Employee Well-being During COVID-19

by

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ABSTRACT

The COVID-19 pandemic has greatly impacted the structure of work for employees worldwide, as many began working remotely in response to national and local social distancing efforts. These changes occurring amid the transition to remote working conditions led to the question of how daily stress and daily uplifts occur in this new work context. For the present thesis study, I explored how internal (i.e., optimism) and external (i.e., team flow) resources function to moderate the effects of daily hassles and uplifts on employee well-being (i.e., burnout and professional efficacy) during the COVID-19 pandemic. In a sample of 417 adults at baseline, and 266 at the follow-up, I investigated how specific resources function to protect employees experiencing occupational burnout. Additionally, I explored gender differences in these relationships. Study results demonstrated that both daily uplifts and hassles predicted burnout and professional efficacy at earlier stages of the pandemic, while at a later stage in the pandemic, the relationships between daily uplifts and burnout and daily hassles and burnout persisted, but only daily hassles were associated with professional efficacy. For males at baseline, higher scores in optimism strengthened the negative relationship between daily uplifts and burnout. Surprisingly, males with relatively low team flow in work or school settings seemed to fare better professionally with increased daily hassles. This finding indicates that males with less collaboration at work thrive as they experience increased daily stress. While these findings are specific to the COVID-19 context, they may be beneficial for companies and supervisors seeking to improve employee engagement.

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CHAPTER 1

INTRODUCTION

The configuration of work has changed dramatically during the COVID-19 pandemic. Work became virtual for the vast majority of those who were not laid off or deemed essential (Gallup, 2020). This change begs the question of how work burnout occurs when the occupational context and its associated demands and resources merge with the home environment in prolonged states of quarantine. Communication among colleagues and supervisors shifts to conference calls and strategy meetings are held over video-chat platforms. For many, this virtual workspace creates strong feelings of isolation. Further, jobholders' home situations may vary significantly. Some are single, apartment-dwellers, while others may live in a home with a partner and multiple children. How might novel, daily interactions in this new work environment influence burnout rates? To better understand these issues, my thesis focused on how specific, daily stress may shape the manifestation of burnout over weeks and months of remote working and untraditional work conditions. One of the primary goals of this study is to observe the role of daily hassles and uplifts in the context of both home and work settings to predict occupational burnout.

Occupational Burnout

Occupational burnout has been conceptualized as psychological distress as a result of chronic, interpersonal stressors from work, caused by a long-term incongruence between work demands and a worker's resources (Hobfoll & Shirom, 2001; Maslach et al., 2001; Weber & Jaekel-Reinhard, 2000). There are three main components of burnout: exhaustion, depersonalization, and reduced professional efficacy. *Exhaustion* is at the

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root of burnout (Cox, Tisserand, & Taris, 2005) and can be conceptualized as an *intra*personal aspect of burnout. Exhaustion in the context of occupational burnout can be described as one's feelings of withdrawal and displeasure at work; it is defined as an ongoing, work-related state of feeling unwell (Mäkikangas et al., 2016; Spector, 1997). Exhaustion eventually leads to detaching oneself emotionally from others or cognitively from their work. This detachment, or *depersonalization*, consists of feelings of negativity and cynicism towards others and the job as a response to exhaustion and/or discouragement. This component can explain the *inter*personal context of burnout as this depersonalization may isolate employees from their colleagues. Finally, *reduced personal accomplishment* is defined as a reduction in self-efficacy and productivity, which occurs alongside feelings of cynicism and exhaustion as workers feel less effective in daily tasks (Maslach et al., 2001).

