



”Good feelings and increased job performance: Pleasure and interest as predictors of skill improvement and work achievement among Norwegian job-holders”

Av

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*Abstract*

Research within neurobiology has provided evidence for two distinctive classes of positive emotion, represented by separate brain systems called the “reward seeking-” (appetitive) and the “pleasure-” (consummatory) system (Burgdorf & Panksepp 2006). Recently, happiness research has provided empirical evidence for a distinction between the emotions “interest” and “pleasure” (Vittersø, Overwien & Martinsen, 2009), which share remarkably much of the same qualities and functions as the respective brain systems. In organizational science there has been a long lasting debate whether employee happiness promotes job-performance. This study aimed to show how and why pleasure and interest should be analyzed as separate emotions in an organizational context. By this route the thesis contributes new knowledge to the controversy of the “Happy - Productive Worker”.

Knowledge workers ( $N = 53$ ) working in an energy corporation in Norway participated in the study, and answered a maximum of five events reconstruction samplings during one workweek ( $N = 170$ ). By using a multilevel design both within-person- and between-person variance is analyzed.

By analyzing a series of events, the results showed that pleasant feelings promoted event satisfaction whereas interest promoted event achievement. Hence, interest and pleasure interact with job-related skill development in distinct ways. A path model suggested that interest predicted skill improvement indirectly through event achievement. Interest and pleasure were only moderately correlated with each other.

*Keyword: emotions, interest, pleasure, employee happiness, satisfaction, event reconstruction method, multilevel analysis, job performance, skill improvement*



*Abstrakt - Norsk versjon*

Forskning innen nevrobiologi har funnet bevis for to ulike typer positive emosjoner, representert av separate systemer i hjernen kalt det “belønningssøkende”- og “velbehag” system ( Burgdorf & Panksepp 2006). Nylig har man innen lykke forskning fremskaffet empirisk bevis for distinksjonen mellom emosjonene “interesse” og “velbehag” (Vittersø, Overwien & Martinsen, 2009) som deler mye av kvalitetene og funksjonene til respektive hjerne systemer. Innen organisasjonsvitenskap har det pågått en langvarig debatt hvorvidt økt velvære hos ansatte fører til økt produktivitet. Denne studien til hensikt å vise at hvordan og hvorfor en differensiering av positive emosjoner også er valid i en organisatorisk kontekst, samt hvordan dette kan gi ny kunnskap om velvære-produktivitet hypotesen.

Kunnskapsarbeidere ( $N = 53$ ) ansatt i et norsk energiselskap deltok i studien, og besvarte maksimalt fem hendelsesrapporter i løpet av en arbeidsuke ( $N = 170$ ). Ved å bruke et multinivå design ble både inter-person- og intra-person varians analysert.

Som forventet viste resultatene at emosjonene interesse og velbehag bare korrelerer moderat. Tilfredshet blir kun predikert av emosjonen velbehag. En sti modell viser at interesse predikerer ferdighetsforbedring indirekte gjennom hendelses mestring. Studien konkluderer med at tilfredshet ikke gir et helhetlig bilde av ansattes velvære. Og at man også i organisasjonsforskning bør skille mellom de to positive emosjonene: velbehag og interesse.

*Nøkkelord: emosjoner, interesse, velbehag, tilfredshet, velvære, hendelses rekonstruksjons metoden, flernivå analyser, jobb prestasjon, ferdighets forbedring*





*Preface*

The idea to this project stems from a dialog between the author and Professor Joar Vittersø in September 2009. We discussed what it feels like to build job-related competence and to grow as a person. The author's curiosity on the topic relates to his interest in organizational science, while Vittersø curiosity comes from earlier research within the field of positive psychology. We agreed to explore the topic further by collaborating on an empirical study by assessing positive emotions during events in which employees strived toward improving their work-related skills.

First the author contacted a local consultant company to get inspiration and knowledge about how this topic is regarded and handled by practitioners. The consultant company also helped with recruiting participants to the project, through one of their biggest business costumers.

The process of creating and carrying out this project has been a joint voyage by the author and his supervisor. The author has administered the practical details of the project, from graphical layout of the questionnaires to holding information meeting with both the participants and personnel director of the participating company. The author distributed the survey to every participant himself through e-mail. Most instruments used in the project are well established and validated self-report scales. The statistical analyses were conducted by the author, under the guidance of supervisor. Vittersø analyzed the path model, due to his access and knowledge of the appropriate software.

The project has enriched the author by giving a valuable insight to a scientific community that is growing by an incredible speed. In addition to opening doors for the author, the project has established contact between the university, consultant practitioners and the local the business sector. Hopefully this contact can give rise to more exiting collaboration-projects in the future.

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Joar Vittersø

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## Introduction

Despite extensive research done on the topic “The Happy – Productive Worker” spanning over 70 years, uncertainty still remains as to whether happier workers are in fact more productive. Contrary to “common sense”, several reviews conducted over the past 50 years have revealed that the magnitude of the job satisfaction-job productivity relationship is inconsistent and rather modest (Fisher, 2003).

In recent years, and maybe as a consequence of the inconsistent findings for the job satisfaction-job productivity relationship, researchers have been more concerned with the experience of positive emotions at work rather than job satisfaction (Brief & Weiss, 2002). Historically, all positive emotions and attractive valence have fallen within the broad term of positive affect. However, recent theories and empirical findings suggest that a distinction should be made between different positive emotions (Burgdorf & Panksepp, 2006; Izard, et al., 2000; Panksepp, 2007; Vittersø, Overwien, & Martinsen, 2009). For example, research within neurobiology has found evidence for two separate systems of positive emotions represented in the brain (Burgdorf & Panksepp, 2006), one which is called the *reward seeking* (appetitive) system and one which is called the *pleasure* (consummatory) system. In another example, from happiness research, empirical evidence shows that the positive emotions interest and pleasure are only moderately correlated, and have different functions (Vittersø, Overwien, & Martinsen, 2009).

This study aims to show that satisfaction is an inappropriate construct for measuring employee happiness because it is only related to the emotion/system of pleasure. Further, we aim to show that each of the positive emotions has a different,

equally important, function for organizational behavior. Thereby, a distinction between positive emotions is valid also in an organizational context. Lastly, we aim to show that the importance of positive emotions at work will increase, due to the increasing demands for employee competence, development and skill improvement in the modern knowledge work setting.

The main focus of Work- and Organizational Psychology has been to reveal variables that promote human performance. Both individual and organizational variables have been intensively investigated, and their predictive effect on work skill development is well documented. Examples of such individual variables are self-efficacy, intrinsic motivation, work engagement and personality. Examples of environmental variables are job design, training opportunities, learning culture, etc.

Positive Psychology is another field that is interested in humans who are categorized as “normal” in clinical Psychology. Understanding and facilitating happiness, subjective well-being and personal growth is the central objective of positive psychology (Seligman, 2002). This new approach to psychology is not just a field in itself, but has also influenced other disciplines in psychology, like Work- and Organizational psychology.

This study will integrate Work- and Organizational Psychology and Positive Psychology by assessing positive emotions, traditionally used in positive psychology in an occupational context. By using a multilevel design, the study aims to provide new knowledge on how both trait- and state variables can predict improvement of work related skills.

### *Satisfaction*

It is a common sense fact that every individual wants to live a happy and healthy life. Mental health is, in clinical psychology, traditionally defined as absence of illness (Keyes, 2006). Recently, the positive psychology movement has argued that mental health should be defined as the presence of well-being rather than the absence of illness or diseases (Page & Vella-Brodrick, 2009). Research done on employee well-being has almost exclusively focused on the measurement of employee job satisfaction (Page & Vella-Brodrick, 2009; Wright & Cropanzano, 2007).

Traditionally, job satisfaction is defined as “*a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences*” (Locke, 1976, pp. 1300). Job satisfaction can be assessed either globally or as a summation of satisfactions with various aspects of the job (Spector, 1997). An example of a global judgment can be “how satisfied are you with your job?”, while an example of an item measuring a more specific aspect of job satisfaction can be “How satisfied are you with your supervisor?” As mentioned earlier, researchers have found inconsistent evidence on how job satisfaction predicts performance outcomes.

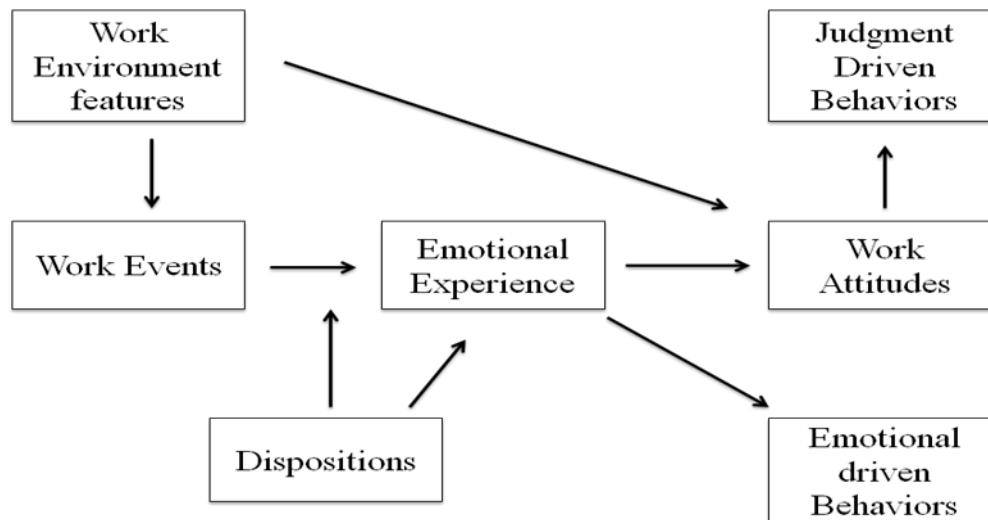


Figure 1. The affective event theory (Weiss & Cropanzano, 1996).

The satisfaction approach is heavily criticized by some researchers, who argue it is an inadequate operationalisation of employee well-being (Page & Vella-Brodrick, 2009; Weiss, 2002; Wright & Cropanzano, 2004). For example, Weiss (2002, p 175) argued that job satisfaction is an attitude, and defined it as “*a positive (or negative) evaluative judgment one makes about one’s job or job situation...*”.

Weiss and Cropanzano (1996) proposed a theory explaining how emotions and attitudes influence employee behaviors, and they called it the “affective event theory” (AET) (see Figure 1). In this theory, the researchers argue that an evaluative judgment (e.g. satisfaction), regarding the job in general or a facet of the job, should not be confused with emotions or moods that employees experience at work. Moods and emotions have causes and consequences that are distinguishable from the causes of evaluative judgments. An evaluative judgment about objects is often influenced by general beliefs about objects and by contextual or situational influences (e.g. information from supervisor). This is opposed to moods and emotions, which typically comprise physiological components that can have many effects at the time they occur, and that are influenced by the person’s emotional disposition.

Consequently, it is argued that behaviors can be either judgment driven or emotionally driven. In addition, emotional experiences at work can influence job satisfaction over time.

