in the hypothesis being tested (relevance, congruency, and either self- or other-accountability). The fourth step of each regression analysis contained an interaction term composed of the product of the centered hypothesized appraisals (congruency and either self- or other-accountability). The hypothesized appraisals were centered prior to performing the analyses to reduce correlations with other predictors and, to avoid a possible multicollinearity issue as is likely when there are interactions in a regression model (Aiken & West, 1991). The product term was entered as a separate step in the regression to examine how much of the variance observed in each of the state emotions may be uniquely explained by the combination of the hypothesized appraisals, over and above the variance explained by the preceding variables in the model.

Hypothesis 1. Regardless of trait guilt, the lower their congruence appraisals and the higher their self-accountability appraisals, employees experience higher levels of state guilt in response to relevant performance appraisal feedback.

An examination of the correlations between all of the variables in Study 1 (see correlations in Table 1) revealed that state guilt was significantly correlated with trait shame (r = .26, $p < .05$). Therefore, trait shame was entered in the first block of the regression along with trait guilt. Table 2 presents a summary of the regression output for state guilt. As seen in Table 2, hypothesis 1 was not supported. Although the combination of all the appraisal dimensions along with trait guilt and trait shame significantly predicted guilt experiences (F = 3.61, ΔR^2 = .03, $p < .001$, R^2 = .43, $CI_{.95}$ = -.35, .03), a decrease of congruence appraisals combined with an increase of self-accountability appraisals did not significantly predict guilt experiences in students receiving exam grade feedback (β = -.23, se = .09, ns), and accounted for only 3% of the

unique variance observed in guilt experiences. Furthermore, congruence was a better predictor of guilt experiences (β = -.64, *se* = .32, p < .001) than self-accountability (β = .14, *se* = .38, ns).

Hypothesis 2. Regardless of trait shame, the lower their congruence appraisals and the higher their self-accountability appraisals, employees experience higher levels of state shame in response to relevant performance appraisal feedback.

Table 3 presents a summary of the regression output for state shame. As seen in Table 3, hypothesis 2 was not supported. Although the combination of all the appraisal dimensions along with trait shame significantly predicted shame experiences ($F = 4.26$, $p < .001$, $R^2 = .67$, $CI_{.95}$ = -.29, .10), a decrease of congruence appraisals combined with an increase of self-accountability appraisals did not significantly predict shame experiences in students receiving exam grade feedback (β = -.13, *se* = .10, ns, $\Delta R^2 = .01$), and accounted for only 1% of the unique variance observed in shame experiences. Furthermore, congruence was a better predictor of shame experiences (β = -.56, *se* = .32, p < .01) than self-accountability (β = .03, *se* = .39, ns).

Hypothesis 3. Regardless of trait anger, the lower their congruence appraisals and the higher their other-accountability appraisals, employees experience higher levels of state anger in response to relevant performance appraisal feedback.

An examination of the correlations between all of the variables in Study 1 (see correlations in Table 1) revealed that state anger was significantly correlated with trait guilt (r = .28, $p < .05$). Therefore, trait guilt was entered in the first block of the regression, along with trait anger. Table 4 presents a summary of the regression output for state anger. As seen in Table 4, hypothesis 3 was not supported. Although the combination of all the appraisal dimensions along with trait anger and trait guilt significantly predicted anger experiences (F = 5.61, $p < .001$, $R^2 = .54$, $CI_{.95}$ = -.35, .22), a decrease of congruence appraisals combined with an

increase of other-accountability appraisals did not significantly predict anger experiences in students receiving exam grade feedback (β = -.05, *se* = .14, ns, ΔR^2 = .00,) and accounted for less than 1% of the unique variance observed in anger experiences. Furthermore, other-accountability (β = .36, *se* = .31, p < .01) was a better predictor of anger experiences than congruence (β = -.33, *se* = .35, p < .05).

Hypothesis 4. Regardless of trait pride, the higher their congruence appraisals and the higher their self-accountability appraisals, employees experience higher levels of state pride in response to relevant performance appraisal feedback .

Table 5 presents a summary of the regression output for state pride. As seen in Table 5 and in Figure 2, hypothesis 4 was supported. Specifically, an increase of congruence appraisals combined with an increase of self-accountability appraisals significantly predicted pride experiences (β = .28, *se* = .07, p < .01) in students receiving exam grade feedback (F = 9.15, R^2 = .62, $CI_{.95}$ = .04, .32). More importantly, the interaction between congruence and self-accountability was significant although it accounted for only 5% of the unique variance observed in pride experiences (ΔR^2 = .05, p < .001,). The plot of the interaction in Figure 2 shows that higher levels of congruence combined with higher levels of self-accountability results in higher levels of pride experiences. This plot (and any other henceforth) was constructed following Aiken and West's (1991) recommendation to plot the interaction at one standard deviation above and below the mean.

Hypothesis 5. Regardless of trait gratitude, the higher their congruence appraisals and the higher their other-accountability appraisals, employees experience higher levels of state gratitude in response to relevant performance appraisal feedback.

Table 6 presents a summary of the regression output for state gratitude. As seen in Table 6, hypothesis 5 was not supported. Although the combination of all the appraisal dimensions along with trait gratitude significantly predicted gratitude experiences ($F = 3.88$, $p < .001$, $R^2 = .41$, $CI_{.95} = -.36, .02$), an increase of congruence appraisals combined with an increase of other-accountability appraisals did not significantly predict gratitude experiences in students receiving exam grade feedback ($\beta = -.25$, *se* = .10, ns, $\Delta R^2 = .04$,), and accounted for only 4% of the unique variance observed in gratitude experiences. Moreover, neither other-accountability ($\beta = .12$, *se* = .20, ns) nor congruence ($\beta = .14$, *se* = .25, ns) was a significant predictor of gratitude experiences.

Summary of Study 1 Results

The results from Study 1 contain several interesting revelations about emotion experiences. First, the majority of the hypotheses were not supported. Only hypothesis 4 was supported; thus indicating that when performance feedback is important, positive and attributed to the self, the recipient of this feedback experiences pride. Second, although the majority of the hypotheses were not supported, the combination of all of the appraisal dimensions and trait variables significantly predicted each of the five emotions investigated in the present study. This is in line with appraisal theory (e.g., Smith & Lazarus, 2001) that all of the appraisal dimensions help to distinguish which emotion is experienced.

A third interesting finding from Study 1 is related to the role of trait affect in predicting state affect. The rationale for using hierarchical regression was to determine whether the hypothesized appraisals significantly predicted the corresponding emotion, above and beyond the influence of the trait affect. Given the results of the hypotheses tests, one may be tempted to conclude that researchers need to rely more on trait assessments, as opposed to state assessments,

of emotions when examining reactions to performance feedback. However, closer examination of the results from each regression model would prevent rushing to such conclusions.

In fact, the results reveal that trait guilt is not a significant predictor of state guilt ($\beta = .17$, *se* = .11, ns); trait anger is not a significant predictor of state anger ($\beta = .11$, *se* = .12, ns); trait pride is not a significant predictor of state pride ($\beta = .15$, *se* = .13, ns); and, trait gratitude is not a significant predictor of state gratitude ($\beta = -.07$, *se* = .10, ns). However, trait shame is a predictor of state shame ($\beta = .34$, *se* = .08, $p < .01$).

The results indicating a lack of full support for all of the five hypotheses, prevent making blanket statements regarding predicting emotions as theorized in appraisal theories. Rather than subscribe to the train of thought that appraisal theory is "pseudoempirical" as suggested by at least one other researcher (McEachrane, 2009), I believe the results indicate that the experience of emotion is a nuanced phenomenon that warrants additional study to be fully understood. Given the results, a better test of appraisal theory in this context should involve examining all the relevant appraisals, rather than focusing only on a part of them, as has been done in this study.

For instance, one recent investigation into the relationship between appraisal components and emotions maintains that appraisals are both necessary and sufficient determinants of emotional experiences (Siemer, Mauss, & Gross, 2007). In the investigation, 122 female participants took part in an experiment requiring them to perform engaging cognitive tasks after which they received highly critical negative feedback. Participants then completed single-item measures of positive and negative emotions in addition appraisal measures. Results obtained indicated that shame and guilt were both predicted by self-accountability, whereas, anger was predicted by other-accountability.

Given that the results from Study 1 were obtained using a student sample receiving exam performance feedback, however, the generalizability of the findings would be limited mainly to an academic context. In addition, since the main intent of this investigation was to test AET, it was necessary to examine emotional reactions to a workplace event – specifically, the performance appraisal. Therefore, Study 2 was designed to utilize a sample of working adults receiving job performance appraisal feedback in an attempt to replicate the results of Study 1. In addition, Study 2 investigated how emotional reactions to the employee performance appraisal affect changes in employees' job satisfaction ratings.

Chapter 4

Study 2 Method

Study 2

Method

Participants

Participants for Study 2 were 21 middle managers employed at Citigroup Corporation's Gray, Tennessee location. The sample consisted of 15 women and 6 men ranging in age from 18 to 55 with 81% (n = 17) being between 26 and 45 years of age. The current study was conducted during the organization's mid-year performance review process.

Nature of the Performance Appraisal Process. The mid-year review, or mid-year conversation, is a formal opportunity for a manager and employee to discuss and record progress on the employee's goals and individual development plan, and to assess the employee's performance. Additionally, the discussion can foster collaboration in identifying development opportunities that an employee can take to improve a competency, skill, or area of knowledge necessary for improving performance. The employee first records his/her self-evaluation on the company's designated intranet system via the employee portal. The employee's manager then reviews the employee's self-evaluation and schedules a meeting with the employee to discuss the manager's perception of the accuracy of the employee's self-evaluation of performance. These conversations usually vary in duration from one to three hours. The entire mid-year review process usually takes place within a 30- to 31-day time period.

Recruitment. Participants were recruited using a sequence of methods. First, a human resource executive emailed a letter to all employees eligible to participate in the mid-year review stating that the researcher would be asking volunteers to participate in a research project during their mid-year performance review period. The letter also stated that the organization approved the administration of the study materials during work hours and encouraged employees to volunteer their time. A brief

description of the project was included in the recruitment letter telling employees that the purpose of the investigation was to assess employees' emotional reactions to performance appraisal feedback. Employees interested in participating in the study then contacted the researcher directly either via the email or phone number provided in the recruitment letter.

Study Materials - Dependent Variables Measures

The emotions investigated in Study 2 were the same as those in Study 1 – state shame, guilt, pride, anger, and gratitude – and were assessed using the same self-report questionnaires used in Study 1. All internal consistency coefficients from the Study 2 data are reported on the diagonal in Table 7. Reliabilities for the dependent variables measures ranged from α =.87 to α =.98.

Job Satisfaction. Employees' overall job satisfaction was assessed twice – when they completed the first data packet (a day or more before their mid-year conversation), and when they completed the third data packet (one week after their mid-year conversation). The one week inter-observation period was chosen in order to reduce carry over and memory effects that may occur as a result of the multiple assessments of job satisfaction ratings. Job satisfaction was measured using 2 scales – a single item scale and a multi-item scale.

Faces Scale. Employees' overall job satisfaction was measured using the single-item Faces Scale (Kunin, 1955). Please see scale in Appendix I. Respondents were asked to examine drawings of 5 faces with expressions ranging from a broad smile to a deep scowl and select the facial expression that most represented their overall satisfaction with their job. Research comparing various measures of job satisfaction (e.g. Brief & Roberson, 1989; Smith, Kendall & Hulin, 1969) suggests that the Faces Scale is one of the best measures of job satisfaction for those interested in global or overall job satisfaction ratings, as opposed to the facet approach to

job satisfaction – employees' satisfaction with specific aspects of the job (Saari & Judge, 2004). Moreover, the Faces Scale was more appropriate for the present study as it appears to be more emotion-laden, cueing emotional recall as opposed to priming cognitive assessments regarding job satisfaction (Fisher, 2000).

Job Questionnaire. Employees' job satisfaction was also measured using the 18-item Job Questionnaire (Brayfield & Rothe, 1951; α = .93 for time 1, α = .94 for time 3). Please see scale in Appendix J. Respondents were asked to indicate how they feel about their job by rating statements about their job. Sample items are: "My job is a hobby to me." "I consider my job rather unpleasant." "Each day of work seems like it will never end." Responses were indicated on a 5-point Likert scale, ranging from 1 (*strongly agree*) to 5 (*strongly disagree*).

Study Materials – Appraisal Measures

The appraisal components were assessed using the same appraisal measures (Ellsworth and Smith's, 1988b) used in Study 1. Reliabilities for the appraisal components ranged from α =.78 to α =.90.

Study Materials – Covariate Measures

Measures of covariates of the dependent variables – trait shame, guilt, pride, anger and gratitude – were the same as those in Study 1 and were also assessed using the same self-report measures as those used in Study 1. Reliabilities for the covariate measures ranged from α =.75 to α =.83.

Mood. In the event that employees' moods had a significant effect on their emotional experiences or job satisfaction ratings, employees' moods were assessed at each of the three data collection sessions. Employees' moods were assessed using the 20-item Positive and Negative Affect Schedule (PANAS, Watson, Clark & Tellegen, 1988). Please see scale in Appendix K.

Respondents were asked to indicate the extent to which they "feel this way right now, that is, at the present moment". Responses were indicated on a 5-point Likert scale, ranging from 1 (*very slightly or not at all*) to 5 (*extremely*).