A recent survey of approximately 7,500 full-time employees found that 23% of employees reported feeling burned out at work very often or always, and an additional 44% reported feeling burned out sometimes (Gallup, 2018). Generally, occupational burnout has been thought to be a condition specific to human service workers (e.g., physicians, nurses, teachers, and social workers; Maslach, 1982). To address burnout in human services literature, the Maslach Burnout Inventory (Maslach & Jackson, 1986) was developed to measure components of burnout especially prevalent in healthcare and mental healthcare fields such as the impact of the emotional toll accompanying daily patient care. However, job burnout is not limited to human service workers and can be seen in both blue- and white-collar professionals, ranging from maintenance workers to company executives (Fry, 1995; Maslach et al., 2001; Schutte, Toppinen, Kalimo, &

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Schaefeli, 2000). While it is evident that characteristics of burnout indicate a loss of interest, work-related fatigue, and less confident employees, occupational burnout may also spill into jobholders' mental and physical well-being and may also have negative implications for job performance.

Consequences of Occupational Burnout

As suggested in the definition, the experience of burnout is accompanied by psychological, physical and occupational consequences. Psychological outcomes tend to occur through depression, anxiety, and insomnia symptoms, while the physical consequences of burnout include cardiovascular diseases and pain (Bakker et al., 2014; Salvagioni et al., 2017). An explanation for the link between burnout and negative health outcomes is that burnout occurs amid chronic stress, which exhausts the body through constant activation of the hypothalamic-pituitary-adrenal (HPA) axis, eventually leading to a decrease in the output of cortisol (i.e., hypocortisolism; Nicolson & van Diest, 2000). Over time, the immune system and metabolic functions may become impaired. Further, the over-activation of the cardiovascular system through the stress response may lead to the onset of cardiovascular disease. The breakdown of physiological systems may lead to greater inflammation, poor sleep, a compromised immune system and may cause changes in health behaviors (e.g., smoking, reduced physical activity; Cohen, Kessler, & Gordon, 1995). Compromised immune system function may also increase the risk for illnesses such as colds, influenza, or other infections. This heightened risk for illness may be particularly distressing during a global pandemic such as COVID-19, especially for those who must continue to go into their workplace.

Aside from the physical ramifications, negative occupational consequences of burnout include both absenteeism (i.e., absence from work; Borritz et al., 2006; Leone et al., 2009) and presenteeism (i.e., arriving at work sick; Demerouti et al., 2009); both of these lead to decreased work productivity, reduced job satisfaction, and employees being at risk for negative physical, social and economic outcomes. In conclusion, due to the varied and widespread consequences of burnout, it is important to understand the predictors and moderators of occupational burnout in order to develop potential interventions to mitigate it and the deleterious outcomes.

Job Demands-Resources Model

A theoretical framework to explain how occupational factors predict employee burnout is the Job Demands-Resources Model (JD-R), developed by Demerouti and colleagues (2001). The underlying assumption of this model is that jobs consist of work demands and resources (Bakker & Demerouti, 2007). Job *demands* are defined as physical, psychological, social, or organizational aspects of the job which require physical and/or psychological efforts or skills and are associated with corresponding physiological and psychological costs. Job *resources* consist of facets of the job that are functional in achieving work goals, reduce job demands and corresponding costs, and stimulate personal growth, learning, and development. Job demands are strong predictors of occupational burnout, whereas job resources strongly predict engagement in one's work (i.e., identifying with and feeling connected to the job by cultivating enthusiasm, devotion and engrossment with one's work tasks; Bakker et al., 2014; Kahn, 1990; Lee & Ashforth, 1996; Schaufeli et al., 2002).

According to this model, job resources may exist either externally (i.e., through the organizational structure of a workplace or the social relationships that occur among jobholders and their supervisors, support received from coworkers, and the general team atmosphere) or internally (i.e., through a jobholder's cognitive attributes and behavioral patterns; Richter & Hacker, 1988). Xanthopoulou and colleagues (2012) suggest these resources may engender positive emotions and feelings in jobholders which then correspond to personal resources (e.g., self-efficacy or optimism). That is, the presence and development of external resources may aid in fostering an employee's internal resources through positive emotions (e.g., a collaborative group of coworkers provides constructive feedback to one other, generating positive feelings associated with professional growth, leading to increased professional efficacy).