### *Emotions*

Across a variety of disciplines, such as social-, behavioral-, cognitive- and physiological psychology, researchers have advanced theoretical arguments regarding the impact of emotions on human cognition and behavior (Thoresen, Kaplan, Barsky, Warren, & de Chermont, 2003). There is still an ongoing debate in the research on how to define emotion. This text defines an emotional experience as a conscious mental state, or mental representation that, at least in principle, can be reported. A mental representation may, according to Barrett et al. (2007), consist of past feelings (memories), hypothetical feelings (imaginings) or feelings that are occurring in the moment (online). This text will not differentiate between the term “emotion” and the term “affect”.

There are many different theories on how to categorize human emotions. We subscribe to both Ekman’s (1999) and Izard et al. (2000) general ideas of basic-/discrete emotions, and the notion that human (and animal) emotions are largely evolutionary bounded, are universal and have different functions. Ekman argues that emotion’s primary function is to mobilize the organism to deal quickly with important interpersonal encounters. An emotion is distinct from other emotions due to four aspects. 1) Distinctive universal signals - meaning that emotions signal to other people, without choice or consideration, what is occurring inside the person (plans, memories, physiological changes), what most likely occurred before to bring about that expression (antecedents), and what is most likely to occur next (immediate

consequences. regulatory attempts, coping). 2) Emotion-specific physiology - meaning that different emotions provoke different physiological changes, which prepare the organism to respond. 3) Automatic appraisal mechanism - due to the fact that the interval between stimulus and emotional response is sometimes extraordinarily short, the appraisal mechanism must be capable of operating with great speed, and without cognition. 4) Universal antecedent events - meaning that there are some common elements in the contexts in which emotions are found to occur.

A competing approach in categorizing emotions is to use an emotional circumplex model (Russell, 1978; Russell, Weiss, & Mendelsohn, 1989). This model claims that “core affect” is a point in the “pleasantness-unpleasantness” (valence) and the “affect intensity” (arousal) dimension space. This claim is, according to Scherer and Klaus (2009), neither justified theoretically nor demonstrated empirically. The advantages for basic emotions theory over circumplex theory is that each of the basic emotions is treated separately from each other, has separate signals and functions, and there does not exist just a gradual transition of either valence or arousal.

### *Interest*

Many theories don't include interest in their lists of major emotions, and a few theories reject interest as an emotion altogether (Ekman, 1999). In her review of research done on interest, Silva (2008) showed that interest has all the components of a basic emotion. Hence, interest can be treated as a basic emotion. According to Izard et al. (2000), the definition of the emotion interest overlaps with that of the terms “curiosity,” “wonder,” and “urge to explore or discover”. Silvia (2006) stated that the emotion interest does, in situations in which the individual is dealing with new and



complex matters, cause attention to focus on a specific object or event. Further, Vittersø (2004) argued that the emotion interest reflects the activation of the organism in the search for a goal that is not yet to be accomplished.

The emotion interest motivates people to learn and explore unfamiliar situations, and is crucial for the fulfillment of human potential and expressiveness (Waterman, 1993), self-actualization (Maslow, 1968) and self determination (Ryan & Deci, 2001).

Even though they use different terms, these definitions of the emotion “interest” and motivational constructs seem to be remarkably closely related to Burgdorf and Panksepp’s (2006) notion of the reward seeking (or appetitive) system in the brain. This is the area of the brain that generates and sustains curiosity in humans (Panksepp, 1998). The respective feeling experienced during such emotional states is not pleasure, but rather the *expectation* that pleasure will be experienced. The important neurochemical ingredient in the reward-seeking system is dopamine, and drugs that would typically stimulate the system are psychostimulants like amphetamines and cocaine (Vittersø, Dyrdal, & Røysamb, 2005).

### *Pleasure*

In contrast to interest, pleasure operates as a rewarding process while attaining a goal or as something regulating behavior (Fredrickson, 1998). According to Izard (2000), experiencing pleasure is crucial to the strengthening of social bonds. Moreover, the emotion pleasure is different from sensory pleasure, but the latter often leads to the former. The experience of pleasure overlaps with other experiences like “joy,” “satisfaction” and “contentment”.

The definitions and function of the emotion pleasure seem to relate to

Burgdorf and Panksepps (2006) other brain system for positive affect, namely the *pleasure* (consummatory) system. This system is triggered by the organism's return to homeostasis set-point. The important neurochemical ingredient in the pleasure system is endogenous opioids, and drugs that typically stimulate the system are narcotics like morphine and heroine (Vittersø, Dyrdal, & Røysamb, 2005).

*Why Positive Emotions Promote Performance.*

In their cross-sectional, longitudinal and experimental meta-analytic study, Lyubomirsky, King and Diener (2005) provided strong evidence that positive emotions in general lead to successful outcomes. Basic research has shown how positive emotions strongly influence both human cognition and behavior (Brief & Weiss, 2002). For example, Isen and colleagues (reviewed in; Isen, 2000) have, in a string of laboratory studies, showed that people who experience positive emotions show patterns of thought that are notably unusual, flexible, creative, integrative, and efficient. In the last two decades research done in organizational environments has also shown concrete examples of how positive emotions promote positive outcomes, such as helping behavior (George & Brief, 1992) and creativity (Estrada, Isen, & Young, 1997). George (1989) also found that positive mood is negatively correlated with absenteeism and turnover behavior.

In line with this research, Fredrickson (1998) proposed a theory, which she called the "*broaden- and – build theory*", explaining why well-being is linked to successful outcomes. The broaden hypothesis holds that positive emotions broaden people's minds by enabling higher-level connections and a wider-than-usual range of ideas or percepts. In turn, these broaden outlooks set people on trajectories of growth that, over time, build personal resources. For example, feeling the positive emotion

*interest* will foster the desire to explore, assimilate new experiences, encounter new information, and grow. In a likewise fashion, the positive emotion *joy* creates the urge to play, to think outside the box and to be creative. Thus, broaden-and-build theory suggests that satisfied and psychologically well employees are more likely than those less satisfied and less psychologically well, to have the resources necessary to foster and facilitate increased levels of job performance and skill improvement (Wright, Cropanzano, & Bonett, 2007).

Despite the many benefits of employees' positive emotions, positive emotions may have costs or downsides in some situations. This seems to be especially true in decision-making situations. Here, happy people more often rely on mental heuristics, and are less sensitive to negative feedback. While less happy people may be superior to critical thinking and error checking.

#### *Trait Emotions and State Emotions*

There is a distinction between the dispositional or trait versus situational or state aspect of emotions. State emotion relates to what one is feeling at any given moment in time, whereas trait emotion indicates the dispositional tendency to experience certain emotions over time (Thoresen, et al., 2003). State emotion can take the form of intense feelings that demand attention and have a specific target, or it can take form of moods-feelings that are typically less intense, but longer in duration (George & Jones, 1996).

By contrast, trait emotion refers to the tendency to experience certain emotions across time and situations (Watson & Walker, 1996). It is empirically related to other personality factors like pessimism and optimism (Steed, 2002), and extraversion and neuroticism. But trait emotions are not redundant with these other

characteristics (Watson & Walker, 1996). Twin research has shown a genetic influence on emotional disposition (Tellegen, et al., 1988). Longitudinal research has shown trait emotion to be highly stable in both mean-levels and rank-order terms (Roberts & DelVecchio, 2000).

### *Measuring momentary emotions*

When trying to predict behaviors related to work context, researchers usually use stable measurements like trait emotions, attitudes (e.g. job satisfaction) or personality. In general, these measurements contain at least two components: an emotional and a cognitive (e.g. belief, judgment, comparison). Research has shown that both these components are important, contribute unique variance to the overall measure, and may be differentially caused and differentially linked to behavior (Weiss, 2002). Thus, these measures allow rather solid and generalizable predictions of behavior. However, such global and retrospective judgments do not necessarily reflect the variance of daily experiences within a person, but can be distorted by memory biases, cultural biases social comparison processes, current moods and implicit theories (Grube, Schroer, Hentzschel, & Hertel, 2008; Oishi, 2002).

Experience sampling method is a method that tries to minimize these biases by recording participants' thoughts and feelings *in vivo*, i.e. directly during work activities (Csikszentmihalyi & LeFevre, 1989). In other words, this method aims to measure "state" emotions. The method is either conducted by approaching employees several times during a day by a technical device like a beeper, mobile phone or a handheld computer to answer a short questionnaire about their momentary experience, or by asking employees to keep a diary about their experience during work for a specific period of time. In addition to reducing the biases that can occur in traditional

methods, experience sampling method has some specific strengths; 1) allows researchers to better understand the contingencies of behavior, 2) takes psychology out of the laboratory and into real-life situations, thus increasing its ecological validity, 3) allows for the investigation of within-person processes, 4) answers the call for the greater use of multiple methods to study psychological phenomena.

Fisher (2002) reported that real-time emotions uniquely explain variance for work outcomes, like helping and performance, above and beyond measures of work-related attitude and cognitions. However, one problem with the experience sampling method is that it is often very time consuming, both for the participants and for the researchers. It can become burdensome for the employees and its interference with their regular job duties can in turn cause higher drop-out rates.

Kahneman, Krueger, Schkade, Schwartz and Stone (2004) developed an alternative for experience sampling method which they called the day reconstruction method (DRM). This method is based on guided reconstruction of events in the previous day. In contrast to mere recall strategies, reconstruction methods aim to help vividly re-experience certain events or episodes from the past. The vivid re-experience particularly includes emotions, an effect that has been successfully utilized as mood induction technique by Schwarz and Clore (1983). In the DRM, participants divide the previous day into episodes (on average 14 episodes), and re-construct these episodes by answering questions about the episodes and describing the situations and the feelings experienced. As measures of subjective well-being Kahneman et al. (2004) demonstrated that the DRM leads to very similar results as ratings obtained by traditional experience sampling methods.

Although more efficient than traditional experience sampling methods, the DRM still takes about 45-75 minutes to complete, and is thus rather inconvenient for

surveys targeting employees. Hence, Grube et al. (2008) proposed that to further increase efficiency of reconstruction methods, one could focus on a specific event instead of the whole day, and called this the event reconstruction method (ERM). The ERM focuses on the last occurrence of a specific event, such as the last time the participants were typing on a computer. In addition to being less time-consuming than the DRM, the ERM also offers the opportunity to focus on rather infrequent events that may not be typical but have much impact on behavioral outcomes.

To explore the construct validity of the ERM, Grube et al. (2008) measured the same variables as Fisher (2002) used in the traditional experience sampling method. The results revealed nearly the same patterns for all the variables measured in both studies. In addition, the results showed that ERM can be used as a measure of both within- and between-person differences. Within-person measurement because about three-quarters of the variance in affect and job satisfaction turned out to be within-person variance in their study, suggesting that the instrument is sensitive to intra-individual differences. Between-person measurement because the internal consistencies of the ERM affect, suggesting that the instrument provides reliable estimations of experiences across different job events.

### *Skill Improvement*

While researches have tried to figure out if a happy worker is in fact a more productive worker, many workplaces have moved from being industrial based to being knowledge based. This change has most certainly influenced the workday for much of the Western world's workforce.