Positive mood. Positive mood (α = .88 for time 1, α = .92 for time 2, α = .90 for time 3) items are: "interested", "alert", "excited", "inspired", "strong", "determined", "attentive", "enthusiastic", "active", "proud".

Negative mood. Negative mood (α = .64 for time 1, α = .88 for time 2, α = .91 for time 3) items are: "irritable", "distressed", "ashamed", "upset", "nervous", "guilty", "scared", "hostile", "jittery", "afraid".

Study Materials – Demographics Survey

Participants completed the same demographic survey used in Study 1 (see survey in Appendix L) requesting information on participants' sex, age, racial or ethnic status, educational level, years of experience and hours worked per week.

Study 2 Procedure

In Study 2, data were collected at three time intervals: (1) a day or more before the performance appraisal; (2) immediately following the performance appraisal, and; (3) one week following the performance appraisal. All data were collected at the company site, during company time, and each of the three questionnaire packets, corresponding to the data collection periods, were completed by hand in the presence of the researcher.

Time 1: Before the performance appraisal. After receiving written notification about the study from company personnel (see recruitment letter in Appendix O), employees interested in participating in the study contacted the researcher and scheduled a convenient time to meet on the company site to complete the Time 1 questionnaire packet. Employees were presented with a

small gift bag containing slips of paper and asked to select one piece of paper from the bag. On each slip of paper was typed a 3-digit participant identification number (ranging from 001 to 100) on an adhesive address label. Employees were asked to write the 3-digit number on their research packet at each of the 3 data collection sessions. The employee could remove the address label from its paper backing and adhere it somewhere so they could refer to it before each subsequent data collection period. This unique identification number was the only means of matching employees' responses from one data collection session to another, given that this was an anonymous study. After completing the Time 1 questionnaire packet, participants were offered their choice of small candies from another gift bag and scheduled for their Time 2 data collection session.

Time 1 questionnaire packet. After writing their participant identification number on the research packet, employees read and removed the consent document from the packet (see consent document in Appendix P), then they completed the trait emotion measures, followed by the mood measure, then the job satisfaction measures. These measures were administered prior to the performance appraisal to avoid a fatigue effect of completing multiple questionnaires in addition to avoiding the possibility that the control variables would result in an unwanted effect on the measurement of the dependent variables. Finally, employees completed the demographic survey. After completing the questionnaires, employees read a brief statement (see statement in Appendix Q) thanking them for their participation and reminding them to return to complete the second portion of the study.

Time 2: Immediately after the performance appraisal. Immediately following their individual performance appraisals, employees again met with the researcher to complete the Time 2 questionnaire packet. As in Time 1, employees were prompted to write their unique three-digit

identification number on the first page of the questionnaire packet before completing the questionnaires. After completing the Time 2 questionnaire packet, each participant was presented with a coffee mug from the researcher's teaching institution and scheduled for their Time 3 data collection session.

Time 2 questionnaire packet. Employees first read and removed the consent document (see consent document in Appendix P) from the questionnaire packet, and then they completed the mood measure followed by the state measures of the five emotions of interest – shame, guilt, pride, anger, gratitude. Next, employees completed the measure of the appraisal components to assess their perceptions of the feedback on the appraisal components of congruence, accountability and relevance (see Appendix D for appraisal measures). Finally, employees read a brief statement (see statement in Appendix Q) thanking them for their participation and reminding them to return in one week to complete the last portion of the study.

Time 3: One week after the performance appraisal. One week following his or her performance appraisal, each employee once again met with the researcher to complete the study. Once more, each employee wrote his/her three-digit identification number on the first page of the Time 3 questionnaire packet before completing the questionnaires. After completing the final questionnaire packet, each participant was presented with a t-shirt from the researcher's teaching institution as a token of appreciation for completing the study.

Time 3 questionnaire packet. First, employees read and removed the consent document (see consent document in Appendix P). Next, they completed the measure of mood followed by the job satisfaction measures (see respective scales in Appendix K, J and I). Finally, each employee read a debriefing statement (see statement in Appendix Q) explaining the purpose of the study and expected findings.

Chapter 5

Study 2 Results

Study 2

Results

Power Analyses. An a priori power analysis was conducted, using the G*Power 3 program (Faul et al., 2007), to compute the required sample size for Study 2. This analysis was conducted based on the selected test of Multiple Regression, Omnibus; power of .80; alpha of .05 following Cohen's (1992) recommendation for behavioral research; and the smallest of the five R square statistics from results of Study 1 (for gratitude, R^2=.37; f^2=.59). There were four hypothesized predictors in each regression model – relevance, congruence, (self- or other-) accountability, and the trait counterpart of the corresponding emotion. Entering the above values in G*Power, the minimum number of participants required to test the proposed hypotheses was estimated to be 26. Of the 67 middle managers eligible for mid-year reviews, only 21 volunteered for Study 2. Although this is a reasonable response rate (31%), a sample size of 21 participants falls below the minimum number of participants required for sufficient statistical power. In addition, due to a possible misunderstanding of research instructions, the data of 3 participants were excluded from further analyses; further reducing the number of participants to 18.

A post-hoc power analysis was conducted, also using G*Power, to determine the actual power of the significance tests. To calculate power, the 4 predictors, the actual sample size of 18 participants, an alpha of .05, and the smallest of the five *R* square statistics in Study 2 were used. The smallest of the *R* square statistics was included as a conservative strategy to calculate power in the post-hoc analysis. The value used was that derived from the guilt regression model since it produced the smaller *R* square statistic (R^2 = .60; f^2 = 1.50). Using the pride *R* square statistic produced an unlikely power analysis result (given the small sample size) suggesting that

statistical power was met and exceeded in Study 2 (.95). However, when the conventional value for detecting a large effect size (f^2 = .35) was substituted for the pride statistic, the results revealed that statistical power was not met in Study 2 (.36).

Checking the Data for Relevance

First, it was necessary to examine whether participants perceived the feedback they received about their performance as relevant, since the theoretical foundation of this investigation is based on theories stating that individuals respond emotionally to events that are important to them (Lazarus, 1991; Smith & Lazarus, 2001; Weiss & Cropanzano, 1996). Data revealed that participants in Study 2 reported high relevance scores (M = 8.22, on a scale ranging from 1 to 11) regarding the importance of their mid-year performance feedback (please see mean scores in Table 7).

Hypotheses Testing

Similar to Study 1, Study 2 hypotheses were tested using hierarchical multiple regression analyses to determine whether the hypothesized appraisals significantly predicted the corresponding emotion, above and beyond the influence of the trait affect. If the variance added by the state measure, after controlling for the trait measure, was not statistically significant, it may indicate the need to rely more on trait assessments as opposed to state assessments of emotions when examining reactions to feedback. In each analysis only one dependent variable was examined. The dependent variables were the state emotions experienced following receipt of test scores (performance feedback).

For the same reasons discussed for the Study 1 data, each of the five hierarchical multiple regression analyses for Study 2 included four steps. The first step of each analysis included the trait measure of the relevant state emotion hypothesized along with any other trait variables that were significantly correlated to the state emotion. The second step of each analysis included the

appraisal dimensions not included in the hypothesis being tested (future expectancy, emotion- and problem-focused coping potential, and either self- or other-accountability). The third step of each analysis included the appraisal dimensions that were specific to the hypothesis being tested (relevance, congruency, and either self- or other-accountability) as well as an interaction term composed of the hypothesized appraisals. The fourth step of each regression analysis contained an interaction term composed of the product of the centered hypothesized appraisals (congruency and either self- or other-accountability) and each of the hypothesized appraisals was centered for the same reasons explained in Study 1.

Hypothesis 1. Regardless of trait guilt, the lower their congruence appraisals and the higher their self-accountability appraisals, employees experience higher levels of state guilt in response to relevant performance appraisal feedback.

Table 8 presents a summary of the regression output for state guilt in Study 2. As seen in Table 8, hypothesis 1 was not supported. Specifically, a decrease of congruence appraisals combined with an increase of self-accountability appraisals did not significantly predict guilt experiences (β = -.18, *se* = .39, ns) in employees receiving performance appraisal feedback (F = .83, ΔR^2 = .02, ns, R^2 = .60, $CI_{.95}$ = -1.23, .79). Individually, neither self-accountability nor congruence was a significant predictor of guilt experiences. In addition, the direction of only 1 of the non-significant relationships was in line with hypothesis 1. Specifically, as congruence increases, guilt experiences decrease (β = -.02, *se* = 1.56, ns). However, self-accountability results were opposite of those expected, indicating that as self-accountability increases, guilt experiences decrease (β = -.94, *se* = 1.58, ns).

Hypothesis 2. Regardless of trait shame, the lower their congruence appraisals and the higher their self-accountability appraisals, employees experience higher levels of state shame in response to relevant performance appraisal feedback.

Table 9 presents a summary of the regression output for state shame in Study 2. As seen in Table 9, hypothesis 2 was not supported. Specifically, a decrease of congruence appraisals combined with an increase of self-accountability appraisals did not significantly predict shame experiences ($\beta = .36$, *se* = .36, ns) in employees receiving performance appraisal feedback ($F = 1.24$, $\Delta R^2 = .10$, ns, $R^2 = .69$, $CI_{.95} = -.48, 1.38$). Individually, neither self-accountability nor congruence was a significant predictor of shame experiences. In addition, the direction of only 1 of the non-significant relationships was in line with hypothesis 1. Specifically, as congruence increases, shame experiences decrease ($\beta = -.09$, *se* = 1.65, ns). However, self-accountability results were opposite of those expected, indicating that as self-accountability increases, shame experiences decrease ($\beta = -.02$, *se* = 1.65, ns).

Hypothesis 3. Regardless of trait anger, the lower their congruence appraisals and the higher their other-accountability appraisals, employees experience higher levels of state anger in response to relevant performance appraisal feedback.

Table 10 presents a summary of the regression output for state anger in Study 2. As seen in Table 10 and in Figure 3, hypothesis 3 was supported. Specifically, a decrease of congruence appraisals combined with an increase of other-accountability appraisals significantly predicted anger experiences ($\beta = -.58$, *se* = .25, $p < .01$) in employees receiving performance appraisal feedback ($F = 6.99$, $p < .01$, $R^2 = .89$, $CI_{.95} = -1.41, -.27$). In addition, the interaction between congruence and other-accountability was significant and accounted for 17% of the unique variance observed in anger experiences ($\Delta R^2 = .17$). The plot of the interaction in Figure 3

shows that lower levels of congruence combined with higher levels of other-accountability results in higher levels of anger experiences, further supporting hypothesis 3.

Hypothesis 4. Regardless of trait pride, the higher their congruence appraisals and the higher their self-accountability appraisals, employees experience higher levels of state pride in response to relevant performance appraisal feedback.

Table 11 presents a summary of the regression output for state pride in Study 2. As seen in Table 11, hypothesis 4 was partially supported. Specifically, an increase of congruence appraisals combined with an increase of self-accountability appraisals significantly predicted pride experiences ($\beta = .66$, *se* = .19, $p < .05$) in employees receiving performance appraisal feedback, although the overall model (including trait pride and the other appraisal dimensions) was not supported ($F = 2.30$, ns, $CI_{.95} = .02, .92$), even though the large R square statistic ($R^2 = .72$) indicates that the lack of support may be simply due to a lack of power. An examination of the interaction plot (see Figure 4) for state pride reveals that higher levels of congruence combined with higher levels of self-accountability result in higher levels of pride experiences, further lending support to hypothesis 4 ($\Delta R^2 = .21$, ns).As, the effect sizes are high, it means that a larger N would have probably resulted in significant results.

Hypothesis 5. Regardless of trait gratitude, the higher their congruence appraisals and the higher their other-accountability appraisals, employees experience higher levels of state gratitude in response to relevant performance appraisal feedback.

Table 12 presents a summary of the regression output for state gratitude in Study 2. As seen in Table 12, hypothesis 5 was not supported. Although the combination of all the appraisal dimensions along with trait gratitude significantly predicted gratitude experiences ($F = 6.27$, $p < .00$, $R^2 = .88$, $CI_{.95} = -.25, .19$), an increase of congruence appraisals combined with an increase

of other-accountability appraisals did not significantly predict gratitude experiences in students receiving exam grade feedback (β = -.05, *se* = .10, ns). In addition, the combination of congruence and other-accountability accounted for less than 1% of the unique variance observed in gratitude experiences ($\Delta R^2 = .00$). However, individually, congruence (β = 1.58, *se* = .71, $p < .05$) was a better predictor of gratitude experiences than other-accountability (β = .13, *se* = .22, ns).

In summary, only the anger hypothesis was fully supported. The pride hypothesis received partial support, whereas, the other three Study 2 hypotheses were not supported. Since the Study 2 sample was so small, it would be unwise to speculate as to the meaning of these results.

In addition to the lack of support for Study 2 hypotheses, the reported confidence intervals for the hypotheses that were not supported were very broad and all included zero. The very wide intervals indicate that the Study 2 sample is not representative of the population and that results obtained from the sample of employees could be very different in comparison to those in the general population. A more representative sample may yield results that significantly support the study hypotheses regarding emotion elicitation and their effect on job satisfaction. The fact that the confidence intervals include zero indicates that it is likely that the appraisal components have no significant effect on the experience of state emotions (Field, 2005). Both observations indicate that a larger sample size should be used before conclusions can be drawn with confidence about the relationships tested in the hypotheses.