The majority of top 500 *Fortune* organizations today sell nothing but the ideas and knowledge of their people (Bryans & Smith, 2000). This shows how the Western world is rapidly shifting towards a knowledge economy. Knowledge work can be defined as that in which individuals receive information from a variety of sources, use the information to derive a set of solutions, and generate new sets of information as a result of their own inputs (Mohrman, Tenkasi, & Mohrman, 2003). As a consequence for this movement, the more industrial and objective outcome criteria of productivity has now changed to the modern and more abstract criteria job performance.

A second shift in modern working life is that work content has come to have shorter life cycles. The introduction of information technology especially causes major shifts in how work is arranged and done. It is commonly observed that individuals may function at a relatively high level of competence for a period, then some change is introduced and their level of competence drops to a much lower level, requiring some time and effort to regain their previous competence status (Jacobs & Park, 2009).

These two ongoing shifts affecting work, the movement of jobs toward knowledge work and the shortened life cycle of the job content itself, all have raised the need for organizations to better understand and manage employee competence (Jacobs & Park, 2009). The importance of voluntary development and continuous

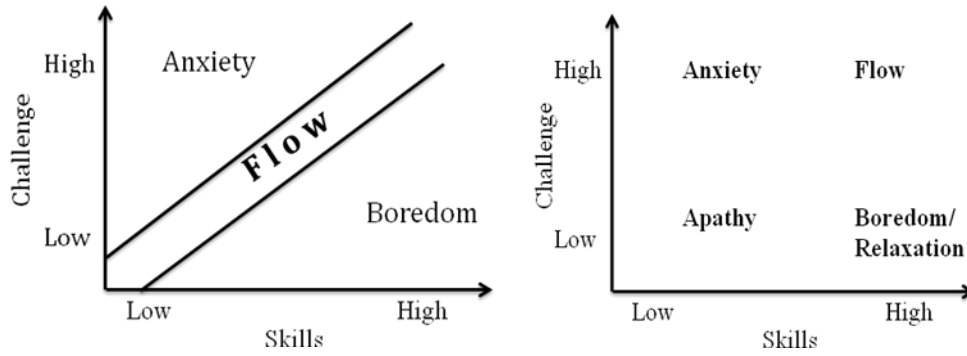
learning by employees is becoming widely recognized as critical to organizational effectiveness and survival (Maurer, 2002). On the other hand, studies have provided evidence for the ineffectiveness of the working place as a learning environment (Nieuwenhuis & van Woerkom, 2007). Time pressure, lack of supervisory support and routine work are all factors that, at least within some professions and organizations, lower the learning potential of the workplace.

Still, the ability to learn and develop competence is maybe the best measurement for job performance, at least for some jobs. And this should be one part of the outcome criterion, job performance. Our study investigates skill improvement as an independent job outcome criterion, in addition to the traditional criterion, job performance.

### *Flow*

Csikszentmihalyi (1988) proposed a theory for optimal experience, which he called “flow”. This theory has become one of the most influential theories within the field of Positive Psychology. When flow is applied in the work situation, it is often defined as a short-term peak experience at work that is characterized by absorption, enjoyment and intrinsic motivation (Bakker, 2005).





*Figure 2.* The original Flow Model (left side; Csikszentmihalyi, 1975) and the reformulated quadrant Model of Flow (right side; Csikszentmihalyi & Csikszentmihalyi, 1988)

In the original flow model, Csikszentmihalyi (1975) argued that a match between perceived skill and perceived challenges in a given activity or task is a condition for occurrence of flow (Figure 1). Later, the model is reformulated to an quadrant Model of flow (Csikszentmihalyi, 1988). Both figures suggest that tasks in which the employee's skill is perceived to be higher than the perceived challenge provided by the task would lead to boredom or relaxation. Low-perceived skill and high-perceived challenge would produce anxiety. In a work task in which both challenges and skill are perceived to be low, the employee will be in an apathy state. But when an employee labors on a task in which he or she perceives his or her skills and the task challenge to be high and in balance, he or she enjoys the task, and performs well (Eisenberger, Jones, Stinglhamber, Shanock, & Randall, 2005). In addition, the theory proposes that when these situational conditions are fulfilled, the worker will also stretch his or her capabilities with the likelihood of learning new skills (Csikszentmihalyi & LeFevre, 1989).

Some studies are done involving the situational conditions for flow at work. Csikszentmihalyi and LeFevre (1989) reported that activities with a match between

skills and challenge occurred three times more often during work than leisure, and this match was also associated with more positive mood than other combinations of skill and challenge. Eisenberger et al. (2005) found that the consequences of situational conditions are mediated through personality characteristics. High achievement-oriented employees seemed to relate high skill and high challenge situations to more positive mood and more task interest, but the same association was not established with low achievement-oriented employees.

Lately, some empirical studies have found that intense positive emotions are promoted when there is an imbalance between skills and challenge. For example, pleasure seems often to be more intense when skills are higher than challenge (Carli, Fave, & Massimini, 1988; Vittersø, Olsen, & Nilsson, 2008). Moreover, Løvoll and Vittersø (2009) found evidence suggesting that situations in which challenge is perceived to be higher than skill promote the emotion interest. In their conclusion, they proposed in opposition to the balance model of flow, an imbalance model for explanation of intense positive emotions.

### *Hypotheses and Research Question*

This study has three main purposes: first, to identify predictors of event achievement and satisfaction; second, to investigate how trait emotions relate to state emotions; third, to explore relations between self-reported skill improvement and self-reported job performance. The following hypotheses and research questions have been formulated:

*Hypothesis 1:* Event satisfaction is predicted by state pleasure

*Hypothesis 2:* Event achievement is predicted by state interest

*Hypothesis 3:* Trait emotions uniquely predict state emotions of the same valence, even when other emotions are controlled for.

*Hypothesis 4:* Overall skill improvement is predicted by interest

*Hypothesis 5:* Overall skill improvement is predicted by event achievement

*Research question 1:* Is skill improvement differently linked to emotions than self-reported job performance?

*Research question 2:* Do event measures account for a significant proportion of the variance in the outcome criteria, skill improvement and job performance?

*Research question 3:* How much of the variance in the event study variables can be accounted for by stable personality dispositions?

*Research question 4:* How does positive emotions and skill improvement relate to the events challenge-skill ratio?



## Method

### *Participants*

A total of 53 participants were recruited from different divisions at an energy corporation in Norway. Data were collected during January 2010. Age ranged from 22 to 64 years ( $M = 41.11$ ,  $SD = 10.14$ ). 28 women and 25 men participated. The mean tenure for the participants was 6.42 years ( $SD = 7.02$ ).

The only inclusion criterion was that the participants had to have a typical knowledge profession. Examples of divisions participating were the Information Technology Division and the Customer Service Division. In the last few years the corporation has been through major organizational changes because of a shift from being government subsidized to being a public limited company. As a result of this shift there has been increasing focus on competence development, effectiveness and profit.

### *Procedure*

All employees with a typical knowledge profession were invited to participate. They were given handouts (Appendix A) and briefed on the study in groups of 10 to 20 persons and informed that they could withdraw from the study at any time. All information gathered in the study was guaranteed anonymity. In the briefings, the participants were asked to start reflecting on and identifying a work task that they would like to increase their competence in by giving it extra focus during the next workweek.

The study used a total of seven questionnaires - first a pre-test, then five event reconstruction reports (one each workday), and at last, a post-test. All questionnaires were distributed through the Internet based survey tool "Survey Monkey".

Of the 53 participants, all the participants completed the pre-test questionnaire, 44 (83%) completed the post-test questionnaire. 170 (64%) of a possible 265 ERM samplings were completed.

### *Assessments*

#### *Pre- and post-test*

*Trait emotions* were measured using the Basic Emotion Trait Test (BETT - Kopperud & Vittersø, 2008). The BETT contains a total of 18 items, three items for each of six basic emotions. Two of these six are analyzed in the current thesis. The first is pleasure, measured with the items pleased, satisfied and happy (pre-test  $\alpha = .89$ , post-test  $\alpha = .89$ , test-retest correlation ( $r$ ) = .82). The second is interest, measured with the items intensely absorbed, intensely concentrated and intensely interested (pre-test  $\alpha = .87$ , post-test  $\alpha = .92$ ,  $r = .64$ ). The BETT items were presented after the introduction: "At the job, how often do you feel..." Accordingly, it was work-related emotions that were measured, as recommended by Daniels (2000). For each item, participants responded on a Likert-like response scale, running from 1 (never) to 7 (all the time).

*Job performance* was measured by a scale developed by Kuvaas (2006). The scale is comprised of two subscales; work quality and work contribution. Example items are “I often perform better than what can be expected” and “I work extra hard in busy periods”. Responses were given on a Likert-like response scale from 1 (totally disagree) to 7 (totally agree). Cronbach alfa for the work performance scale was .91 for the pre-test and .93 for the post-test, and  $r = .75$  between pre-test and post-test responses.

*Skill improvement* was measured in the post-test by the question; “To what extent do you feel that your skills in the focus task have gotten better during the past week?” Participants gave their responses on a Likert-like response scale from 1 (very low degree) to 7 (very high degree).

The participants were also asked to provide demographic information on gender, age, and tenure. The pre- and post-test questionnaires can be seen in Appendix B and C.

#### *Event Reconstruction method*

The participants were first to give a short description about the situation they reported. The purpose of this question was to induce the same mood as in the situation reported, as in the mood induction technique (Schwarz & Clore, 1983).

*State emotions* were then measured using the Basic Emotions State Test (BEST - Vittersø, Oelmann, & Wang, 2009). The scale consists of nine items, three items for pleasure, three items for interest and three items for negative emotion. The BEST items were presented after this introduction: “To what extent do these feelings

capture your experience in the given situation?” For each item the participants were to report on a Likert-like response scale running from 1 (not at all) to 7 (very much).

*Skill-challenge ratio* was assessed with two response scales. On the first scale, participants rated their *skills* on the given event, ranging from 1 (very bad) to 7 (very good). On the second scale, they rated the task *challenge* from 1 (very low) to 7 (very high).

*Event Satisfaction* was assessed in the last part of the event reconstruction, on a response scale ranging from 1 (Very low) to 7 (Very high).

Finally, the participants were asked to judge their *event achievement* proportionately to their own expectation, on a multiple choice question, with the possible answers being; a lot worse, worse, as expected, better, a lot better. The event reconstruction questionnaire can be seen in Appendix D.

### *Analysis*

Data were entered into SPSS 16.0 as a so-called “long file” of repeated measures. Briefly, this allows information from the same individual to be entered as several data entities (rows of data). In the current study, all participants were represented in the data matrix with one row for each event (amounting to a maximum of five data rows per person). Such a procedure violates the assumption of randomized sampling at the between-person level. However, this problem disappears if the data are analyzed by means of a multilevel analytical approach. The multilevel model was carried out using the statistical program Mplus 5.1.