The hypothesis test results obtained were not surprising. In fact, the results thus far are likely due to the fact that the power for Study 2 is very low (.36) and the sample size is very small (n = 18). Although most of the results of the hypothesis tests were non-significant, the

majority of the relationships were in the directions predicted. Nevertheless, replication of Study 1 with a working adult sample was only one of the reasons for Study 2. Study 2 also included an investigation of job satisfaction in relation to the state emotions experienced after receiving performance feedback.

Job Satisfaction Results

Although no hypotheses were proposed regarding job satisfaction, I expected that guilt, pride, and shame would be unrelated to employees' job satisfaction whereas, anger and gratitude were expected to be related to job satisfaction. Job satisfaction was measured during the Time 1 and Time 3 data collection sessions using two scales: the single-item Faces scale and the multi-item Job Questionnaire (JQ) scale. Hierarchical multiple regression was once again employed to analyze the job satisfaction data. Two separate analyses were conducted to predict job satisfaction as measured in the time 3 data collection session: one for the Faces measure of job satisfaction and one for the Job Questionnaire scale. Each of the two hierarchical multiple regression analyses included three steps.

In the first analysis attempt, the first step of each analysis included Time 1 Job satisfaction, Time 1 positive mood, Time 1 negative mood, the 5 trait emotions, and any other significant covariates above .20. The second step of each analysis included Time 2 positive and negative mood. The third step of each analysis included the 5 state emotions from Time 2, and Time 3 positive and negative mood. As a result, there were at least 21 predictors in each model and SPSS would not run all 3 blocks of the regression. This may be due to the small sample size (n =18) because G-Power would not even calculate power for this scenario. This may also be due to multicollinearity (significant correlations above .80) among at least 6 pairs of variables - as well as the high correlation between T1 and T3 job satisfaction (Faces scale: $r = .88$, $p < .01$;

Job Questionnaire measure: $r = .95$, $p < .01$). The high levels of multicollinearity indicate biases between the coefficients and parameters that violate fundamental regression assumptions and increase the chances of making a Type II Error (Field, 2005).

Faced with these less than ideal conditions, I considered two possible alternatives. The first option was to simplify the regression model by removing many of the control variables, which would at the very least allow SPSS to conduct the regression. In this first scenario, there would only be two steps in each of the two analyses. The first step would include only Time 1 job satisfaction data (corresponding to the dependent variable); whereas, the second step would include the five state emotions. Although this scenario would include only six predictors, it would yield a power of only 3%. Therefore, I considered a second option.

The second option was to include mood as a control since it is linked theoretically to job satisfaction. This addition would also be an improvement over the first attempt at analysis as it would allow SPSS to conduct the regression. In this scenario, there would be three steps in each of the two analyses. The first step would include Time 1 job satisfaction, and Time 1 positive and negative mood. The second step would include Time 2 mood. The third step of each analysis would include Time 3 mood and the five state emotions. This scenario would yield a power of 7%.

Although neither of the two scenarios described is ideal, the second scenario included mood as a control, which is based on theory (Weiss & Cropanzano, 1996) as well as past empirical research (e.g., Grandey et al., 2002; Staw & Cohen-Charash, 2005; Staw et al., 1986), and would yield greater statistical power than the first. Therefore, I decided to proceed with the second scenario for the second attempt at analyzing the job satisfaction results.

The first hierarchical multiple regression analysis was conducted with Time 3 job satisfaction (as measured by the Job Questionnaire) as the outcome variable. Table 13 represents a summary of the regression output for the Job Questionnaire following the step-wise method discussed in the preceding paragraph. As seen in Table 13, considered individually, none of the five state emotions were significant predictors of job satisfaction in Time 3. However, collectively, the significant *p* value indicates that mood and the five state emotions appear to significantly predict job satisfaction ($F = 20.12$, $\Delta R^2 = .06$, $p < .01$, $R^2 = .98$, $CI_{.95} = -21.50, 71.06$). The large R square also suggests that, but the confidence interval suggests otherwise.

The second hierarchical multiple regression analysis was conducted with Time 3 job satisfaction (as measured by the Faces scale) as the outcome variable. Table 14 represents a summary of the regression output for the Faces scale following the same step-wise method used above. As seen in Table 14, considered individually, none of the five state emotions were significant predictors of job satisfaction in Time 3. Similarly to the findings regarding the Job Questionnaire, the regression output for the Faces scale suggests that collectively, mood and the five state emotions do not significantly predict job satisfaction by any measure ($F = 3.27$, $\Delta R^2 = .05$, ns, $R^2 = .89$, $CI_{.95} = -6.98, 9.99$), although the large effect size suggests otherwise.

Summary of Study 2 Results

Although the methodology in both studies was rigorous, interpreting the results from Study 2 is problematic due to two factors: a small sample and multicollinearity issues. First, although an a priori power analysis yielded a minimum sample size recommendation of 26 participants for achieving sufficient statistical power, only 18 viable questionnaires were obtained. As a result of the small sample size relative to the large number of predictors, Study 2 yielded low statistical power (.36). Second, an examination of the reliability coefficients in

Study 2 (see Table 7) revealed high levels of collinearity between some of the predictors. The relationships in question are the following: self-accountability and congruency ($r = .92$, $p < .01$), trait gratitude and congruency ($r = .82$, $p < .01$) and, trait gratitude and self-accountability ($r = .84$, $p < .01$). Other evidence of multicollinearity was found upon examination of the VIF values in the regression models for values above 10 – indication that there are possible multicollinearity issues in the data (Field, 2005). For example, in the gratitude regression model, congruence yielded a VIF value of 21.68 and self-accountability yielded a VIF value of 30.09. Such high levels of collinearity results in imprecise estimations of the regression coefficients and violates one of the core assumptions of regression (Field, 2005); thereby rendering the results of Study 2 invalid.

Chapter 6

Discussion

Discussion

This study was an investigation of the role of the employee performance appraisal in the elicitation of emotional responses in the workplace and the effect of those emotions on employee job satisfaction. Study 1 results indicate that individuals' appraisals of performance feedback are only helpful in predicting pride experiences. In addition, whether the feedback is positive or negative (congruence) appears to have more influence in determining emotional experience than who is responsible for the feedback (accountability). Study 2 results were largely inconclusive due to the low sample size and multicollinearity issues that yielded low statistical power. Although statistical power was not achieved in Study 2, the pride hypothesis was at least partially supported in both studies.

One plausible explanation for the Study 1 results indicating that congruence is a better predictor of emotional experience than accountability may lie in the construction of the measures used. Weaknesses in instrumentation found in measures of the appraisal measure as well as measures of the state emotions may have led to construct validity issues in the data. For example, consider the wording of one of the self-accountability items in the appraisal measure: "When you were receiving your performance appraisal, how responsible did you feel for having brought about the feedback you received?"(Ellsworth & Smith, 1988b). The wording of this item seems to conflate responsibility for the performance with responsibility for the appraisal of the performance – perhaps leading some participants to interpret the item according to one interpretation while other participants gleaned an opposite interpretation.

Another possible source of instrumentation issues may be found in the construction of some of the measures of the trait emotions. Specifically, the wording of items assessing trait shame was very similar to that of items assessing trait guilt. For example, one item assessing

trait shame reads, “You wait until the last minute to plan a project, and it turns out badly. You would feel incompetent”, whereas, a similar item assessing trait guilt reads, “You wait until the last minute to plan a project, and it turns out badly. You would feel, ‘I deserve to be reprimanded’” (Tangney et al., 1989). Although the elicitation process of both emotions (as per the appraisals made) is similar (Smith & Lazarus, 2001) they are not the same. In reading these items, however, participants may have confused the shame and guilt in their interpretations and ensuing responses. Additional support for this conclusion can be found in the results reported in Table 1, which reveal that trait shame was significantly correlated with experiences of state guilt ($r = .26$, $p < .05$). Although the instrumentation issues may explain the inconsistencies observed in Study 1, they cannot be applied to Study 2 results since the related data were rendered invalid, although it may explain the multicollinearity observed.

Social context issues, recognized for their importance in research regarding performance appraisal (Bretz et al., 1992; Murphy & Cleveland, 1995) may indeed be responsible for the results obtained in Study 2. Only 21 of the 67 middle managers eligible for mid-year reviews volunteered to participate in Study 2 which this researcher attributed to events occurring in and around the organization at the time of data collection.

The Study 2 sample was drawn from one of the large financial organizations under national scrutiny at the start of the current great recession. In the months prior to data collection, the company had received government bailout money and had undergone a retrenchment process. In addition to layoffs and downsizing, executives had recently announced that employees would not be able to transfer any unused vacation days for use in the upcoming year and that any increases in salary promised for the upcoming year were being retracted. In addition, the same month that performance appraisals and data collection were scheduled, the

company also scheduled employee appreciation events to boost morale. Not surprisingly, some employees chose to escape the stressors of the workplace and any reminders of it (including any recall and analysis of their performance appraisal as required in Study 2). Instead, they opted to engage in morale-boosting activities including hula hoop and rock band contests, adult tricycle races, and decades-themed costume contests. In addition to discouraging participation, these events occurring in the social context of the organization may have also spuriously affected the mood and job satisfaction levels of those employees who did volunteer to participate in Study 2.

Although employees were assured privacy during the recruitment process, the organizational climate at the time may have created some ambivalence and distrust that resulted in few volunteers. As a result of these unpredictable events, the resulting small sample size and the low statistical power, it would not be prudent to make any statements regarding the findings as the aforementioned compounded issues limit the internal validity of the findings.

Contributions

The performance appraisal context was chosen for this investigation primarily because of its importance in organizational life and its widespread influence in the organization as a human resource management tool (Arvey & Murphy, 1998; Murphy & Cleveland, 1995). A second reason for this focus on performance appraisal was because ratee reaction is recognized as one of the fastest growing research areas related to the performance appraisal process, perhaps indicative of the shift from a measurement perspective to a social perspective in the field (Levy & Williams, 2004). This research was designed to be a step in the direction of empirical investigations into employees' emotional reactions to important work events, using established theories. In addition, although ratee reaction is gaining importance, empirical investigations

regarding momentary discrete emotional reactions to the employee performance appraisal and their subsequent effect on job satisfaction are lacking.

Some studies reviewed only investigated employee satisfaction with the performance appraisal process. Weiss and colleagues (Weiss, 2002; Weiss & Cropanzano 1996) argued that employee job satisfaction is not an acceptable measure of affect and that such research ignores the meaningfulness of distinct affective experiences. When affect was indeed studied, it was usually in reference to rater affect and the influence emotions of the individual rendering the appraisal have on the appraisal process (see Lefkowitz, 2000 for a review of the literature). Furthermore, the link between ratee emotional reactions to performance appraisals and resulting job satisfaction ratings had not been empirically investigated prior to the current study. There was, therefore, a clear need for research such as this.

This investigation directly answers a call put forth to Organizational Behavior scholars to take on a broader view of emotions in the workplace (Ashkanasay et al., 2002). Previous research (e.g., Basch & Fisher, 2000 and Fisher, 2002) has suggested that it is important to recognize the specific workplace events leading to the experience of distinct emotions so that managers may effectively manage organizational behavior. Thus, the first contribution of this investigation is that it directly answers the call in that it identifies the performance appraisal for investigation as an antecedent to the experience of emotions at work.

Social context and qualitative (not just quantitative) issues regarding the employee performance appraisal are also recognized to be important topics worthy of research (Bretz et al., 1992; Murphy & Cleveland, 1995). Accordingly, the second contribution of this investigation is that it directly addresses social context issues by investigating the importance of employees'

perceptions and appraisals of performance appraisal feedback to their experiences of specific emotions.

A review of the emotion, performance appraisal and organizational literatures reveals that much of the research measuring employee reactions to performance appraisals appears to lack a theoretical basis (Keeping & Levy, 2000). Therefore, the third contribution of the current investigation is that it adds to the existing body of literature by testing the theoretical frameworks linking ratee emotional reaction to the performance appraisal process.

A fourth contribution of the current research is its originality of assessing ratees' discrete emotional reactions to performance appraisal feedback – a research area only little explored. This study looks at five discrete secondary emotions – shame, guilt, pride, gratitude, and anger – that are related on the appraisal components assessed – relevance, motivational congruence and accountability.

A fifth contribution of the current investigation is that the study's design allows a glimpse into the potential byproducts of performance appraisal feedback by examining employee job satisfaction ratings following performance appraisal feedback. Affective Events Theory purports that job attitudes and organizational behavior can be affected by the emotions employees experience in response to important events on the job (Weiss & Cropanzano, 1996). Therefore, this investigation tested the entire AET model, including the portion adopted from Appraisal Theory – something no previous study has done.

Strengths

Following are several of the strengths of the current study. First, the current investigation used two disparate studies with independent samples to investigate the research questions proposed, which served to clarify the constructs of interest. Second, this research used in-the-

moment assessments of real performance feedback in both Study 1 and Study 2. Previous tests of AET theory did not directly measure emotional reactions to an event. Instead, some were based on employees' moods after events (e.g. Fisher, 2000) while others relied on employees' recall of past events (Basch & Fisher, 2000); thereby assessing hypothetical emotional reactions to employees' post-hoc appraisal of past work events. Yet others (e.g. Grandey et al., 2002) utilize a diary method. Most of these methods risk a memory or recall bias spuriously affecting the observed results. In the present study, however, utilizing an in-vivo technique to assess state emotions reduces the likelihood of memory and recall biases.