In our multilevel design, macro level (step 1) reflects the stable trait measures showing between-subject variance, while, micro level (step 2) reflects the event reports showing within-subject variance. Our analysis is based on the multilevel random coefficient modeling (MRCM) technique (Kreft & de Leeuw, 1998; Nezlek, 2001). There are two main advantages of using this type of multilevel method for the current data. First, multilevel modeling allows the spacing between time points to vary for each person. Second, multilevel analyses gives the opportunity to estimate models based on the situation-bound variance (which means that the trait-variance is removed), separately from models that estimate the trait-bound variance (which means that the state-variance is removed). In our case, the within-person estimates of emotions reflect results that can be attributed to an average participant after his or her tendency to feel good in general is held constant. Thus, the within-person model tells us what the situation itself contributes to an emotional state. The between-person level reflects differences between persons after the variation from one situation to the other is held constant. Thus, the between-person model tells us how much emotional traits contribute to a feeling state.

Before we analyzed the data, skewness and kurtosis for the study variables were assessed. Values within the range of +/- 2 for skewness and +/- 7 for kurtosis are considered to be normally distributed (West, Finch, & Curran, 1995). All of the variables had values in the acceptable range and are thus considered normally distributed. Missing data were treated with the listwise deletion procedures. The tests were conducted with a significance level  $\alpha = .05$ , all significance tests are two-tailed.



## Results

*Demographical variables*

Table 1 shows that no significant patterns were found between the dependent variables and the demographical variables. Further analysis of the demographical variables is therefore not included.

*Table 1.*  
*Correlations between Dependent Variables and Demographical Variables*

	Age	Gender <sup>a</sup>	Job experience
Skill improvement	-.06	-.13	.02
Job performance (post)	.02	-.07	-.06
State pleasure	-.03	.02	-.08
State interest	-.02	-.08	-.09
Event Satisfaction	-.03	.01	-.09
Event Achievement	-.08	-.11	.03

Note. Pearson correlation.  $N = 265$  event reports.  $**p < 0.01$ .

<sup>a</sup>Female = 0; Male = 1.

*Descriptive analyses*

The average ratings of all measures, except for event achievement and week improvement, were above scale means (Table 2). Interestingly, the outcome criteria, skill improvement, had the lowest mean of all scales. As opposed to the other outcome criteria, job performance pre and post, which had the highest and second highest mean. The difference between the means for skill improvement and job performance measured at the post-test was significant ( $t_{(within)} = 35.47, p < .001$ ).

Table 2.  
Descriptive Statistics

Variables	N	Mean	S.D.
Trait pleasure	53	4.15	1.17
Trait interest	53	3.97	1.21
Trait satisfaction	53	4.68	1.06
Job Performance (pre)	53	5.61	.85
Skill improvement	44	3.50	1.47
Job Performance (post)	44	5.42	.80
State pleasure	170	3.57	1.43
State interest	170	4.29	1.42
Event satisfaction	170	4.28	1.48
Event achievement <sup>a</sup>	170	2.18	.61
Event Skills	170	4.89	1.34
Event Challenge	170	3.83	1.64

Note. <sup>a</sup>5-point response scale – all other scales were measured on a 7-point response scale.

Overall, participants reported significantly higher skills related to the event relative to challenge related to the event ( $t = 5.79, p = .001$ ). In 34 of the 170 events reported (20.00%), participants reported a balance between challenges and skills (challenges equals skills—CeS). In 40 events (23.53%) the challenge was reported to be higher than the skill (ChS). In subsequent analyses, the skills variable and challenges variable will be treated as dummy variables scored as 1 for events in which challenges are higher than skills in the ChS variable (all other values are scored as 0), and 1 for events in which challenges equals skills in the CeS variable (all other values are scored as 0).

*The event measures*

Table 3 shows Pearson's correlation coefficients and standardized Ordinary Least Square (OLS) regression weights for the event variables as dependent variable in a hierarchical regression analysis. Event satisfaction was predicted by state pleasure and state interest ( $\beta = .47, p < .001$ ) and ( $\beta = .20, p < .01$ ) respectively, partly supporting Hypothesis 1. In support of Hypothesis 2, event achievement was predicted by state interest ( $\beta = .27, p < .05$ ).

When only the trait variables were included (step 1), trait pleasure predicted both state pleasure ( $\beta = .49, p < .001$ ) and state interest ( $\beta = .36, p < .001$ ). Trait interest predicted state interest ( $\beta = .17, p < .05$ ), but not state pleasure. Thus, Hypothesis 3 was supported.

Table 3.

Summary of Hierarchical Regression analysis for Variables Predicting State Pleasure, State Interest, Event Satisfaction and Event Achievement.

Variables	State pleasure			State interest			Event satisfaction			Event achievement		
	<i>r</i>	Step 1	Step 2	<i>r</i>	Step 1	Step 2	<i>r</i>	Step 1	Step 2	<i>r</i>	Step 1	Step 2
Trait pleasure	.48***	.49***	.17*	.45***	.36***	.02	.44***	.43***	.13	.14*	.22*	-.03
Trait interest	.25***	.01	-.06	.36***	.17*	.18**	.24**	.02	.01	-.06	-.18*	-.24**
Job performance (pre)	.08	-.04	-.04	.15	.01	-.01	.13	.02	.04	.08	.07	.07
State pleasure				.62***		.40***	.72***		.47***	.27**		-.05
State interest	.62***		.35**				.54***		.20**	.31***		.26*
Event satisfaction	.72***		.46***	.54***		.23**				.31***		.23*
Event achievement	.27***		-.02	.31***		.14*	.31***		.11			
CeS	.05		.00	.05		.06	.03		-.11	.10		.14*
ChS	-.17*		-.08	.16*		.31***	-.27***		-.28***	-.05		.02
$R^2$		.23***	.61***		.22***	.54***		.22***	.54***		.06*	.18***
$\Delta R^2$			.38***			.32***			.32***			.12***

Note. Correlations (*r*) and standardized regression coefficients (Step 1 and Step 2); *N* = 161; \**p* < 0.05; \*\**p* < 0.01; \*\*\**p* < 0.001. CeS = Challenge equal Skills in event. ChS = Challenge higher than Skills in event.

Situations in which the perceived challenges were equal to perceived skills (CeS) are, according to Table 3, unrelated to all the dependent variables. However, in those situations where challenges were reported to be higher than skills (ChS), interest was felt more intensely ( $\beta = .31, p < .001$ ). This result is in favor of the imbalance model of the challenge-skill ratio. Events in where challenge is higher than skills promote the positive emotion interest.

#### *The overall week measures*

Table 4 presents correlation coefficients and standardized OLS regression weights for the overall week variables as dependent variables in a hierarchical regression analysis. Interest did not predict week improvement directly, thus Hypotheses 4 is not supported. In support for Hypothesis 5, skill improvement was predicted by event achievement ( $\beta = .26, p < .001$ ).

Table 4. Summary of Hierarchical Regression analysis for Variables predicting self-reported skill improvement and self-reported performance.

Variables	Skill improve			Job Performance (after)		
	<i>r</i>	Step 1	Step 2	<i>r</i>	Step 1	Step 2
Trait pleasure	.42***	.44***	.29*	.21**	.21**	.16*
Trait interest	.35***	.09	.15*	.12	.06	.04
Skill improvement				.19**	-.26***	-.22**
Job Performance (before)	.35***	.23**	.20**	.75***	.73***	.71***
State pleasant	.45***		.32***	.06		-.22*
State interest	.42***		-.14	.17*		.03
Event satisfaction	.33***		-.04	.24**		.32***
Event achievement	.34***		.26***	-.01		-.08
CeS	.03		.02	-.10		-.01
ChS	.21**		.27***	.03		.07
$R^2$		.34***	.49***		.54***	.59***
$\Delta R^2$			.15***			.05*

Note. Correlations (*r*) and standardized regression coefficients (Step 1 and Step 2);  $N = 146$ ; \* $p < 0.05$ ; \*\* $p < 0.01$ ; \*\*\* $p < 0.001$ . SWL = Satisfaction with life. CeS = Challenge equal Skills in event. ChS = Challenge higher than Skills in event.

Contrary to the balance model of flow, challenge equal skills (CeS) did not contribute significantly in explaining skill improvement ( $\beta = .02, p > .05$ ), nor for self-reported job performance ( $\beta = -.01, p > .05$ ). However, ChS accounted for significant variance in the dependent variable, skill improvement ( $\beta = .27, p = .001$ ). Together, these results are also in support for an imbalance model. Events in which challenge is perceived as higher than skills promote skill improvement.

For skill improvement, state variables explained a significant amount of the variance ( $\Delta R^2 = .15, p < .001$ ). The state variables accounted for a smaller proportion of the variance in self-reported job performance, but still a significant proportion ( $\Delta R^2 = .05, p < .05$ ).

#### *The multilevel model*

The path model depicted in Figure 3 shows that event satisfaction is predicted by trait pleasure at the within-participant level ( $\beta = .59, p < .001$ ), thus again confirming Hypothesis 1. Event achievement is predicted by state interest ( $\beta = .39, p = .001$ ), which supports Hypothesis 2 at the within-participant level. Overall skill improvement was only indirectly predicted by interest, thus Hypothesis 4 was not confirmed. Moreover, and in support of Hypothesis 5, overall skill improvement was predicted by event achievement ( $\beta = .94, p = .002$ ).



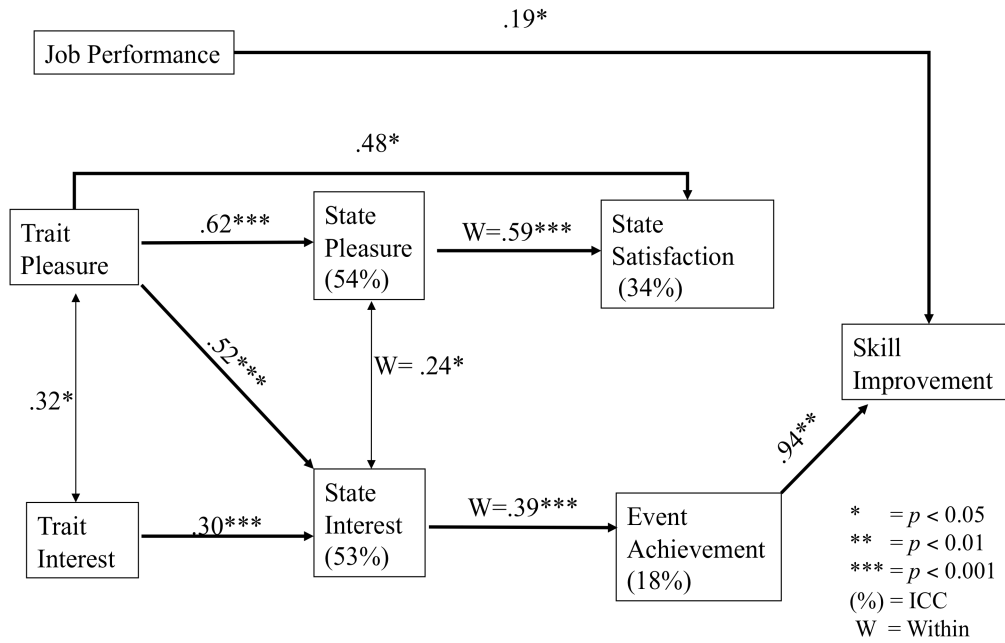


Figure 3. Multilevel path model: Influence of trait emotions, state emotions, event satisfaction, event achievement and job performance on skill improvement. ICC = Intra Class Correlations. W = Within participant coefficients. All other coefficients are between-participants.