A third strength is the use of independent, multi-item measures to assess the emotions. Some studies testing the AET model used single-item measures (e.g. Siemer et al., 2007) while others used emotion composite measures (e.g. shame-guilt or anger-disgust-frustration) which combined two or more closely related emotions (e.g. Fisher, 2000; Grandey et al., 2002). The current study measured each emotion independently using existing, valid, multi-item measures.

Finally, the study methodology was a strong point in the research due to the use of separate data collection sessions. Trait emotion data were collected on a separate day from the date of the performance appraisal feedback. This was done so as not to taint the observation of participants' in-the-moment emotional reactions (state emotions) to performance appraisal feedback with their general dispositional tendencies (trait emotions).

Limitations

Several limitations of the current investigation could be identified. The lack of statistical power to confidently test Study 2 hypotheses can be attributed to the small sample size, thereby casting considerable doubt on the validity of the results. In addition, the generalizability of the findings of both Study 1 and Study 2 may be limited due to homogeneity of the convenience

sample drawn from Northeast Tennessee, the researcher's home. Northeast Tennessee is home to a predominantly Christian, rural, Caucasian American population with very little racial, ethnic and cultural diversity. Finally, the conditions of the organizational climate at the time of Study 2 data collection are likely responsible for the low sample size and the resulting aforementioned issues. These limitations notwithstanding, there is great need for this research to serve as a catalyst for others in the field to replicate and expand upon.

Implications and Future Research

This research has a number of important implications for practitioners and researchers alike. First, managerial effectiveness may be enhanced if managers are aware that negative performance appraisals result in the experience of emotions that may have negative implications for the organization. With the substantial resources invested in recruiting and selecting managers who possess high emotional intelligence, today's managers are better equipped to effectively deal with employees' emotional experiences. Information regarding the preceding events responsible for emotions may make managers even more effective in creating events or opportunities leading to the experience of positive emotions, which may yield positive results for the organization and all involved. Moreover, managers should provide more frequent, continuous feedback that includes constructive critique of work-related behavior as unexpectedness was found to be associated with several negative emotions employees experience (Siemer et al., 2007).

A second implication of the current research is that employees' predispositions may not affect their emotional experiences at work given that the current study found that only state shame was predicted by its trait counterpart. This is a tentative statement, however, given the limited number of multi-item measures available to assess each emotion. The measures used in

the current research (e.g. TOSCA, Tangney et al., 1989), although valid and widely used, display some possible confounding issues in the wording of items. Therefore, perhaps better measures are needed to assess the constructs of interest.

A third implication is that although appraisal theory per Lazarus and Smith (1988; Smith & Lazarus, 2001) is recognized as the dominant framework on emotion elicitation (Smith, David & Kirby, 2006), if the results of Study 1 are accurate, the theory may need additional in depth analyses. According to this perspective, emotion elicitation occurs only in the presence of relevant events and the interaction of appraisal components determines which emotions individuals may experience. The current investigation tests the proposed model of emotion elicitation and differentiation on the basis of the theorized two-part appraisal process and found that there was mixed support. Specifically, in Study 1, which achieved 99 percent statistical power, relevance and congruence emerged as the dominant predictors of emotion elicitation, whereas, accountability received little support.

The first area identified for future research involves the replication of the current study with a much larger sample to assess whether the results obtained in Study 1 with students will also be observed with employees receiving pertinent performance feedback. Another area for future study is in assessing additional emotions that may be elicited in response to performance appraisal feedback. Only shame, guilt, pride, anger, and gratitude responses to the performance appraisal were assessed in this study; therefore, another area for future research involves the investigation of a variety of other emotion responses (e.g., envy, humiliation, happiness).

Both the appraisal-emotion-attitude and the appraisal-emotion-behavior links can be expanded for organizational application (Ashkanasy, 2004). Future research on emotion responses to performance appraisal feedback can investigate the effects of the emotions on other

organizational attitudes such as organizational commitment and job involvement. In addition, the effects of the emotions on other indices of organizational behavior at multiple levels may be investigated. This can be done for each of the emotions investigated in the current study as well as for many others.

For example, future investigations of shame elicited by performance appraisals may expand upon the current study by exploring the consequences (organizational and individual) of shame. Walsh (1999) theorized that some major consequences of the shaming process include decreased risk-taking, spontaneity, and creativity. Fessler (2001) argued that shame and pride are both important emotions in directing decision making because individuals tend to act in ways that will either create or avoid circumstances that lead to the elicitation of a given emotion – depending on whether the emotion is rewarding or aversive. Tangney et al. (1992) found that shame leads to increases in rage, anger, hostility, even violence, at self as well as at others. Future studies of these variables and other theorized consequences of shame may be conducted to explore how individuals function after enduring a shame experience.

Future research may also investigate the other appraisal dimensions not directly assessed in the present investigation. For instance, although coping potential was not a focus of the current investigation, future investigations may assess how individuals' coping potential affect their appraisals. Of course, actual coping with performance appraisal feedback is of paramount importance, and should be studied as well.

Longitudinal research designs may be used to assess fluctuations in emotional experiences over an extended period of time as predicted in affective events theory (Weiss & Cropanzano, 1996). For instance, one could investigate whether employees feel the same about their performance appraisal feedback 3, 6, and 9 months after their performance appraisal as they

did immediately following the event. Finally, future research may focus on the replication of the current study with the inclusion of an investigation of the mediating effects of deterrence. Research suggests that although the importance of an event increases the potential for intense emotion experiences, that relationship is influenced by the presence of potentially distracting stimuli (see Brehm, 1999 for a discussion of the research). For example, if an employee does not place high importance on the performance appraisal feedback she receives, the pride or gratitude she feels will lessen in intensity as other more important events occur. Therefore, research may be conducted to investigate the extent to which the intensity of employees' emotional reactions to performance appraisal feedback varies over time as a function of relevance and deterrence factors.

Conclusions

In conclusion, the current investigation provides valuable insight into the nature of emotional reactions to employee performance appraisal feedback and attempted to explore the effects of emotional reactions on employee job satisfaction. The need for such research has been demonstrated and supporting rationales presented. In the absence of a unifying theory on emotions and employee performance appraisal reaction, this research represents a building block in the expansion of what is known about emotions and employees' reactions to positive and negative feedback and subsequent general attitudes regarding their job. Furthermore, this research contributes to the body of literature on emotions at work, performance appraisal, job satisfaction and convergent fields. At the very least, the results from Study 1 provide insight into the psychological processes behind emotional reactions to workplace events and specifically to performance appraisal feedback.

Chapter 7

Appendices

Appendix A

SSGS – State Shame and Guilt Scale

At the request of the scale's authors, this measure was not included in the electronic version of this dissertation.

Appendix B

SAS – State Anger Scale

At the request of the scale's authors, this measure was not included in the electronic version of this dissertation.

Appendix C

State Gratitude Scale

*The following are some statements, which may or may not describe how you are feeling right now. Please rate each statement by **circling** a number on the 5-point scale below. Remember to rate each statement based on **how you are feeling right at this moment about your performance appraisal.***

1. How thankful do you feel ***right now***?

1	2	3	4	5
Very Slightly or not at all	A Little	Moderately	Quite a bit	Extremely Thankful

2. How grateful do you feel ***right now***?

1	2	3	4	5
Very Slightly or not at all	A Little	Moderately	Quite a bit	Extremely Thankful

3. How appreciative do you feel ***right now***?

1	2	3	4	5
Very Slightly or not at all	A Little	Moderately	Quite a bit	Extremely Thankful

Appendix D

Appraisal Measure

Please answer each question by circling the number that best describes how you felt ***while you were actually receiving your performance appraisal***.

1. How pleasant or unpleasant was it to receive the performance feedback you did?

1----------2----------3----------4---------5----------6---------7---------8---------9--------10-------11

Unpleasant Pleasant

2. When you were getting your performance appraisal, how responsible did you feel for having brought about the feedback you received?

1----------2----------3----------4---------5----------6---------7---------8---------9--------10-------11

Not at all Extremely

3. How enjoyable or unenjoyabale was it to receive the performance feedback you did?

1----------2----------3----------4---------5----------6---------7---------8---------9--------10-------11

Unenjoyable Enjoyable

4. When you were getting your performance appraisal, to what extent did you feel that you could influence the feedback you received?

1----------2----------3----------4---------5----------6---------7---------8---------9--------10-------11

Not at all Extremely

5. How fair did you think the performance appraisal feedback was?

1----------2----------3----------4---------5----------6---------7---------8---------9--------10-------11

Not at all Extremely

6. When you were getting your performance appraisal, how powerful did you feel?

1----------2----------3----------4---------5----------6---------7---------8---------9--------10-------11

Not at all Extremely

7. To what extent did you feel cheated or wronged when you received your performance appraisal feedback?

1----------2----------3----------4---------5----------6---------7---------8---------9--------10-------11

Not at all Extremely

8. When you were getting your performance appraisal, how helpless did you feel?

1----------2----------3----------4---------5----------6---------7---------8---------9--------10-------11

Not at all Extremely

9. When you were getting your performance appraisal, how responsible did you think someone other than yourself was for having brought about the feedback you received?

1----------2----------3----------4---------5----------6---------7---------8---------9--------10-------11

Not at all Extremely

10. How important was the performance appraisal feedback to you?

1----------2----------3----------4---------5----------6---------7---------8---------9--------10-------11

Not at all Extremely

11. When you were getting your performance appraisal, to what extent did you feel that someone other than yourself was controlling what type of feedback you received?

1----------2----------3----------4---------5----------6---------7---------8---------9--------10-------11

Not at all Extremely

12. How certain were you that you would, or would not, be able to deal emotionally with your performance appraisal feedback – however it turned out?

1----------2----------3----------4---------5----------6---------7---------8---------9--------10-------11

Not at all Extremely

13. Think about what you wanted and didn't want in this situation. How certain were you that you would be able to influence things to make (or keep) the situation the way you want it?

1----------2----------3----------4---------5----------6---------7---------8---------9--------10-------11

Not at all Extremely

14. Think about how you wanted this situation to turn out. When you were in this situation, how consistent with these wishes (for any reason) did you expect this situation to become (or stay)?

1----------2----------3----------4---------5----------6---------7---------8---------9--------10-------11

Not at all Extremely

Note: Self-Accountability items are: 2, 4, 6, 8. Other Accountability items are: 9 and 11. The Relevance item is number 10.

ACCT = (2 + 4 + 6 + 8R + 9R +11R)/6

CONG = (1 + 3 + 5+ 7R)/4

Appendix E

TOSCA – Test of Self Conscious Affect

At the request of the scale's authors, this measure was not included in the electronic version of this dissertation.

Appendix F

TPS – Trait Pride Scale

*Read each of the following statements that people have used to describe themselves, and then indicate the extent to which **you generally feel this way** by writing the appropriate number next to each item.*

1 = Not at all
2 = Somewhat
3 = Moderately so
4 = Very much so
5 = Extremely

___ 1. Generally I feel snobbish.

___ 2. Generally I feel pompous.

___ 3. Generally I feel stuck-up.

___ 4. Generally I feel conceited.

___ 5. Generally I feel egotistical.

___ 6. Generally I feel arrogant.

___ 7. Generally I feel smug.

Appendix G

TAS – Trait Anger Scale

At the request of the scale's authors, this measure was not included in the electronic version of this dissertation.

Appendix H

GQ-6 – Trait Gratitude Scale

Please respond to the following statements by ***filling in the number*** that best represents your general feelings and beliefs in the blank provided next to each statement using the scale provided below.

1	2	3	4	5
I strongly		I feel neutral about		I strongly agree
disagree		*the statement*		*with the statement*

___ 1. I have so much in life to be thankful for.

___ 2. If I had to list everything that I felt grateful for, it would be a very long list.

___ 3. When I look at the world, I don't see much to be grateful for.

___ 4. I am grateful to a wide variety of people.

___ 5. As I get older I find myself more able to appreciate the people, events, and situations have been part of my life history.

___ 6. Long amounts of time can go by before I feel grateful to something or someone.

Appendix I

Faces Scale - Job Satisfaction

*Place a 'X' under the face below that best represents how you feel about **your job in general**, including the work, the pay, the opportunities for promotion and the people you work with.*

_____ _____ _____ _____ _____

Appendix J

Job Questionnaire – Job Satisfaction

Some jobs are more interesting and satisfying than others. We want to know how you feel about your job. This questionnaire contains eighteen statements about jobs. Please circle the phrase below each statement which best describe how you feel about your present job. There are no right or wrong answers. We should like you honest opinion of each one of the statements. For example:

0. There are some conditions concerning my job that could be improved.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

1. My job is like a hobby to me.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

2. My job is usually interesting enough to keep me from getting bored.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

3. It seems that my friends are more interested in their jobs.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

4. I consider my job rather unpleasant.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

5. I enjoy my work more than my leisure time.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

6. I am often bored with my job.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

7. I feel fairly well satisfied with my present job.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

8. Most of the time I have to force myself to go to work.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

9. I am satisfied with my job for the time being.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

10. I feel that my job is no more interesting than others I could get.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

11. I definitely dislike my work.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

12. I feel that I am happier in my work than most other people.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

13. Most days I am enthusiastic about my work.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

14. Each day of work seems like it will never end.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

15. I like my job better than the average worker does.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

16. My job is pretty uninteresting.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

17. I find real enjoyment in my work.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

18. I am disappointed that I ever took this job.

STRONGLY AGREE AGREE UNDECIDED DISAGREE STRONGLY DISAGREE

Appendix K

PANAS – Positive and Negative Affect Schedule

The following are a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer in the space next to that word. Indicate to what extent you feel this way ***right now****, that is,* ***at the present moment****.* Use the following scale to record your answers.

1	2	3	4	5
very slightly or not at all	a little	moderately	quite a bit	extremely

_____ interested	_____ irritable
_____ distressed	_____ alert
_____ excited	_____ ashamed
_____ upset	_____ inspired
_____ strong	_____ nervous
_____ guilty	_____ determined
_____ scared	_____ attentive
_____ hostile	_____ jittery
_____ enthusiastic	_____ active
_____ proud	_____ afraid

Appendix L

Demographics

Please complete all of the following fields by placing a check mark next to the correct answer. Although you may elect not to complete one or more of the following questions, we hope that you do because this information will help in classifying this research. Be assured that you will not be identified by or associated with your data and all demographic questionnaires will be kept secured and destroyed following data analysis.

1. Sex: ___ Female ___ Male
2. Age: ___ 18-25 ___ 26-35 ___ 36-45 ___ 46-55 ___ 56+
3. Racial/Ethnic Status:

   ___White/Caucasian ___ Asian ___ Black/African American

   ___ Indian/Native American ___ Arabic ___ Aleut/Pacific Islander

   ___ Hispanic/Latino ___ Other _____
4. Education Level:

   ___ Some High School ___ High School Diploma ___ Some College

   ___ Bachelor Degree ___ Some Graduate School ___ Masters Degree

   ___ Doctorate Degree
5. Years of Employment:

   ___ Less than one year ___ 1-5 years ___6-10 years ___ 11-15 years

   ___ 16-20 years ___ 21-25 years ___ 26 years+
6. Work Hours (per week):

   ___ 0-10 hours ___ 11-20 hours ___ 21-30 hours ___ 31-40 hours ___ 41 hours+

Appendix M

Study 1 Student Solicitation Script

Re: Midterm Grades Study

Dear ETSU Student:

My name is Lorianne Mitchell and I am conducting a study about how students feel about their midterm exam grades. To be eligible to participate in the study, you have to be at least 18 years old and speak English fluently. This is a completely anonymous study, so if you do choose to participate no-one will be able to match your answers to you; in addition, there is no conceivable risk of physical or mental harm to you. This study has been approved by Institutional Review Boards who make sure that research studies are ethical.

The study will be completed online using the SONA system so that your instructor may give you extra credit if you choose to participate in this or any other study on the SONA website. If you choose to participate, you will be required to log onto the site at 2 different times. For part 1, you will be required to log onto SONA a day before you take your midterm exam and complete a number of questionnaires. You will receive ½ credits for participating in part 1 of the study, which should require no more than 20 minutes to complete. For part 2, I ask that you log onto the site immediately after checking your midterm exam grade online and complete a number of questionnaires about how you feel about your grade. You will receive 1½ credits for participating in the second part of the study, which should require no more than 15 minutes to complete. The SONA system will not allow you to participate in part 2 of the study if you did not participate in part 1 of the study. Part 1 of the study will only be available online for 24 hours before your exam. Part two of the study will only be available 5 hours after the exam scores have been posted on line. Your instructor will notify you via email when the exam scores are posted online. If you wish to participate in the study, please go to http://etsu.sona-systems.com/. The name of the study is "Midterm Grades Study".

If you have any questions about the study, I may be reached at mitcheld@etsu.edu or 423-477-5664. My office is in Sam Wilson room 306. Also, the chairperson of the Institutional Review Board at East Tennessee State University is available at (423) 439-6055 if you have questions about your rights as a research subject. If you have any questions or concerns about the

research and want to talk to someone independent of the research team or you can't reach the study staff, you may call either the ETSU IRB Coordinator at 423-439-6055 or 423-439-6002, or the Baruch College IRB Coordinator at 646-312-3780.

Thank you.

Lorianne D. Mitchell

Appendix N

Study 1 Student Informed Consent Documents

Time 1

This is part 1 of a 2-part study about how students feel about their exam grades. To be eligible to participate in the study, you have to be at least 18 years old and speak English fluently. In this study, you will read a number of questionnaires about how you generally feel, in addition to a questionnaire requiring demographic information. At the beginning of each questionnaire, you will be asked to indicate the extent to which each question applies to you. It is very important that you take the study seriously and answer each question as honestly as possible. There are no right or wrong answers, and your responses are anonymous and confidential, so do not be afraid to give your sincere responses. Your participation in today's study should require approximately 20 minutes of your time to complete and in return you will receive ½ credits.

This is a completely anonymous study, so if you do choose to participate no-one will be able to identify your answers as belonging to you; in addition, there is no conceivable risk of physical or mental harm to you. This study has been approved by Institutional Review Boards who make sure that research studies are ethical. Your responses will be kept confidential and your name will not be associated with any data that you provide. All data will be entered in the computer in batches and there is no way for me to identify which packet was completed by which participant. Please note that this study is completely voluntary and that if at any time you feel uncomfortable and wish to withdraw from the study, you are free to do so without penalty.

If you have any questions about the study, I may be reached at mitcheld@etsu.edu or 423-477-5664. My office is in Sam Wilson room 306. Also, the chairperson of the Institutional Review Board at East Tennessee State University is available at (423) 439-6055 if you have questions about your rights as a research subject. If you have any questions or concerns about the research and want to talk to someone independent of the research team or you can't reach the study staff, you may call either the ETSU IRB Coordinator at 423-439-6055 or 423-439-6002, or the Baruch College IRB Coordinator at 646-312-3780.

Thank you.

Lorianne D. Mitchell

Time 2

This is part 2 of a 2-part study about how students feel about their exam grades. In this study, you will read and complete a number of questionnaires about how you feel about your midterm exam grade. At the beginning of each questionnaire, you will be asked to indicate the extent to which each question applies to you. It is very important that you take the study seriously and answer each question as honestly as possible. There are no right or wrong answers, and your responses are anonymous and confidential, so do not be afraid to give your sincere responses. Your participation in today's study should require approximately 15 minutes of your time to complete and in return you will receive 1½ credits.

This is a completely anonymous study, so if you do choose to participate no-one will be able to identify your answers as belonging to you; in addition, there is no conceivable risk of physical or mental harm to you. This study has been approved by Institutional Review Boards who make sure that research studies are ethical. Your responses will be kept confidential and your name will not be associated with any data that you provide. All data will be entered in the computer in batches and there is no way for me to identify which packet was completed by which participant. Please note that this study is completely voluntary and that if at any time you feel uncomfortable and wish to withdraw from the study, you are free to do so without penalty.

If you have any questions about the study, I may be reached at mitcheld@etsu.edu or 423-477-5664. My office is in Sam Wilson room 306. Also, the chairperson of the Institutional Review Board at East Tennessee State University is available at (423) 439-6055 if you have questions about your rights as a research subject. If you have any questions or concerns about the research and want to talk to someone independent of the research team or you can't reach the study staff, you may call either the ETSU IRB Coordinator at 423-439-6055 or 423-439-6002, or the Baruch College IRB Coordinator at 646-312-3780.

Thank you.

Lorianne D. Mitchell

Appendix O

Study 2 Employee Solicitation Letter

Beth Edwards
Human Resources Manager
Citigroup

Dear Non-Exempt Citigroup Employee:

There will be a professor from the College of Business and Technology at East Tennessee State University conducting a questionnaire-based research here at Citigroup during the mid-year performance review period. Her name is Lorianne Mitchell and she is conducting a study about how employees feel about their mid-year performance appraisal feedback. To be eligible to participate in the study, you have to be at least 18 years old and speak English fluently. This is a completely anonymous study, so if you do choose to participate no-one will be able to match your answers to you; in addition, there is no conceivable risk of physical or mental harm to you. This study has been approved by 2 Institutional Review Boards (IRBs), whose job it is make sure that research studies are ethical.

If you choose to participate in the study, you will be asked to complete paper questionnaires at 3 different time periods – each requiring approximately 10 to 20 minutes of your time. Time 1 will be scheduled a few days before your mid-year performance review date. Time 2 will be immediately after receiving your mid-year performance review feedback. Time 3 will be a week after your mid-year performance review. Mrs. Mitchell requests that participants complete all 3 segments of the study since the study is based on all of the information collected at these 3 sessions. Since the research is completely anonymous, you will <u>not</u> be asked to write your name on any of the study material. As a participant you will indicate how you feel in general and how you feel about your performance review using the brief questionnaires - which follow a multiple-choice format. There will be no group discussions.

Your participation is strictly voluntary; however, those of you who volunteer to participate will be granted leave of your work duties to complete Mrs. Mitchell's questionnaires during work hours. If you are interested in volunteering for the study, please contact Mrs. Mitchell directly via email at mitcheld@etsu.edu or via phone at 423-439-5664.

Please note that this study is completely voluntary and that if at any time you feel uncomfortable and wish to withdraw from the study, you are free to do so without penalty.
Should you require any additional information about your participation in the study, please contact Jodi Canter at 423-477-6981, or myself, Beth Edwards, at 423-477-6684. If you have any questions for the researcher, Lorianne Mitchell, she may be reached at mitcheld@etsu.edu or 423-439-5664. Her office at ETSU is in Sam Wilson Hall, room 306. If you have any questions or concerns about the research, your rights as a research subject, if you wish to speak with someone independent of the research team, or you can't reach the study staff, you may call the ETSU IRB Coordinator at 423-439-6055 or 423-439-6002, or the Baruch College IRB Coordinator, Ms. Keisha Peterson, at 646-312-3780. Thank you.
Sincerely,

Beth Edwards

Appendix P

Study 2 Consent Documents

Time 1

This is part 1 of a 3-part study about how employees feel about their mid-year performance review feedback. To be eligible to participate in the study, you have to be at least 18 years old and speak English fluently. In this session, you will read a number of questionnaires about how you generally feel, in addition to a questionnaire requiring demographic information. At the beginning of each questionnaire, you will be asked to indicate the extent to which each question applies to you. It is very important that you take the study seriously and answer each question as honestly as possible. There are no right or wrong answers, and your responses are anonymous and confidential, so do not be afraid to give your sincere responses. Your participation in today's study should require approximately 20 minutes of your time to complete.

Please note that your employer does not have access to any of the information you supply in the questionnaires and that your participation in the study has nothing to do with the status of your employment with Citi. Your responses will be kept confidential and your name will not be associated with any data that you provide. Therefore, if you do choose to participate in the current study, no-one will be able to identify your answers as belonging to you; in addition, there is no conceivable risk of physical or mental harm to you. All data will be entered in the computer in batches and any identifying information you provide will be separated from your survey responses. Please note that this study is completely voluntary. While completing the questionnaires you may skip any questions you feel uncomfortable answering. In addition, if at any time you feel uncomfortable and wish to withdraw from the study, you are free to do so without penalty. This study has been approved by Institutional Review Boards who make sure that research studies are ethical.

If you have any questions about the study, I may be reached at mitcheld@etsu.edu or 423-477-5664. My office at ETSU is located in Sam Wilson Hall, room 306. If you have any questions or concerns about the research and want to speak with someone independent of the research team or you can't reach the study staff, you may call the ETSU IRB Coordinator at 423-

439-6055 or 423-439-6002, or the Baruch College IRB Coordinator, Ms. Keisha Peterson at 646-312-3780.

Please remove this consent document from the research packet and keep it for your records as a sign that you agree to participate in this portion of the study.

Thank you.

Lorianne D. Mitchell

Time 2

This is part 2 of a 3-part study about how employees feel about their mid-year performance appraisal feedback. In this session, you will read and complete a number of questionnaires about how you feel about the mid-year performance appraisal feedback you have just received. At the beginning of each questionnaire, you will be asked to indicate the extent to which each question applies to you. It is very important that you take the study seriously and answer each question as honestly as possible. There are no right or wrong answers, and your responses are anonymous and confidential, so do not be afraid to give your sincere responses. Your participation in today's study should require approximately 15 minutes of your time to complete.

Please note that your employer does not have access to any of the information you supply in the questionnaires and that your participation in the study has nothing to do with the status of your employment with Citi. Your responses will be kept confidential and your name will not be associated with any data that you provide. Therefore, if you do choose to participate in the current study, no-one will be able to identify your answers as belonging to you; in addition, there is no conceivable risk of physical or mental harm to you. All data will be entered in the computer in batches and any identifying information you provide will be separated from your survey responses. Please note that this study is completely voluntary. While completing the questionnaires you may skip any questions you feel uncomfortable answering. In addition, if at any time you feel uncomfortable and wish to withdraw from the study, you are free to do so without penalty. This study has been approved by Institutional Review Boards who make sure that research studies are ethical.

If you have any questions about the study, I may be reached at mitcheld@etsu.edu or 423-477-5664. My office at ETSU is located in Sam Wilson Hall, room 306. If you have any questions or concerns about the research and want to speak with someone independent of the research team or you can't reach the study staff, you may call the ETSU IRB Coordinator at 423-439-6055 or 423-439-6002, or the Baruch College IRB Coordinator, Ms. Keisha Peterson at 646-312-3780.

Please remove this consent document from the research packet and keep it for your records as a sign that you agree to participate in this portion of the study.

Thank you.