The path model shows that self-reported job performance only predicts future skill improvement weakly ( $\beta = .19, p = .047$ ).

Finally, the intra-class correlations indicate that about half of the variance in state pleasure (54%) and state interest (53%) is explained by stable personality dispositions. The variance in the event satisfaction and the event achievement variables, on the other hand, is basically accounted for by situation factors. 34% of the event satisfaction and only 18% of the event achievement was accounted for by stable personality dispositions.



## Discussion

As hypothesized, pleasant feelings promoted event satisfaction and interest promoted event achievement in this study. Interest and pleasure are different positive emotions, and relate differently to the process of job-related skills. Skill improvement was more strongly associated with the emotional variables than with job performance, suggesting that skill improvement is a more emotionally-driven behavior. The demographical variables of age, gender and tenure did not covary with any of the dependent variables.

Job satisfaction is the most frequently used variable for measuring employee happiness (Page & Vella-Brodrick, 2009). According to our path model, the construct satisfaction is only promoted by pleasure, and not by interest. It is important to note that we did not use measurements developed for assessing specific job satisfaction. We encourage the further study of the relationship between the emotion interest and job satisfaction to test whether these are in fact independent or might share some qualities.

Few organizational studies have shown how a distinction between the emotions interest and pleasure can increase our knowledge about job situations. But in one study of Norwegian jobholders, Kopperud and Vittersø (2008) found that core work situations produce significantly more of the emotion interest than the emotion pleasure. The opposite pattern was found for situations like breaks and commuting.

In our study, state interest seems to have an influence on overall skill improvement, through event achieving. According to the definition used in the introduction, an employee that is striving towards a goal that is not yet accomplished will report interest. This means that interest possibly has a motivational consequence

leading to achievement in work-related events. State pleasure did not promote event achieving significantly. But pleasure has a direct influence on overall skill improvement in the hierarchical analysis. The link is not replicated in our multilevel path model. Again, our findings suggest that one should use measurements that assess both interest and pleasure, if one wants to use employee emotional experiences for predicting positive job outcomes.

In our multilevel approach to positive emotions, the results demonstrated the need for a distinction between the different positive emotions pleasure and interest. First, we found that pleasure and interest were only moderately correlated. Secondly, these emotional traits show different patterns when predicting state emotions. In the hierarchical model, the emotional trait pleasure predicted state pleasure and state interest. While the opposite is true for interest, which significantly predicted state interest, but not state pleasure. Together, these findings show that the emotions interest and pleasure are in fact different experiences, also in a working context.

### *Research questions*

Our first research question asked if skill improvement was differently related to emotions than to self-reported job performance. The descriptive analysis showed that participants in general are more modest when reporting skill improvement than they are when reporting general job performance. In addition, skill improvement and self-reported performance are linked differently to positive emotions. Moreover, none of the positive emotions significantly predicted self-reported job performance. This is not very surprising considering that general job performance is a general behavioral measurement, hugely exposed to cognitive biases like self-serving judgments, socially desirable responses and fear of reprisals (even though anonymity was guaranteed)

(Donaldson & Grant-Vallone, 2002). Even if these biases can be conducive to psychological adjustment and also produce objectively better performance in some situations (Bono & Judge, 2003), it may be problematic for use in research or in appraisals. Skill improvement, on the other hand, was directly predicted by interest, and indirectly by pleasure (through event achievement). Self-reported skill improvement is a narrower and more concrete measure. Further, event achievement is a strong predictor for overall skill improvement, proving that employees have the capacity to sum up their performance in a row of events when evaluating overall skill improvement, without using too many cognitive heuristics. Thus, skill improvement is easier for employees to rate, and less prone to rating biases (e.g. self-serving judgments).

Our findings partly support Fredrickson's (1998) broaden-build theory. Different kinds of positive emotions build resources in the form of skill improvement. But, positive emotions do not seem to promote self-reported job performance. A possible explanation for this finding may be found in the Affect-Event theory (Weiss & Cropanzano, 1996), and its distinctions between emotionally- and cognitively driven behaviors. In our case, general job performance is a more cognitively driven behavior, while skill improvement seems to be an emotionally driven behavior.

The answer to our second research question is, according to our hierarchical model (see table 3), that event measures do in fact account for unique variance, above and beyond trait measures, when included in the model explaining both skill improvement and job performance. This is in line with Fisher's (2002) findings that state emotions uniquely explain variance for work outcomes above and beyond measures of work-related attitude and cognitions. Moreover, our findings suggest that retrospective emotional measures of events from the same day share the same

qualities as *online* emotional measures, as suggested by Grube et al. (2008).

The answer to our third research question is that personal dispositions account for about half of the variance for the state emotions in this study. If one wants to predict future positive emotional experience, one will get quite good predictions by measuring trait emotions. On the other hand, only eighteen percent of the variance in event achievement was explained by personality traits. This suggests that situational factors, or other personality dispositions, account for about 80% of the variance in reported event achievement. This does not mean that emotions are without influence on event achievement. State emotions could be one of the important situational factors. For future research it will be important to further investigate how different situational factors (e.g. state emotions, event autonomy, social support) predict within-person variance.

With the last research question, we wanted to investigate whether the balance model of flow (Csikszentmihalyi, 1975), or the newly suggested imbalance model (Løvoll & Vittersø, 2009) explains positive emotions. Events in which challenges and skills were perceived to be equal did not account for a significant proportion of the variance in any of our analysis. But our findings show that events in which challenges were higher than skills covary with the emotion interest. This finding corroborates the imbalance model.

In addition, when challenges were perceived as higher than skills, the scores on skill improvement were higher. Interest will, in some situations, according to Kashdan (2004), function as a counterweight to feelings of uncertainty and anxiety, by promoting approach behavior instead of avoidance. Interest will not, and should not, always win the tug-of-war between approach and avoidance, but, over the long haul, interest will motivate people to encounter new things. Similarly, Silvia (2008)

argued that the emotion interest motivates learning and exploration of the unknown.

### *Limitations*

Even though this study shows interesting patterns both for predicting within-person and between-person variance, the findings should be viewed with consideration due to sample- and method limitations.

First of all, the sample in this study was relatively small in size ( $N = 53$ ) and was recruited from within the same corporation. Care must be taken if generalization to a broader population is to be made. For example, work environment, job design, recruitment process, type profession and culture may have influenced our results. Replications of this study on a broader population, controlling for or adding such factors, are therefore necessary before any firm conclusion of the findings can be drawn. This is particularly important for within-participant designs, since little research exists for analyses at this level.

Second, this study is based exclusively on data obtained from questionnaires, with the limitation inherent to this method. The results are based solely on a single-source data, namely self-ratings. Research has shown that there is a large discrepancy between self and others performance appraisals (e.g. job performance) (Conway & Huffcutt, 1997; Harris & Schaubroeck, 1988). Moreover, individuals could have constructed their responses to match their implicit theories. Even though we instructed the participants not to use much cognition when completing the event reconstructions, one cannot be sure that this instruction was followed and that the answers about state emotions are not cognitively biased.

Third, a possible limitation can be that some of the variables (e.g. skill improvement) in this study are measured on a single item scale. From a classic

psychometric perspective, one may increase reliability by adding synonym items. Some researches have argued that single-item measures can be an advantage in organizational research (eg., Bergkvist & Rossiter, 2007; Zelenski, Murphy, & Jenkins, 2008), particularly when constructs are difficult to define objectively, but are well understood by informants. In these cases, additional items may actually dilute the content validity.

Fourth, both BEST and BETT contain items that ask about satisfaction. In other words, when correlating event satisfaction with the pleasant subscale of BETT and BEST, we are partly testing satisfaction against satisfaction. However, in running a second path model (details not reported) only trivial changes were found when the satisfaction items were excluded from the pleasure subscales of the BETT and the BEST. For example, the path from state pleasure to event satisfaction was reduced from  $\beta = .59$  to  $\beta = .54$ .

Fifth, the measurement instruments used for measuring state interest (BEST) and trait interest (BETT) use slightly different versions of the items. BEST measures interest by using the emotion denoting words; engagement, interest, enthusiasm. Whereas BETT measures interest by using the emotion denoting words; intensely absorbed, intensely concentrated and intensely interested. All these emotion denoting words clearly fall within the emotion interest. In addition, when using many different denoting words, one captures a broader range of the emotion interest. However, when comparing state- and trait emotions, it would be an advantage if the same items were in both instruments assessing the emotion interest. Consequently, it would be important to develop a scale that uses the same emotion denoting words when capturing both state- and trait interest.



Last, it is important to note the problem with the “long file” data structure. By mixing between-participant and within-participant variance, a central assumption in the standard statistical analyses was violated. Hence, the results from the correlation and regression analyses must be interpreted with care. For the multilevel model, this problem is resolved.

### *Conclusion*

A strong point of this study is its longitudinal character. Thus, the current findings can be framed in cause and effect relationships because the variables are measured at different points of time. Compared to the traditional between-person approach, the multilevel approach of the current study represents a shift in terms of philosophy (an acknowledgment that behavior varies in predictable ways even over very short time intervals), research methods (the use of intensive within-person methods like event reconstruction method), and statistical methods (the use of methods like hierarchical linear models that account for the nesting of time points within persons). This type of study is relatively new in organizational science, and largely under-represented, but contributes to important knowledge about employees' working life (Dalal, Lam, Weiss, Welch, & Hulin, 2009; Fisher & Noble, 2004). In our study, the event variables account for a significant proportion of all dependent variables tested for, clearly demonstrating the need for further multilevel studies providing new knowledge about the life in organizations.

Weiss and Cropanzano (1996) referred the happy-productive worker thesis as being the “holy grail” of work- and organizational psychology. When assessing the happy worker, researchers have almost exclusively used measurements of job

satisfaction (Page & Vella-Brodrick, 2009). According to our findings, the satisfaction construct was only related to pleasure and not to productivity or skill improvement. But another positive emotion, namely interest, had a significant consequence for job outcomes. Together, this evidence demonstrates the need for organizational sciences to start differentiating between pleasure and interest. So forth, researchers (and probably many practitioners) have used a measurement assessing employee happiness that only tells half the story.

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*”Emosjoner forbundet til utvikling av arbeidsrelatert kompetanse”*

*Av Vegard Warholm*

*Veileder Professor Joar Vittersø*

*I samarbeid med konsulentbedriften Bedriftskompetanse AS*

**Forskningsspørsmål:**

- 1) Hvor lett er det for en ansatt å selv identifisere en arbeidsoppgave de selv ønsker å bli bedre på?
- 2) Hvordan oppleves det å bli bedre i en del av jobben sin?
- 3) Hvilke måleverktøy egner seg best til å forutsi utvikling av kompetanse?