Lorianne D. Mitchell

Time 3

This is part 3 of a 3-part study about how employees feel about their mid-year performance appraisal feedback. In this session, you will read and complete a number of questionnaires about how you feel one week after receiving your mid-year performance appraisal feedback. At the beginning of each questionnaire, you will be asked to indicate the extent to which each question applies to you. It is very important that you take the study seriously and answer each question as honestly as possible. There are no right or wrong answers, and your responses are anonymous and confidential, so do not be afraid to give your sincere responses. Your participation in today's study should require approximately 10 minutes of your time to complete.

Please note that your employer does not have access to any of the information you supply in the questionnaires and that your participation in the study has nothing to do with the status of your employment with Citi. Your responses will be kept confidential and your name will not be associated with any data that you provide. Therefore, if you do choose to participate in the current study, no-one will be able to identify your answers as belonging to you; in addition, there is no conceivable risk of physical or mental harm to you. All data will be entered in the computer in batches and any identifying information you provide will be separated from your survey responses. Please note that this study is completely voluntary. While completing the questionnaires you may skip any questions you feel uncomfortable answering. In addition, if at any time you feel uncomfortable and wish to withdraw from the study, you are free to do so without penalty. This study has been approved by Institutional Review Boards who make sure that research studies are ethical.

If you have any questions about the study, I may be reached at mitcheld@etsu.edu or 423-477-5664. My office at ETSU is located in Sam Wilson Hall, room 306. If you have any questions or concerns about the research and want to speak with someone independent of the research team or you can't reach the study staff, you may call the ETSU IRB Coordinator at 423-439-6055 or 423-439-6002, or the Baruch College IRB Coordinator, Ms. Keisha Peterson at 646-312-3780.

Please remove this consent document from the research packet and keep it for your records as a sign that you agree to participate in this portion of the study.

Thank you.

Lorianne D. Mitchell

Appendix Q

Study 2 Debriefing Statements

This completes Part 1 of the study. Thank you for your participation!

Please remember that there are 2 additional parts to the study. Part 2 will be completed immediately after you receive your performance appraisal feedback and should take approximately 15 minutes to complete.

Please contact me either at mitcheld@etsu.edu or at 423-477-2951 to let me know the date, time, and location of your performance appraisal. I will meet you directly outside of the performance appraisal room so that you may complete the Part 2 questionnaires. You will also receive a general reminder email from Marcy Hager in the Human Resources Department (addressed to all non-exempt employees) to contact me regarding Part 2 of the study.

Once again, if you have any questions about the study, I may be reached at mitcheld@etsu.edu or 423-477-2951. My office at ETSU is located in Sam Wilson Hall, room 306. If you have any questions or concerns about the research and want to speak with someone independent of the research team or you can't reach the study staff, you may call the ETSU IRB Coordinator at 423-439-6055 or 423-439-6002, or the Baruch College IRB Coordinator, Ms. Keisha Peterson, at 646-312-3780.

Please remove this last page from the research packet and keep it for your records as an additional reminder to complete Part 2 of the study.

Thank you, once more for your time.

Sincerely,

Lorianne D. Mitchell

This completes Part 2 of the study. Thank you for your participation!

Please remember that there is 1 additional part to the study. Part 3 will be completed one week from today and should take approximately 10 minutes to complete.

Please take a minute now to schedule our meeting for next week. Only if you specifically request for me to do so, will I call or email you a personal reminder the day before our meeting. You will also receive a general reminder email from Marcy Hager in the Human Resources Department (addressed to all non-exempt employees) to contact me regarding Part 3 of the study.

Once again, if you have any questions about the study, I may be reached at mitcheld@etsu.edu or 423-477-2951. My office at ETSU is located in Sam Wilson Hall, room 306. If you have any questions or concerns about the research and want to speak with someone independent of the research team or you can't reach the study staff, you may call the ETSU IRB Coordinator at 423-439-6055 or 423-439-6002, or the Baruch College IRB Coordinator, Ms. Keisha Peterson, at 646-312-3780.

Please remove this last page from the research packet and keep it for your records as an additional reminder to complete Part 3 of the study.

Thank you, once more for your time.

Sincerely,

Lorianne D. Mitchell

Debriefing Statement

You have just completed the 3rd and final part of the Performance Appraisals study! The purpose of this study is two-fold: First, this study will fulfill the research requirements for the doctorate of philosophy in Industrial and Organizational Psychology. Second, this study will develop and contribute to the body of literature on a relatively underexplored subject by providing a theoretical framework linking ratee reaction and the performance appraisal process.

This investigation will test predictions made regarding emotional responses to performance appraisal feedback and their subsequent effect on job satisfaction. The research questions examined are as follows:

Q1: What emotions do employees experience upon appraisal of performance feedback they receive? In other words, what is the relationship between the appraisals of congruency and accountability of information derived from performance appraisal and the emotional reactions to the appraisals?

Q2: How do the emotional reactions experienced after receiving performance appraisal feedback relate to employees' general work attitude (job satisfaction) one week later?

The five emotions under investigation in the study are shame, guilt, pride, anger, and gratitude. I predict the following:

Hypothesis 1. Regardless of trait guilt, the lower their congruence appraisals and the higher their self-accountability appraisals, employees experience higher levels of state guilt in response to relevant performance appraisal feedback.

Hypothesis 2. Regardless of trait shame, the lower their congruence appraisals and the higher their self-accountability appraisals, employees experience higher levels of state shame in response to relevant performance appraisal feedback.

Hypothesis 3. Regardless of trait anger, the lower their congruence appraisals and the higher their other-accountability appraisals, employees experience higher levels of state anger in response to relevant performance appraisal feedback.

Hypothesis 4. Regardless of trait pride, the higher their congruence appraisals and the higher their self-accountability appraisals, employees experience higher levels of state pride in response to relevant performance appraisal feedback .

Hypothesis 5. Regardless of trait gratitude, the higher their congruence appraisals and the higher their other-accountability appraisals, employees experience higher levels of state gratitude in response to relevant performance appraisal feedback.

Finally, I do not expect that there will be a relationship between shame, guilt, pride and job satisfaction. Rather, there will only be a relationship between anger and gratitude and job satisfaction. This is because shame, guilt and pride have to do with evaluations of the self and job satisfaction has to do with evaluations of your work in addition to aspects of the work environment.

The results of the study should be available at the beginning of September. If you wish to find out the general results of this study, you may contact me either at mitcheld@etsu.edu or at 423-439-5664. Or you may stop by my office at ETSU in Sam Wilson Hall, room 306.

All the information collected in this study will be kept safe from inappropriate disclosure, and there will be no way of identifying your responses in the data archive since all of the responses will be entered in the computer in batches. I am not interested in anyone's individual responses; rather, I want to look at the general patterns that emerge when all of the participants' responses are put together. I ask that you do not discuss the nature of the study with others who may later participate in it, as this could affect the validity of my research conclusions.

Finally, if you have any questions or concerns about the research and want to speak with someone independent of the research team or you can't reach the study staff, you may call the ETSU IRB Coordinator at 423-439-6055 or 423-439-6002, or the Baruch College IRB Coordinator, Ms. Keisha Peterson, at 646-312-3780.

Thank you for taking the time to participate in all 3 parts of this study. Please feel free to detach and take this debriefing statement with you.

Sincerely,

Lorianne D. Mitchell

Table 1

Mean Scores, Standard Deviations, Correlations, and Reliability of Study 1 Variables

Variable	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Trait shame	46.34	8.14	(.69)															
2. Trait guilt	57.74	7.19	.57**	(.70)														
3. Trait pride	12.16	5.01	-.08	-.22	(.87)													
4. Trait anger	21.67	6.14	.26*	-.07	.15	(.88)												
5. Trait gratitude	25.64	4.60	.13	.28*	-.11	-.16	(.88)											
6. State pride	16.54	5.01	-.25	-.15	.15	.04	-.08	(.89)										
7. State shame	8.84	4.76	.35**	.19	-.19	.02	.17	-.73**	(.91)									
8. State guilt	9.87	4.58	.26*	.23	-.02	.04	.25	-.61**	.77**	(.85)								
9. State anger	19.40	5.92	.15	.28*	-.09	.09	.10	-.50**	.57**	.55**	(.92)							
10. State gratitude	9.27	3.48	-.18	-.13	.00	-.03	-.07	.68*	-.50**	-.48**	-.54**	(.94)						
11. Relevance	9.00	2.19	-.01	.30*	-.44**	-.17	.16	.13	-.03	.01	.18	.07	(-)					
12. Other-account.	2.85	2.17	.05	-.09	.16	.17	.03	-.11	.17	.23	.36**	.03	-.32*	(.74)				
13. Self-account.	7.52	2.27	-.04	.02	-.05	.05	-.08	.59**	-.38**	-.31*	-.43**	.48**	.17	-.21	(.79)			
14. Congruency	6.68	2.68	.07	.02	-.03	.14	-.10	.71**	-.50**	-.49**	-.48**	.50**	.14	-.21	.77**	(.80)		
15. E-F-C-P	7.53	3.21	.04	.25	-.25	-.03	.19	.01	.04	.08	-.08	.01	.22	-.20	.20	.12	(-)	
16. P-F-C-P	7.85	2.51	-.08	.24	-.06	-.05	-.02	.23	-.19	-.07	-.29*	.23	.17	-.21	.49**	.40**	.43**	(-)
17. Future expect.	6.85	2.22	.08	.15	-.31*	.16	.22	.32*	-.18	-.09	-.18	.38**	.37**	-.11	.44**	.43**	.56**	.53**

Note. Student sample (*n* ranging from 59 to 62); Cronbach's alphas appear in parentheses on the diagonal; Other-account. = Other accountability; Self-account = Self-accountability; E-F-C-P = Emotion-focused-coping-potential; P-F-C-P = Problem-focused-coping-potential; Future expect. = Future expectancy.

* $p < .05$ ** $p < .01$

Table 2

Summary of Hierarchical Regression of State Guilt on Control Variables and Appraisal Predictors in Study 1

	Step 1			Step 2			Step 3			Step 4		
Variable	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*
Trait guilt	.11	.11	.17									
Trait shame	.08	.10	.13									
P-F-C-P				-.11	.31	-.05						
E-F-C-P				.32	.23	.22						
Future Expectancy				-.36	.36	-.16						
O-account (C)				.54	.28	.25						
Relevance (C)							.26	.35	.11			
S-account (C)							.31	.38	.14			
Cong (C)							-1.14	.32	-.64***			
S-account (C) X Cong (C)										-.16	.09	-.23

	Step 1	Step 2	Step 3	Step 4
Multiple *R*	.27	.41	.63	.66
R^2	.07	.17	.40	.43
Adjusted R^2	.04	.07	.29	.31
ΔR^2	.07	.10	.23	.03
df	2	6	9	10
F	2.11	1.73	3.55**	3.61***
ΔF	2.11	1.51	6.14***	2.86

Note. Student sample (*n* = 62); E-F-C-P = Emotion-focused-coping-potential; P-F-C-P = Problem-focused-coping-potential; O-account (C) = Other-accountability (centered); Relevance (C) = Relevance (centered); S-account (C) = Self-accountability (centered); Cong (C) = Congruency (centered).

* p < .05 ** p < .01 *** p < .001

Table 3

Summary of Hierarchical Regression of State Shame on Control Variables and Appraisal Predictors in Study 1

	Step 1			Step 2			Step 3			Step 4		
Variable	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*
Trait shame	.21	.08	.34**									
P-F-C-P				-.24	.30	-.12						
E-F-C-P				.38	.23	.25						
Future Expectancy				-.60	.36	-.26						
O-account (C)				.32	.28	.14						
Relevance (C)							.00	.32	.00			
S-account (C)							.08	.39	.03			
Cong (C)							-1.04	.32	-.56**			
S-account (C) X Cong (C)										-.10	.10	-.13

	Step 1	Step 2	Step 3	Step 4
Multiple *R*	.34	.47	.66	.67
R^2	.11	.22	.43	.44
Adjusted R^2	.10	.15	.34	.34
ΔR^2	.11	.11	.21	.01
df	1	5	8	9
F	7.22**	2.96*	4.67***	4.26***
ΔF	7.22**	1.79	6.08***	.99

Note. Student sample (n = 62); E-F-C-P = Emotion-focused-coping-potential; P-F-C-P = Problem-focused-coping-potential; O-account (C) = Other-accountability (centered); Relevance (C) = Relevance (centered); S-account (C) = Self-accountability (centered); Cong (C) = Congruency (centered).

* p < .05 ** p < .01 *** p < .001

Table 4

Summary of Hierarchical Regression of State Anger on Control Variables and Appraisal Predictors in Study 1

	Step 1			Step 2			Step 3			Step 4		
Variable	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*
Trait anger	.10	.12	.11									
Trait guilt	.24	.11	.29*									
P-F-C-P				-.39	.39	-.16						
E-F-C-P				.00	.27	.00						
Future Expectancy				-.05	.44	-.02						
S-account (C)				-.95	.36	-.37*						
Relevance (C)							1.00	.32	.35**			
O-account (C)							1.02	.31	.36**			
Cong (C)							-.72	.35	-.33*			
O-account (C) X Cong (C)										-.06	.14	-.05

	Step 1	Step 2	Step 3	Step 4
Multiple *R*	.30	.56	.73	.73
R^2	.09	.31	.54	.54
Adjusted R^2	.06	.23	.45	.44
ΔR^2	.09	.23	.22	.00
df	2	6	9	10
F	2.72	3.95**	6.31***	5.61***
ΔF	2.72	4.25**	7.90***	.19

Note. Student sample (n = 62); E-F-C-P = Emotion-focused-coping-potential; P-F-C-P = Problem-focused-coping-potential; O-account (C) = Other-accountability (centered); Relevance (C) = Relevance (centered); S-account (C) = Self-accountability (centered); Cong (C) = Congruency (centered).