**Design:**

- Før-spørreskjema som dere får tilsendt i dag. Varighet: ca. 20 min.
- Daglig rapport som dere får hver dag neste uke. Varighet: 5 x ca. 5 min.
- Avsluttende skjema som dere får mandag 15. Jan. Varighet: ca. 20 min.

**Anonymitet:**

- Svarene du gir vil ikke kunne spores tilbake til deg. Svarene i de ulike skjemaene vil linkes sammen ved hjelp av en personlig kode som dere bruker på hvert skjema.
- Rådata vil ikke være tilgjengelig for andre enn meg og min veileder.
- Undersøkelsen er frivillig

**Praktisk informasjon:**

- Dere vil mota en link til spørreskjemaene på e-post. Skjemaene til daglige rapportene vil bli tilsendt ca 14.30 hver dag, og må besvares samme dag.
- Spørsmålene skal besvares med en ”naturlig flyt”, dvs. At man bør verken stresse eller ”gruble” mens man svarer på undersøkelsen.
  - Alle spørsmålene, med unntak av problemløsningsoppgavene, må besvares. Man vil få opp feilmelding dersom man forsøker å gå videre i undersøkelsen uten å ha besvart på alle spørsmålene.

## **TO VIKTIGE PUNKTER:**

### **BESTEM DEG FOR ET ARBEIDSFELT HVOR DU ØNSKER Å UTVIKLE DIN KOMPETANSE.**

Det er dette "utviklingsfeltet" du skal rapportere om i de daglige spørreskjemaene du vil få tilsendt i neste uke. Skriv gjerne ned utviklingsfeltet på en lapp som kan påminne deg om hva du skal fokusere ekstra på neste uke.

Du kan bestemme helt selv hva du ønsker å forbedre deg i, og hvor bredt eller spesifikt dette utviklingsfeltet skal være. Utviklingsfeltet kan enten være noe du allerede er god på eller noe du ikke behersker tilfredsstillende. Men det er viktig at dette er et arbeidsfelt du jobber med daglig.

**Ditt utviklingsfelt:** \_\_\_\_\_

#### **Personlig kode**

På siste side i hvert spørreskjema dere mottar skal dere oppgi en personlig kode. Det er viktig at dere oppgir nøyaktig den samme koden på hvert skjema slik at vi kan linke svarene sammen.

**Skriv inn de to første bokstavene i din mors navn etterfulgt av din høyde i cm**

**Eksempel: Mors navn: Johanne. Høyde: 179cm = JO179**

**Din kode:** \_\_\_\_\_

(Håper ingen er 179cm den ene dagen, for så å være 180cm neste dag! ...eller at mors navn forandrer seg over natten!)

**Hva får dere igjen for å være med på et slikt prosjektet:**

*"...Det moderne arbeidsliv krever at den ansatte kontinuerlig søker læring og utvikling av sin kompetanse..."*

- Benytt deg av muligheten til å reflektere over hvilke ferdigheter du ønsker/trenger å forbedre.
- Ved å lære seg å reflektere over, og systematisk trene på, arbeidsrelaterte ferdigheter er man bedre rustet til å tilpasse seg forandringer i arbeidssituasjon.

Lykke til!

## Pre-test

### Les dette først:

Spørsmålene i dette skjemaet dreier seg om opplevelser du har i livet ditt generelt, om arbeidshverdagen din, og om din personlighet. Vi ber deg lese spørsmålene grundig og svare så godt du kan. Undersøkelsen er anonym og frivillig. Svarene du gir kan ikke spores tilbake til deg, og de skal brukes i en masteroppgave i organisasjonspsykologi. Ledelsen i bedriften vil ikke få tilgang til de svarene den enkelte har gitt.

#### 1. BESTEM DEG FOR ET ARBEIDSFELT HVOR DU ØNSKER Å UTVIKLE DIN KOMPETANSE

Det er dette "utviklingsfeltet" du skal rapportere om i de daglige spørreskjemaene du vil få tilsendt i neste uke. Skriv gjerne ned utviklingsfeltet på en lapp som kan påminne deg om hva du skal fokusere ekstra på neste uke. Du kan bestemme helt selv hva du ønsker å forbedre deg i, og hvor bredt eller spesifikt dette utviklingsfeltet skal være. Men det er viktig at dette er et arbeidsfelt du jobber med daglig.

--

#### 2. Hvordan synes du det var å identifisere et slikt utviklingsfelt?

( 1 = svært vanskelig, 7 = svært lett )

Å Identifisere utviklingsfelt var

1	2	3	4	5	6	7
---	---	---	---	---	---	---

#### 3. Hvordan vil du kategorisere din kompetanse/ferdigheter innenfor utviklingsfeltet per dags dato?

Under tilfredsstillende

Tilfredsstillende

Over tilfredsstillende

#### 4. Hvor utfordrende tror du det blir å utvikle dine ferdigheter i denne arbeidsoppgaven iløpet av en uke?

( 1 = svært utfordrende , 7 = svært lite utfordrende )

Å utvikle mine ferdigheter i denne arbeidsoppgaven blir

1	2	3	4	5	6	7
---	---	---	---	---	---	---

## Appendix - B

### 5. TILFREDSHET

Nedenfor står fem utsagn om tilfredshet med livet generelt. Vis hvor enig eller uenig du er i hver av de fem påstandene ved å merke av det tallet som du synes stemmer best for deg. ( 1 = stemmer dårlig, 7 = stemmer perfekt )

1. På de fleste måter er livet mitt nær idealet mitt	1	2	3	4	5	6	7
2. Mine livsforhold er utmerkede	1	2	3	4	5	6	7
3. Jeg er tilfreds med livet mitt	1	2	3	4	5	6	7
4. Så langt har jeg fått de viktige tingene jeg ønsker i livet	1	2	3	4	5	6	7
5. Hvis jeg kunne leve livet på nytt, ville jeg nesten ikke forandret på noe	1	2	3	4	5	6	7

## Appendix - B

### 6. Emosjoner

På jobben, hvor ofte opplever du de følelsene som er listet opp nedenfor?

(1 = Aldri , 7 = Hele tiden)

1. Velbehag	1	2	3	4	5	6	7
2. Tilfredshet	1	2	3	4	5	6	7
3. Lykke	1	2	3	4	5	6	7
4. Sinne	1	2	3	4	5	6	7
5. Frustrasjon	1	2	3	4	5	6	7
6. Irritasjon	1	2	3	4	5	6	7
7. Begeistring	1	2	3	4	5	6	7
8. Engasjement	1	2	3	4	5	6	7
9. Inspirasjon	1	2	3	4	5	6	7
10. Redsel	1	2	3	4	5	6	7
11. Frykt	1	2	3	4	5	6	7
12. Nervøsitet	1	2	3	4	5	6	7
13. Intens oppslukthet	1	2	3	4	5	6	7
14. Intens konsentrasjon	1	2	3	4	5	6	7
15. Intens interesse	1	2	3	4	5	6	7
16. Tristhet	1	2	3	4	5	6	7
17. Nedstemthet	1	2	3	4	5	6	7
18. Depresjon	1	2	3	4	5	6	7

## Appendix - B

### 7. Personlig vekst

Nedenfor finner du en del påstander som passer mer eller mindre godt for ulike mennesker. Din oppgave er å krysse av det tallet som passer best for deg, SLIK DU VANLIGVIS ER.

(1 = Helt Uenig , 7 = Helt Enig )

1. Jeg nyter å hankses med problemer som er helt nye for meg	1	2	3	4	5
2. Jeg nyter å forsøke å løse kompliserte problemer	1	2	3	4	5
3. Jo vanskeligere problem, dess mer nyter jeg å forsøke å løse det	1	2	3	4	5
4. Når jeg deltar i en aktivitet, har jeg en tendens til å bli så involvert at jeg "glemmer tiden"	1	2	3	4	5
5. Når jeg er intenst interessert i noe, skal det mye til for å avbryte meg	1	2	3	4	5
6. Mine venner vil beskrive meg som "ekstremt intens" når jeg er midt oppe i noe	1	2	3	4	5
7. Jeg tror på betydningen av kunst 8. Jeg elsker å komme på nye måter å gjøre ting på	1	2	3	4	5
9. Jeg liker å høre om nye ideer	1	2	3	4	5
10. Jeg kan utføre en rekke ulike oppgaver	1	2	3	4	5
11. Jeg møter gjerne utfordrende oppgaver	1	2	3	4	5
12. Jeg vet hvordan jeg skal anvende mine kunnskaper	1	2	3	4	5



## 8. Problemløsningsoppgave

Denne oppgaven består i å lage meningsfulle ord av bokstaver som er presentert hult til bult. Du kan velge om du vil arbeide med lette, mellomvanskelige eller vanskelige oppgaver. De lette oppgavene har tre bokstaver, de mellomste har fem bokstaver og de vanskelige oppgavene har åtte bokstaver. Uavhengig av vanskelighetsgrader har hver oppgave tre rader med bokstaver. For hver rad skal du sette sammen bokstavene slik at de blir til et meningsfullt ord. Du skal altså sette sammen i alt tre ord. Før du begynner på oppgaven må du imidlertid velge hvilket nivå du skal jobbe med.

Hvilke oppgaver ønsker du å jobbe med?

- Lette oppgaver ( 3 bokstaver , for Eksempel: ØNS = SNØ )
- Middels oppgaver ( 5 bokstaver , for Eksempel: NIKAN = KANIN )
- Vanskelige oppgaver ( 8 bokstaver , for Eksempel: LAAKEMLR = KARAMELL )

**Lette oppgaver:** Ser du hvilket ord som gjemmer seg bak bokstavene?

(Eksempel: ØNS = SNØ )

TLA

RME

AKN

**Middelse oppgaver:** Ser du hvilket ord som gjemmer seg bak bokstavene?

( Eksempel: NIKAN = KANIN )

EKSHA

IBMOL

BRNAA

**Vanskelige oppgaver:** Ser du hvilket ord som gjemmer seg bak bokstavene?

( Eksempel: LAAKEMLR = KARAMELL )

LKIOPITK

SVETNISU

FEKERIRM

## Appendix - B

### 9. Lidenskap til jobben

Nedenfor følger noen utsagn om ditt forhold til jobben din. Merk av det tallet som passer best for hvert utsagn om ditt forhold til jobben.

( 1 = Helt Uenig , 5 = Helt Enig )

1. Jobben gir meg mange forskjellige opplevelser	1	2	3	4	5
2. Det nye jeg oppdager gjennom jobben, får meg til å sette enda mer pris på den	1	2	3	4	5
3. Jobben gir meg gode minner	1	2	3	4	5
4. Jobben gjenspeiler de kvalitetene som jeg liker ved meg selv	1	2	3	4	5
5. Jobben er ikke i konflikt med andre aktiviteter i livet mitt	1	2	3	4	5
6. For meg er jobben min en lidenskap, men det er en lidenskap som jeg klarer å kontrollere	1	2	3	4	5
7. Jeg blir fullstendig oppslukt av jobben min	1	2	3	4	5
8. Jeg kan ikke leve uten jobben min	1	2	3	4	5
9. Trangen til å jobbe er så sterk at jeg ikke klarer å la være å gjøre den	1	2	3	4	5
10. Jeg kan vanskelig se for meg livet mitt uten jobben min	1	2	3	4	5
11. Jeg føler at jeg bare må jobbe	1	2	3	4	5
12. Det er vanskelig for meg å kontrollere mitt behov for å jobbe	1	2	3	4	5
13. Jeg føler meg nesten besatt av jobben min	1	2	3	4	5
14. Humøret mitt er avhengig av at jeg får gjort arbeidsoppgavene jeg skal gjøre på jobben min	1	2	3	4	5

## Appendix - B

### 10. Jobb og velvære

I det følgende presenteres 9 utsagn om følelser du kan ha i forhold til jobben din. For hvert utsagn skal du ta stilling til hvor ofte du føler det på denne måten.