* p < .05 ** p < .01 *** p < .001

Table 5

Summary of Hierarchical Regression of State Pride on Control Variables and Appraisal Predictors in Study 1

	Step 1			Step 2			Step 3			Step 4		
Variable	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*
Trait pride	.15	.13	.15									
P-F-C-P				.15	.30	.08						
E-F-C-P				-.45	.24	-.28						
Future Expectancy				1.14	.37	.51**						
O-account (C)				-.33	.29	-.14						
Relevance (C)							.25	.26	.11			
S-account (C)							.37	.33	.17			
Cong (C)							1.04	.27	.56***			
S-account (C) X Cong (C)										.18	.07	.28**
	Step 1			Step 2			Step 3			Step 4		
Multiple *R*	.15			.48			.76			.80		
R^2	.02			.23			.57			.62		
Adjusted R^2	.01			.16			.51			.55		
ΔR^2	.02			.21			.34			.05		
df	1			5			8			9		
F	1.27			3.28*			8.53***			9.15***		
ΔF	1.27			3.73**			13.47***			6.64**		

Note. Student sample (n = 62); E-F-C-P = Emotion-focused-coping-potential; P-F-C-P = Problem-focused-coping-potential; O-account (C) = Other-accountability (centered); Relevance (C) = Relevance (centered); S-account (C) = Self-accountability (centered); Cong (C) = Congruency (centered).

* p < .05 ** p < .01 *** p < .001

Table 6

Summary of Hierarchical Regression of State Gratitude on Control Variables and Appraisal Predictors in Study 1

	Step 1			Step 2			Step 3			Step 4		
Variable	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*
Trait gratitude	-.06	.10	-.07									
P-F-C-P				-.14	.20	-.10						
E-F-C-P				-.25	.15	-.23						
Future Expectancy				.67	.24	.42**						
S-account (C)				.64	.21	.41**						
Relevance (C)							-.06	.20	-.04			
O-account (C)							.20	.20	.12			
Cong (C)							.19	.25	.14			
O-account (C) X Cong (C)										-.17	.10	-.25

	Step 1	Step 2	Step 3	Step 4
Multiple *R*	.07	.59	.61	.64
R^2	.01	.35	.37	.41
Adjusted R^2	-.01	.29	.27	.31
ΔR^2	.01	.34	.02	.04
df	1	5	8	9
F	.31	5.78***	3.77**	3.88***
ΔF	.31	7.11***	.62	3.38

Note. Student sample (*n* = 62); E-F-C-P = Emotion-focused-coping-potential; P-F-C-P = Problem-focused-coping-potential; O-account (C) = Other-accountability (centered); Relevance (C) = Relevance (centered); S-account (C) = Self-accountability (centered); Cong (C) = Congruency (centered).

* p < .05 ** p < .01 *** p < .001

Table 7

Mean Scores, Standard Deviations, Correlations, and Reliability of Study 2 Variables

Variable	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12	13
1. State pride	17.72	4.43	(.92)												
2. State shame	6.44	3.35	-.33	(.94)											
3. State guilt	6.39	2.62	-.54*	.23	(.87)										
4. State anger	17.78	6.66	-.24	.92**	.19	(.98)									
5. State gratitude	10.89	2.61	.53*	-.60**	-.43	-.62**	(.95)								
6. Relevance	8.22	2.58	.43	-.46	-.14	-.40	.36	(-)							
7. E-F-C-P	8.72	2.85	.32	-.57*	.09	-.53*	.57*	.62**	(-)						
8. P-F-C-P	7.28	2.22	.25	-.25	-.05	-.23	.35	.47*	.68**	(-)					
9. Future expect.	7.89	1.49	.53*	-.67**	.03	-.58	.44	.47	.64**	.40	(-)				
10. Trait pride	10.67	4.45	.06	-.05	.37	-.10	.08	.25	.32	.33	.24	(.83)			
11. Trait shame	44.67	10.85	-.23	.18	-.13	.13	.11	-.17	-.29	-.36	-.33	-.54*	(.81)		
12. Trait guilt	60.47	7.65	-.13	.16	-.07	.12	.03	-.30	-.34	-.52*	-.23	-.76**	.81**	(.79)	
13. Trait anger	20.11	4.74	-.08	.21	.09	.22	-.07	.19	.08	-.03	-.20	.07	-.03	.00	(.83)
14. Trait gratitude	26.44	3.67	.27	-.63**	-.13	-.77**	.57*	.16	.44	.09	.61**	.13	.07	.29	-.26
15. Time 1 Faces	3.78	1.06	.48*	-.77**	-.29	-.71**	.65**	.47*	.70**	.58*	.58*	.18	-.41	-.41	-.16
16. Time 3 Faces	3.94	0.87	.47	-.52*	-.25	-.47	.51*	.42	.59*	.40	.31	.22	-.44	-.34	-.01
17. Time 1 JQ	65.06	12.11	.52*	-.65**	-.37	-.69**	.69**	.67**	.69**	.49*	.39	.27	-.31	-.36	.03
18. Time 3 JQ	64.78	12.44	.53*	-.71**	-.35	-.69**	.68**	.63**	.70**	.43	.46	.21	-.31	-.28	-.02
19. Time 1 NM	12.94	3.39	-.07	.13	.04	.00	.16	-.34	-.02	-.26	-.20	-.15	.30	.31	-.06
20. Time 1 PM	32.67	6.98	.36	.12	.16	.10	-.24	-.04	-.02	.16	.22	.26	-.37	-.14	-.33
21. Time 2 NM	14.44	6.19	-.22	.75**	.53*	.73**	-.51*	-.31	-.33	-.28	-.47*	.26	-.17	-.14	.30
22. Time 2 PM	30.94	8.11	.87**	-.39	-.33	-.35	.36	.43	.21	.11	.55*	.10	-.26	-.09	-.13
23. Time 3 NM	13.00	5.12	-.18	.67**	.29	.42	-.24	-.24	-.27	-.19	-.52*	.28	-.02	-.05	.23
24. Time 3 PM	31.39	7.16	.67**	-.41	-.20	-.50*	.48*	.23	.39	.29	.49*	.36	-.42	-.25	-.35
25. Self-account.	8.25	1.80	.46	-.72**	-.36	-.79**	.75**	.47	.57*	.40	.62**	.29	-.10	-.16	-.12
26. Other-account.	3.47	2.19	-.13	.62**	-.05	.53*	-.18	-.42	-.28	.02	-.38	-.38	.18	.23	-.06
27. Congruency	8.49	2.01	.60**	-.74	-.30	-.79**	.80**	.54*	.58*	.28	.74**	.24	-.04	-.03	-.12

Variable	14	15	16	17	18	19	20	21	22	23	24	25	26
14. Trait gratitude	(.75)												
15. Time 1 Faces	.48*	(-)											
16. Time 3 Faces	.36	.88**	(-)										
17. Time 1 JQ	.47*	.80**	.77**	(.93)									
18. Time 3 JQ	.51*	.88**	.88**	.95**	(.94)								
19. Time 1 NM	.15	-.27	-.24	-.01	-.12	(.64)							
20. Time 1 PM	.06	-.05	.01	.01	-.02	-.12	(.88)						
21. Time 2 NM	-.60**	-.50*	-.21	-.40	-.44	.20	.15	(.88)					
22. Time 2 PM	.35	.38	.36	.49*	.47*	.09	.45	-.15	(.92)				
23. Time 3 NM	-.24	-.40	-.15	-.11	-.27	.38	.08	.76**	-.11	(.91)			
24. Time 3 PM	.63**	.56*	.59*	.62**	.62**	.17	.48*	-.21	.73**	.06	(.90)		
25. Self-account.	.84**	.73**	.60**	.75**	.76**	-.05	-.05	-.65**	.47*	-.30	.68**	(.85)	
26. Other-account.	-.38	-.36	-.35	-.31	-.40	.28	.07	.37	-.26	.45	-.28	-.50*	(.78)
27. Congruency	.82**	.66**	.50*	.71**	.72**	.05	-.01	-.57*	.65**	-.29	.68**	.92**	-.46

Note. Employee sample (n = 18); Cronbach's alphas appear on the diagonal; Other-account. = Other-accountability; Self-account = Self-accountability; E-F-C-P = Emotion-focused-coping-potential; P-F-C-P = Problem-focused-coping-potential; Future expect. = Future expectancy; NM = Negative Mood; PM = Positive Mood. * p < .05 ** p < .01 *** p < .001

Table 8

Summary of Hierarchical Regression of State Guilt on Control Variables and Appraisal Predictors in Study 2

	Step 1			Step 2			Step 3			Step 4		
Variable	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*
Trait guilt	-.02	.10	-.07									
P-F-C-P				-.36	.61	-.30						
E-F-C-P				.36	.50	.36						
Future Expectancy				-.03	.76	-.02						
O-account (C)				.03	.46	.03						
Relevance (C)							-.28	.45	-.26			
S-account (C)							-1.90	1.58	-.94			
Cong (C)							-.03	1.56	-.02			
S-account (C) X Cong (C).										-.22	.39	-.18
	Step 1			Step 2			Step 3			Step 4		
Multiple *R*	.07			.27			.76			.77		
R^2	.00			.07			.58			.60		
Adjusted R^2	-.07			-.44			.01			-.12		
ΔR^2	.00			.07			.50			.02		
df	1			5			8			9		
F	.06			.14			1.01			.83		
ΔF	.06			.16			2.37			.30		

Note. Employee sample (*n* = 18); E-F-C-P = Emotion-focused-coping-potential; P-F-C-P = Problem-focused-coping-potential; O-account (C) = Other-accountability (centered); Relevance (C) = Relevance (centered); S-account (C) = Self-accountability (centered); Cong (C) = Congruency (centered).

Table 9

Summary of Hierarchical Regression of State Shame on Control Variables and Appraisal Predictors in Study 2

	Step 1			Step 2			Step 3			Step 4		
Variable	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*
Trait shame	.05	.08	.18									
P-F-C-P				.07	.40	.05						
E-F-C-P				-.25	.36	-.23						
Future Expectancy				-.81	.55	-.40						
O-account (C)				.57	.31	.43						
Relevance (C)							.03	.46	.02			
S-account (C)							-.05	1.65	-.02			
Cong (C)							-.16	1.65	-.09			
S-account (C) X Cong (C)										.45	.36	.36
	Step 1			Step 2			Step 3			Step 4		
Multiple *R*	.18			.77			.77			.83		
R^2	.03			.59			.59			.69		
Adjusted R^2	-.04			.36			.05			.13		
ΔR^2	.03			.56			.00			.10		
df	1			5			8			9		
F	.42			2.59			1.10			1.24		
ΔF	.42			3.07			.02			1.55		

Note. Employee sample (*n* = 18); E-F-C-P = Emotion-focused-coping-potential; P-F-C-P = Problem-focused-coping-potential; O-account (C) = Other-accountability (centered); Relevance (C) = Relevance (centered); S-account (C) = Self-accountability (centered); Cong (C) = Congruency (centered).

Table 10

Summary of Hierarchical Regression of State Anger on Control Variables and Appraisal Predictors in Study 2

	Step 1			Step 2			Step 3			Step 4		
Variable	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*
Trait anger	.31	.34	.22									
P-F-C-P				.87	.65	.29						
E-F-C-P				-.79	.65	-.34						
Future Expectancy				-.15	1.05	-.03						
S-account (C)				-2.51	.77	-.68**						
Relevance (C)							.16	.76	.06			
O-account (C)							.58	.80	.19			
Cong (C)							-1.06	2.63	-.32			
O-account (C) X Cong (C)										-.84	.25	-.58**
	Step 1			Step 2			Step 3			Step 4		
Multiple *R*	.22			.84			.85			.94		
R^2	.05			.71			.72			.89		
Adjusted R^2	-.01			.58			.48			.76		
ΔR^2	.05			.66			.02			.17		
df	1			5			8			9		
F	.79			5.72**			2.93			6.99**		
ΔF	.79			6.68**			.19			11.69**		

Note. Employee sample (*n* = 18); E-F-C-P = Emotion-focused-coping-potential; P-F-C-P = Problem-focused-coping-potential; O-account (C) = Other-accountability (centered); Relevance (C) = Relevance (centered); S-account (C) = Self-accountability (centered); Cong (C) = Congruency (centered).