(1 = Aldri det siste året, 7 = daglig)

1. Jeg er full av energi i arbeidet mitt	1	2	3	4	5	6	7
2. Jeg føler meg sterk og energisk på jobben	1	2	3	4	5	6	7
3. Jeg er entusiastisk i jobben min	1	2	3	4	5	6	7
4. Jeg blir inspirert av jobben min	1	2	3	4	5	6	7
5. Når jeg står opp om morgenen ser jeg frem til å gå på jobben	1	2	3	4	5	6	7
6. Jeg føler meg glad når jeg er fordypet i arbeidet mitt	1	2	3	4	5	6	7
7. Jeg er stolt av det arbeidet jeg gjør	1	2	3	4	5	6	7
8. Jeg er oppslukt av arbeidet mitt	1	2	3	4	5	6	7
9. Jeg blir fullstendig revet med av arbeidet mitt	1	2	3	4	5	6	7

## Appendix - B

Nedenfor kommer noen nye utsagn om ditt forhold til din jobb. I hvilken grad er du enig i disse utsagnene?

(1 = Helt Uenig , 7 = Helt Enig)

1. Mine arbeidsoppgaver er i seg selv en viktig drivkraft i jobben min.	1	2	3	4	5	6	7
2. Det er gøy å jobbe med de arbeidsoppgavene jeg har.	1	2	3	4	5	6	7
3. Jeg føler at den jobben jeg gjør er meningsfylt.	1	2	3	4	5	6	7
4. Jobben er som en hobby for meg.	1	2	3	4	5	6	7
5. Jobben min er så interessant at den i seg selv er sterkt motiverende.	1	2	3	4	5	6	7
6. Jeg opplever nesten at jeg er heldig som blir betalt for å gjøre en jobb jeg liker så godt.	1	2	3	4	5	6	7

## Appendix - B

### 11. Jobben din.

Nedenfor finner du noen utsagn om hvordan du opplever selvstendigheten i jobben din. Oppgaven din er å merke av på skalaen hvor godt hvert utsagn passer for din opplevelse av din jobb.

(1 = Aldri det siste året, 2 = daglig)

1. Jobben tillater at jeg tar egne beslutninger om hvordan jeg legger opp arbeidet.	1	2	3	4	5	6	7
2. Jobben tillater at jeg selv bestemmer hvilken rekkefølge ting skal gjøres i mitt arbeid.	1	2	3	4	5	6	7
3. Jobben tillater at jeg selv planlegger hvordan jeg skal gjøre arbeidet.	1	2	3	4	5	6	7
4. Jobben gir meg gode muligheter til å ta personlige initiativ eller vurderinger om hvordan jeg skal utføre arbeidet.	1	2	3	4	5	6	7
5. Jeg har stor beslutningsfrihet i arbeidet mitt.	1	2	3	4	5	6	7
6. Jobben tillater meg å ta egne beslutninger.	1	2	3	4	5	6	7
7. Jobben tillater meg å ta beslutninger om hvilke framgangsmåte jeg skal benytte for å fullføre mitt arbeide.	1	2	3	4	5	6	7

## Appendix - B

### 12. Din innsats på jobben.

Nedenfor finner du noen utsagn om din opplevelse av egen innsats i nåværende jobb. Bruk sakaen for å markere hvor enig du er i utsagnet.

(1 = Helt Uenig , 7 = Helt Enig)

1. Jeg forsøker å jobbe så hardt som overhodet mulig.	1	2	3	4	5	6	7
2. Jeg er svært opptatt av å gjøre en god innsats i jobben min.	1	2	3	4	5	6	7
3. Jeg legger ofte inn ekstra innsats i jobben min.	1	2	3	4	5	6	7
4. Jeg står ofte på litt ekstra i travle perioder.	1	2	3	4	5	6	7
5. Jeg nøler sjeldent med å ta i et ekstra tak når det er behov for det.	1	2	3	4	5	6	7
6. Kvaliteten på arbeidet mitt er jevnt over på et høyt nivå.	1	2	3	4	5	6	7
7. Arbeidet mitt er av ypperste kvalitet.	1	2	3	4	5	6	7
8. Jeg presterer bedre enn det som kan forventes av en person i min type jobb.	1	2	3	4	5	6	7
9. Jeg leverer sjeldent fra meg en jobb før jeg er sikker på at kvaliteten på den holder et høyt nivå.	1	2	3	4	5	6	7
10. Andre i organisasjonen ser på det jeg leverer som typisk kvalitetsarbeid.	1	2	3	4	5	6	7

## Appendix - B

### 13. Helt til slutt.

1. Cirka hvor mange år har du vært i nåværende stilling?

(oppgi kun hele år)

2. Hvor mange år har du gått på skole etter grunnskolen (ungdomsskolen) ?

3. Kjønn:

Kvinne

Mann

4. Hvor gammel er du?

(For eksempel: 43 )

5. For å koble dette spørreskjemaet sammen med de andre du har fylt ut, trenger vi at du lager en kode. Skriv inn de to første bokstavene i din mors fornavn etterfulgt av din høyde i cm.

Eksempel: Dersom din mors navn er Johanne. Og din høye er 179cm. Skal du skrive: JO179

## Appendix - C

### Post-test

Takk for ditt bidrag i undersøkelsen så langt!

**Les dette før du setter i gang med det siste spørreskjemaet i denne undersøkelsen:**

Spørsmålene i dette skjemaet dreier seg om opplevelser i forhold til hvordan utviklingen av ferdigheter i den oppgaven du ønsket å forbedre deg i, livet ditt generelt, og om arbeidshverdagen din. Vi ber deg lese spørsmålene grundig og svare så godt du kan. Undersøkelsen er anonym og frivillig.

**1.** I hvilken grad opplever du at dine ferdigheter er blitt bedre i den aktuelle arbeidsoppgaven du ønsket å forbedre?

(1 = svært lav grad , 7 = svært høy grad)

Jeg har forbedret meg i	1	2	3	4	5	6	7
-------------------------	---	---	---	---	---	---	---

**2.** Hvor mye har du forbedret deg i forhold til din forventninger før arbeidsuken startet?

- Mye mindre
- Mindre
- Som forventet
- Mer
- Mye mer

**3.** Dersom du skulle gjort dette en gang til, ville du da valgt å fokusere på samme arbeidsoppgave?

- Ja
- Nei



## Appendix - C

### 5. TILFREDSHET

Nedenfor står fem utsagn om tilfredshet med livet generelt. Vis hvor enig eller uenig du er i hver av de fem påstandene ved å merke av det tallet som du synes stemmer best for deg. ( 1 = stemmer dårlig, 7 = stemmer perfekt )

1. På de fleste måter er livet mitt nær idealet mitt	1	2	3	4	5	6	7
2. Mine livsforhold er utmerkede	1	2	3	4	5	6	7
3. Jeg er tilfreds med livet mitt	1	2	3	4	5	6	7
4. Så langt har jeg fått de viktige tingene jeg ønsker i livet	1	2	3	4	5	6	7
5. Hvis jeg kunne leve livet på nytt, ville jeg nesten ikke forandret på noe	1	2	3	4	5	6	7

## Appendix - C

### 6. Emosjoner

På jobben, hvor ofte opplever du de følelsene som er listet opp nedenfor?

(1 = Aldri , 7 = Hele tiden)

1. Velbehag	1	2	3	4	5	6	7
2. Tilfredshet	1	2	3	4	5	6	7
3. Lykke	1	2	3	4	5	6	7
4. Sinne	1	2	3	4	5	6	7
5. Frustrasjon	1	2	3	4	5	6	7
6. Irritasjon	1	2	3	4	5	6	7
7. Begeistring	1	2	3	4	5	6	7
8. Engasjement	1	2	3	4	5	6	7
9. Inspirasjon	1	2	3	4	5	6	7
10. Redsel	1	2	3	4	5	6	7
11. Frykt	1	2	3	4	5	6	7
12. Nervøsitet	1	2	3	4	5	6	7
13. Intens oppslukthet	1	2	3	4	5	6	7
14. Intens konsentrasjon	1	2	3	4	5	6	7
15. Intens interesse	1	2	3	4	5	6	7
16. Tristhet	1	2	3	4	5	6	7
17. Nedstemthet	1	2	3	4	5	6	7
18. Depresjon	1	2	3	4	5	6	7

## Appendix - C

### 7. Personlig vekst

Nedenfor finner du en del påstander som passer mer eller mindre godt for ulike mennesker. Din oppgave er å krysse av det tallet som passer best for deg, SLIK DU VANLIGVIS ER.

(1 = Helt Uenig , 7 = Helt Enig )

1. Jeg nyter å hankses med problemer som er helt nye for meg	1	2	3	4	5
2. Jeg nyter å forsøke å løse kompliserte problemer	1	2	3	4	5
3. Jo vanskeligere problem, dess mer nyter jeg å forsøke å løse det	1	2	3	4	5
4. Når jeg deltar i en aktivitet, har jeg en tendens til å bli så involvert at jeg "glemmer tiden"	1	2	3	4	5
5. Når jeg er intenst interessert i noe, skal det mye til for å avbryte meg	1	2	3	4	5
6. Mine venner vil beskrive meg som "ekstremt intens" når jeg er midt oppe i noe	1	2	3	4	5
7. Jeg tror på betydningen av kunst 8. Jeg elsker å komme på nye måter å gjøre ting på	1	2	3	4	5
9. Jeg liker å høre om nye ideer	1	2	3	4	5
10. Jeg kan utføre en rekke ulike oppgaver	1	2	3	4	5
11. Jeg møter gjerne utfordrende oppgaver	1	2	3	4	5
12. Jeg vet hvordan jeg skal anvende mine kunnskaper	1	2	3	4	5

## 8. Problemløsningsoppgave

Denne oppgaven består i å lage meningsfulle ord av bokstaver som er presentert hultert til bultert. Du kan velge om du vil arbeide med lette, mellomvanskelige eller vanskelige oppgaver. De lette oppgavene har tre bokstaver, de mellomste har fem bokstaver og de vanskelige oppgavene har åtte bokstaver. Uavhengig av vanskelighetsgrader har hver oppgave tre rader med bokstaver. For hver rad skal du sette sammen bokstavene slik at de blir til et meningsfullt ord. Du skal altså sette sammen i alt tre ord. Før du begynner på oppgaven må du imidlertid velge hvilket nivå du skal jobbe med.

Hvilke oppgaver ønsker du å jobbe med?