* p < .05 ** p < .01 *** p < .001

Table 11

Summary of Hierarchical Regression of State Pride on Control Variables and Appraisal Predictors in Study 2

	Step 1			Step 2			Step 3			Step 4		
Variable	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*
Trait pride	.06	.25	.06									
P-F-C-P				.19	.72	.10						
E-F-C-P				-.13	.64	-.08						
Future Expectancy				1.72	.98	.58						
O-account (C)				.08	.60	.04						
Relevance (C)							.21	.66	.12			
S-account (C)							-1.94	2.33	-.79			
Cong (C)							2.97	2.33	1.35			
S-account (C) X Cong (C)										.47	.19	.66
	Step 1			Step 2			Step 3			Step 4		
Multiple *R*	.06			.54			.72			.85		
R^2	.00			.29			.51			.72		
Adjusted R^2	-.06			.00			.08			.41		
ΔR^2	.00			.29			.22			.21		
df	1			5			8			9		
F	.05			1.00			1.18			2.30		
ΔF	.05			1.24			1.34			6.01*		

Note. Employee sample (*n* = 18); E-F-C-P = Emotion-focused-coping-potential; P-F-C-P = Problem-focused-coping-potential; O-account (C) = Other-accountability (centered); Relevance (C) = Relevance (centered); S-account (C) = Self-accountability (centered); Cong (C) = Congruency (centered).

* p < .05 ** p < .01 *** p < .001

Table 12

Summary of Hierarchical Regression of State Gratitude on Control Variables and Appraisal Predictors in Study 2

	Step 1			Step 2			Step 3			Step 4		
Variable	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*
Trait gratitude	.40	.15	.57*									
P-F-C-P				-.28	.34	-.24						
E-F-C-P				.38	.27	.42						
Future Expectancy				-.23	.46	-.13						
S-account (C)				1.38	.59	.95*						
Relevance (C)							-.47	.21	-.47*			
O-account (C)							.16	.22	.13			
Cong (C)							2.04	.71	1.58*			
O-account (C) X Cong (C)										-.03	.10	-.05
	Step 1			Step 2			Step 3			Step 4		
Multiple *R*	.57			.80			.94			.94		
R^2	.32			.63			.87			.88		
Adjusted R^2	.28			.48			.76			.74		
ΔR^2	.32			.31			.24			.00		
df	1			5			8			9		
F	7.50*			4.11*			7.83**			6.27**		
ΔF	7.50*			2.50			5.80*			.10		

Note. Employee sample (*n* = 18); E-F-C-P = Emotion-focused-coping-potential; P-F-C-P = Problem-focused-coping-potential; O-account (C) = Other-accountability (centered); Relevance (C) = Relevance (centered); S-account (C) = Self-accountability (centered); Cong (C) = Congruency (centered).

* p < .05 ** p < .01 *** p < .001

Table 13

Summary of Hierarchical Regression of Job Satisfaction as Measured by the Job Questionnaire on Control Variables and Emotion Predictors in Study 2

	Step 1			Step 2			Step 3		
Variable	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*
Time 1 JQ job satisfaction	.98	.08	.95***						
Time 1 positive mood	-.07	.14	-.04						
Time 1 negative mood	-.43	.28	-.12						
Time 2 positive mood				.07	.17	.05			
Time 2 negative mood				-.07	.19	-.04			
Time 3 positive mood							.70	.27	.40
Time 3 negative mood							-3.09	1.84	-1.27
State pride							.08	.72	.03
State shame							5.34	4.60	1.44
State guilt							-.63	.76	-.13
State anger							-2.42	2.10	-1.30
State gratitude							-.18	.74	-.04
	Step 1			Step 2			Step 3		
Multiple *R*	.96			.96			.99		
R^2	.92			.92			.98		
Adjusted R^2	.90			.89			.93		
ΔR^2	.92			.00			.06		
Df	3			5			12		
F	54.03***			28.67***			20.12**		
ΔF	54.03***			.18			2.00		

Note. Employee sample (n = 18)

* p < .05 ** p < .01 ***p < .001.

Table 14

Summary of Hierarchical Regression of Job Satisfaction as Measured by the Faces Scale on Control Variables and Emotion Predictors in Study 2

	Step 1			Step 2			Step 3		
Variable	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*	*B*	*SE*	*Beta*
Time 1 positive mood	.01	.02	.05						
Time 1 negative mood	.00	.04	.00						
Time 1 Faces job satisfaction	.72	.11	.88***						
Time 2 positive mood				.00	.02	.03			
Time 2 negative mood				.04	.02	.31*			
Time 3 positive mood							.05	.05	.43
Time 3 negative mood							-.03	.23	-.17
State pride							-.02	.12	-.12
State shame							.00	.57	.00
State guilt							-.10	.13	-.29
State anger							-.01	.28	-.08
State gratitude							.00	.11	.00
	Step 1			Step 2			Step 3		
Multiple *R*	.88			.92			.94		
R^2	.77			.84			.89		
Adjusted R^2	.72			.77			.62		
ΔR^2	.77			.07			.05		
df	3			5			12		
F	15.62***			12.50***			3.27*		
ΔF	15.62***			2.57			.43		

Note. Employee sample (n = 18).

* p < .05 ** p < .01 ***p < .001.

Figure 1. Comparison of Predicted Emotions adapted from Lazarus, 2001

Emotion	Congruence	Accountability	Related Feelings	Core Relational Theme
Anger	Harmful	Other(s)	Irritation Fury Rage	"a demeaning offense against me and mine"
Shame	Harmful	Self Global	Worthlessness Inferiority	"failing to live up to an ego-ideal"
Guilt	Harmful	Self Specific	Regret Remorse	"having transgressed a moral imperative"
Pride	Beneficial	Self	Self-worth Achievement	"Enhancement of one's ego identity by taking credit for a valued object or achievement, either one's own or that of someone or group with whom we identify"
Gratitude	Beneficial	Other(s)	Thankfulness Appreciation	"appreciation for an altruistic gift that provided personal benefit"

Figure 2. Plot of Interaction Term for State Pride in Study 1

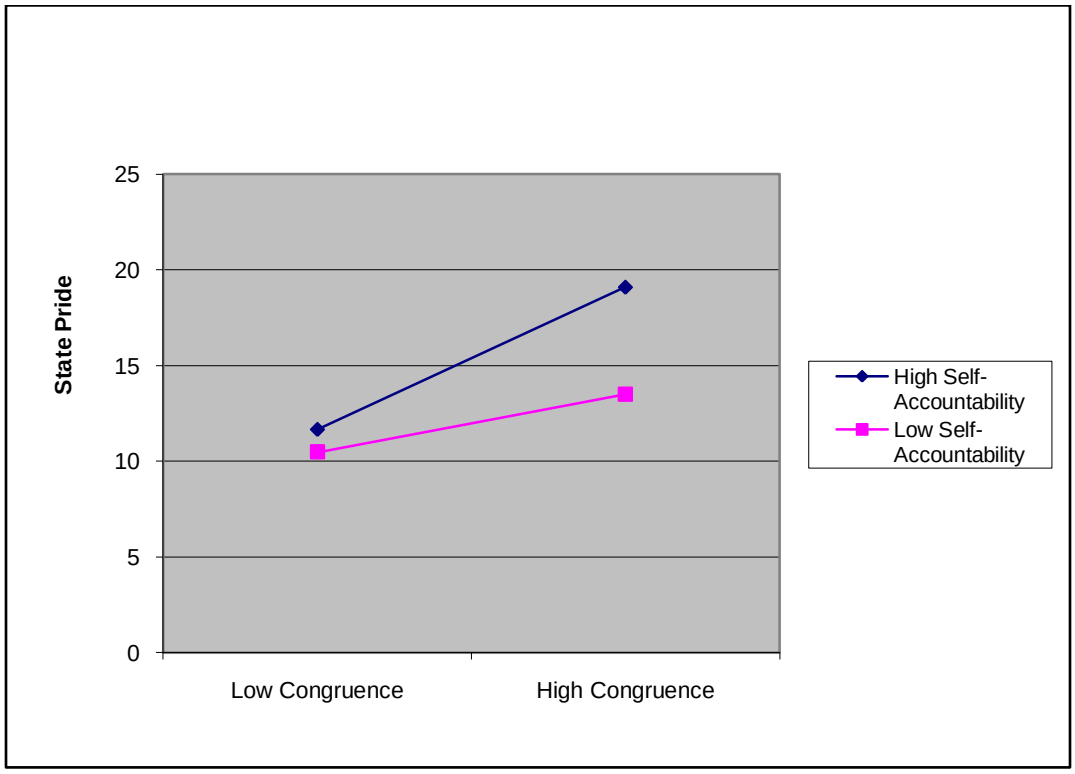


Figure 3. Plot of Interaction Term for State Anger in Study 2

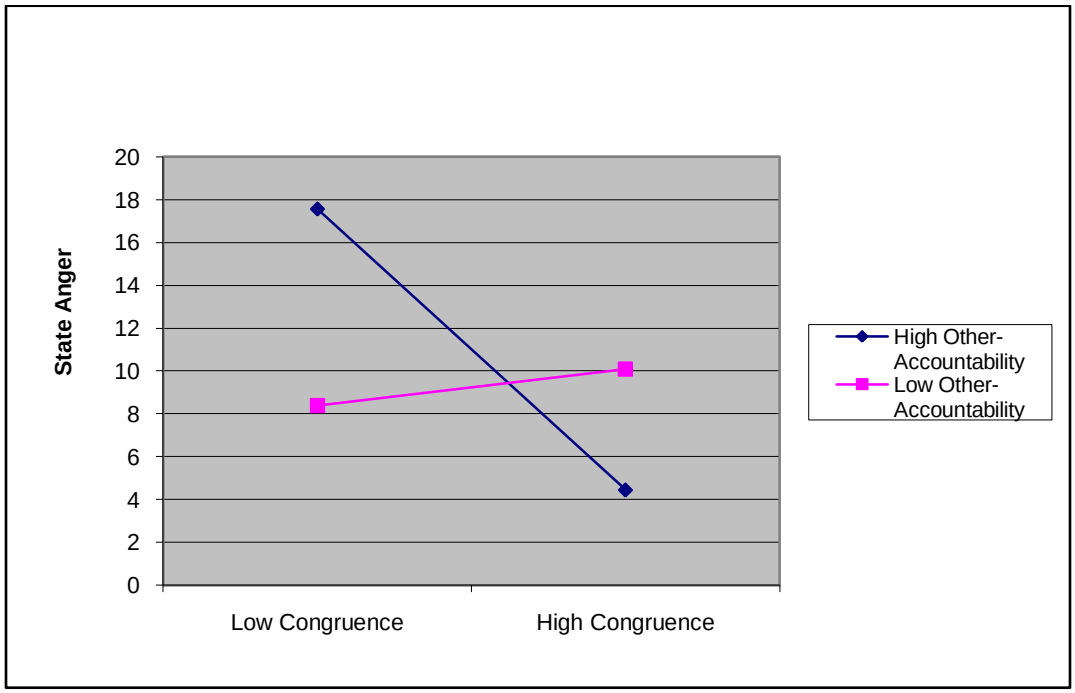
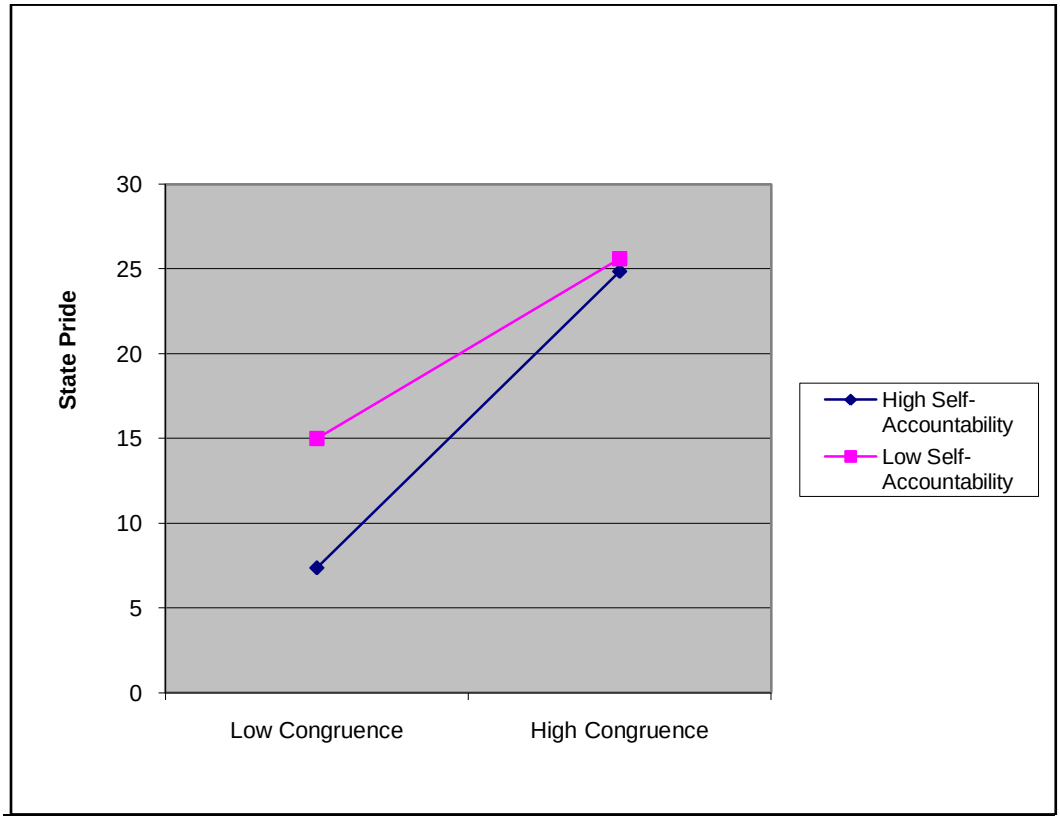


Figure 4. Plot of Interaction Term for State Pride in Study 2



Chapter 8

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