- Lette oppgaver ( 3 bokstaver , for Eksempel: ØNS = SNØ )
- Middels oppgaver ( 5 bokstaver , for Eksempel: NIKAN = KANIN )
- Vanskelige oppgaver ( 8 bokstaver , for Eksempel: LAAKEMLR = KARAMELL )

**Lette oppgaver:** Ser du hvilket ord som gjemmer seg bak bokstavene?

(Eksempel: ØNS = SNØ )

TLA

RME

AKN

**Middelse oppgaver:** Ser du hvilket ord som gjemmer seg bak bokstavene?

( Eksempel: NIKAN = KANIN )

EKSHA

IBMOL

BRNAA

**Vanskelige oppgaver:** Ser du hvilket ord som gjemmer seg bak bokstavene? (

Eksempel: LAAKEMLR = KARAMELL )

LKIOPITK

SVETNISU

FEKERIRM

## Appendix - C

### 9. Lidenskap til jobben

Nedenfor følger noen utsagn om ditt forhold til jobben din. Merk av det tallet som passer best for hvert utsagn om ditt forhold til jobben.

( 1 = Helt Uenig , 5 = Helt Enig )

1. Jobben gir meg mange forskjellige opplevelser	1	2	3	4	5
2. Det nye jeg oppdager gjennom jobben, får meg til å sette enda mer pris på den	1	2	3	4	5
3. Jobben gir meg gode minner	1	2	3	4	5
4. Jobben gjenspeiler de kvalitetene som jeg liker ved meg selv	1	2	3	4	5
5. Jobben er ikke i konflikt med andre aktiviteter i livet mitt	1	2	3	4	5
6. For meg er jobben min en lidenskap, men det er en lidenskap som jeg klarer å kontrollere	1	2	3	4	5
7. Jeg blir fullstendig oppslukt av jobben min	1	2	3	4	5
8. Jeg kan ikke leve uten jobben min	1	2	3	4	5
9. Trangen til å jobbe er så sterk at jeg ikke klarer å la være å gjøre den	1	2	3	4	5
10. Jeg kan vanskelig se for meg livet mitt uten jobben min	1	2	3	4	5
11. Jeg føler at jeg bare må jobbe	1	2	3	4	5
12. Det er vanskelig for meg å kontrollere mitt behov for å jobbe	1	2	3	4	5
13. Jeg føler meg nesten besatt av jobben min	1	2	3	4	5
14. Humøret mitt er avhengig av at jeg får gjort arbeidsoppgavene jeg skal gjøre på jobben min	1	2	3	4	5

## Appendix - C

### 10. Jobb og velvære

I det følgende presenteres 9 utsagn om følelser du kan ha i forhold til jobben din. For hvert utsagn skal du ta stilling til hvor ofte du føler det på denne måten.

(1 = Aldri det siste året, 7 = daglig)

1. Jeg er full av energi i arbeidet mitt	1	2	3	4	5	6	7
2. Jeg føler meg sterk og energisk på jobben	1	2	3	4	5	6	7
3. Jeg er entusiastisk i jobben min	1	2	3	4	5	6	7
4. Jeg blir inspirert av jobben min	1	2	3	4	5	6	7
5. Når jeg står opp om morgenen ser jeg frem til å gå på jobben	1	2	3	4	5	6	7
6. Jeg føler meg glad når jeg er fordypet i arbeidet mitt	1	2	3	4	5	6	7
7. Jeg er stolt av det arbeidet jeg gjør	1	2	3	4	5	6	7
8. Jeg er oppslukt av arbeidet mitt	1	2	3	4	5	6	7
9. Jeg blir fullstendig revet med av arbeidet mitt	1	2	3	4	5	6	7

## Appendix - C

Nedenfor kommer noen nye utsagn om ditt forhold til din jobb. I hvilken grad er du enig i disse utsagnene?

(1 = Helt Uenig , 7 = Helt Enig)

1. Mine arbeidsoppgaver er i seg selv en viktig drivkraft i jobben min.	1	2	3	4	5	6	7
2. Det er gøy å jobbe med de arbeidsoppgavene jeg har.	1	2	3	4	5	6	7
3. Jeg føler at den jobben jeg gjør er meningsfylt.	1	2	3	4	5	6	7
4. Jobben er som en hobby for meg.	1	2	3	4	5	6	7
5. Jobben min er så interessant at den i seg selv er sterkt motiverende.	1	2	3	4	5	6	7
6. Jeg opplever nesten at jeg er heldig som blir betalt for å gjøre en jobb jeg liker så godt.	1	2	3	4	5	6	7

## Appendix - C

### 11. Jobben din.

Nedenfor finner du noen utsagn om hvordan du opplever selvstendigheten i jobben din. Oppgaven din er å merke av på skalaen hvor godt hvert utsagn passer for din opplevelse av din jobb.

(1 = Aldri det siste året, 2 = daglig)

1. Jobben tillater at jeg tar egne beslutninger om hvordan jeg legger opp arbeidet.	1	2	3	4	5	6	7
2. Jobben tillater at jeg selv bestemmer hvilken rekkefølge ting skal gjøres i mitt arbeid.	1	2	3	4	5	6	7
3. Jobben tillater at jeg selv planlegger hvordan jeg skal gjøre arbeidet.	1	2	3	4	5	6	7
4. Jobben gir meg gode muligheter til å ta personlige initiativ eller vurderinger om hvordan jeg skal utføre arbeidet.	1	2	3	4	5	6	7
5. Jeg har stor beslutningsfrihet i arbeidet mitt.	1	2	3	4	5	6	7
6. Jobben tillater meg å ta egne beslutninger.	1	2	3	4	5	6	7
7. Jobben tillater meg å ta beslutninger om hvilke framgangsmåte jeg skal benytte for å fullføre mitt arbeide.	1	2	3	4	5	6	7



## Appendix - C

### 12. Din innsats på jobben.

Nedenfor finner du noen utsagn om din opplevelse av egen innsats i nåværende jobb. Bruk sakaen for å markere hvor enig du er i utsagnet.

(1 = Helt Uenig , 7 = Helt Enig)

1. Jeg forsøker å jobbe så hardt som overhodet mulig.	1	2	3	4	5	6	7
2. Jeg er svært opptatt av å gjøre en god innsats i jobben min.	1	2	3	4	5	6	7
3. Jeg legger ofte inn ekstra innsats i jobben min.	1	2	3	4	5	6	7
4. Jeg står ofte på litt ekstra i travle perioder.	1	2	3	4	5	6	7
5. Jeg nøler sjeldent med å ta i et ekstra tak når det er behov for det.	1	2	3	4	5	6	7
6. Kvaliteten på arbeidet mitt er jevnt over på et høyt nivå.	1	2	3	4	5	6	7
7. Arbeidet mitt er av ypperste kvalitet.	1	2	3	4	5	6	7
8. Jeg presterer bedre enn det som kan forventes av en person i min type jobb.	1	2	3	4	5	6	7
9. Jeg leverer sjeldent fra meg en jobb før jeg er sikker på at kvaliteten på den holder et høyt nivå.	1	2	3	4	5	6	7
10. Andre i organisasjonen ser på det jeg leverer som typisk kvalitetsarbeid.	1	2	3	4	5	6	7

**13. Helt til slutt.**

3. Kjønn:

Kvinne

Mann

4. Hvor gammel er du?

(For eksempel: 43 )

5. For å koble dette spørreskjemaet sammen med de andre du har fylt ut, trenger vi at du lager en kode. Skriv inn de to første bokstavene i din mors fornavn etterfulgt av din høyde i cm.

Eksempel: Dersom din mors navn er Johanne. Og din høye er 179cm. Skal du skrive: JO179

## Event Sample

### **Situasjon hvor du jobbet med den arbeidsoppgaven du ønsket å forbedre.**

Tenk tilbake på en situasjon i dag hvor du jobbet med å forbedre deg i henhold til det arbeidsfeltet du selv identifiserte i første spørreskjema.

**1.** Beskriv situasjonen kort

**2.** Hvor relevant var denne situasjonen for ditt utviklingsmål?

- Veldig lite relevant
- Sånn passe relevant
- Veldig relevant

**3.** Hvor lang tid er gått siden hendelsen?

- mindre enn 30 minutter
- 30 minutt - 1 time
- 1-2 timer
- 2-4 timer
- mer enn 4 timer

**4.** Hvor mye tid har du jobbet med det aktuelle arbeidsfeltet i dag?

(Oppgi i ca. antall minutter. Eksempel: 120)

## Appendix - D

### 5. HVOR GODT PASSER DISSE FØLELSENE MED DINE OPPLEVELSER I DENNE SITUASJONEN?

Tilfredshet	1	2	3	4	5	6	7
Velbehag	1	2	3	4	5	6	7
Lykke	1	2	3	4	5	6	7
Frykt	1	2	3	4	5	6	7
Sinne	1	2	3	4	5	6	7
Tristhet	1	2	3	4	5	6	7
Engasjement	1	2	3	4	5	6	7
Interesse	1	2	3	4	5	6	7
Entusiasme	1	2	3	4	5	6	7

## Appendix - D

### Ferdigheter og vanskelighetsgrad

Tenk fremdeles på den samme situasjonen som på forrige side

6. Hvor vanskelig var oppgaven? ( 1 = svært lett, 7 = svært vanskelig )

Opgaven var	1	2	3	4	5	6	7
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7. Hvor på skalaen bedømmer du at dine ferdigheter var i denne situasjonen?

(1 = svært dårlige, 7 = svært gode)

Mine ferdigheter var	1	2	3	4	5	6	7
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8. Hvor utfordrende var oppgaven? ( 1 = Svært lite utfordrende, 7 = Svært utfordrende )

Opgaven var	1	2	3	4	5	6	7
-------------	---	---	---	---	---	---	---

9. i Hvilken grad hadde du en mestringsfølelse iløpet av episoden?

( 1 = Svært lav mestringsfølelse, 7 = Svært høy mestringsfølelse )

Jeg opplevde	1	2	3	4	5	6	7
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10. Tankene mine vandret ikke. Jeg tenkte ikke på noe annet. Jeg var totalt involvert i det jeg gjorde: ( 1 = svært dårlig, 2 = svært godt)

Passer	1	2	3	4	5	6	7
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## Appendix - D

11. Hvor anstrengende opplevde du denne situasjonen?

( 1 = Svært lav grad , 7 = Svært høy grad )

Jeg måtte anstrenge meg i	1	2	3	4	5	6	7
---------------------------	---	---	---	---	---	---	---

12. Hvordan presterte du i situasjonen i forhold til din forventning?

- Langt dårligere
- Dårligere
- Som forventet
- Bedre
- Langt bedre

14. Alt i alt, hvor tilfreds var du med situasjonen?

( 1 = i svært lav grad, 7 = i svært høy grad )

Jeg var tilfreds med situasjonen i	1	2	3	4	5	6	7
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**13. Helt til slutt.**

3. Kjønn:

Kvinne

Mann

4. Hvor gammel er du?

(For eksempel: 43 )

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Eksempel: Dersom din mors navn er Johanne. Og din høye er 179cm. Skal du skrive: JO179