One of the mechanisms by which the JD-R model functions is through motivational factors. That is, job resources can motivate high work engagement, low cynicism, and high performance—all factors that promote employee well-being. This motivation can be either intrinsic or extrinsic (Bakker & Demerouti, 2007). Intrinsic motivation is critical for stimulating growth, learning, and advancement of employees at the individual level. Through this type of motivation, job resources meet one's respective needs (Deci & Ryan, 1985), including those of autonomy, competence, and relatedness (Bakker & Demerouti, 2007; Baumeister & Leary, 1995; DeCharms, 1968; White, 1959). For example, a job resource such as useful feedback from superiors or colleagues stimulates learning, thereby increasing employee job competence. Conversely, extrinsic motivation may occur in work environments conducive to the accomplishment of work goals. According to the effort-recovery model (Meijman & Mulder, 1998), resource

abundant work atmospheres cultivate enthusiasm and devotion toward a work-related task. With increased dedication to a task, it is likely both the task and work goal will be successfully completed. For instance, an employee may experience greater success attaining their work goals amid supportive colleagues and through engagement from supervisors (i.e., a collaborative and supportive work environment).

According to the JD-R model, the interaction of job demands and corresponding resources play a role in determining subsequent job strain in addition to motivation. In fact, the authors of the model propose that specific resources function to buffer the impact of job demands on burnout (Bakker et al., 2003; Bakker & Demerouti, 2014). Buffering variables function to reduce the generation of certain stressors through organizational components (e.g., interpersonal conflict in the workplace may be reduced when employees trust one another and collaborate frequently, leading to lower levels of depersonalization) to alter stress appraisal and cognitive responses to stressors, as well as decrease associated health impacts from the stress response (Bakker & Demerouti, 2014; Kahn & Byosiere, 1992).

Daily Hassles, Uplifts, and Burnout

But, how does the JD-R model function in telework environments, especially during COVID-19 when such a large population of the workforce is working from home due to stay-at-home orders? When working remotely from home, it is difficult to compartmentalize work and home life. It is likely that individuals who are working from home may find their personal and professional lives difficult to uncouple. In order to understand the benefit of job, social, and personal resources, it is important to understand not only how demands may interfere with employee well-being over time, but

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specifically how daily stress might function as a demand for employees during the COVID-19 pandemic.

Previous research has established that daily stressors impact psychological and physical well-being (Cohen, Kessler, & Gordon, 1995). Daily stress and subsequent health and mental health outcomes have typically been assessed through the presence of daily hassles (Delongis et al., 1982; Kanner et al., 1981). *Daily hassles* are defined as unexpected and unpleasant events in both occupational and non-occupational contexts (Almeida, 2005; Schmidt, Klusmann, Moller, & Kunter, 2017). More specifically, in occupational settings, daily hassles predict high levels of burnout (Otero-López, Mariño, & Bolaño, 2008; Sabagh, Hall, & Saroyan, 2018; Schmidt et al., 2017).

While hassles are related to stress and predict poor physical and mental health outcomes over time, *daily uplifts* are defined as positive daily experiences, which tend to be salient and advantageous to one's well-being (Lazarus, 1984; Delongis et al., 1982). Past research has regarded daily positive events in occupational settings to be important for positive outcomes and performance in the workplace through increased work engagement (Bakker et al., 2008; Bono et al., 2013; Ivancevich, 1986; Junca-Silva, Caetano, Rueff Lopes, 2017; Oishi et al., 2007). Moreover, the literature has consistently shown a link between the work engagement, well-being and performance at an occupational level (e.g., Junca-Silva, Caetano, & Rueff Lopes, 2017; Warr, 2009), as well as evidence demonstrating poor work engagement is linked to poor well-being and performance (Lang et al., 2007). Thus, it is possible that daily uplifts will serve as a resource for individuals in accordance with the JD-R model of burnout.

How might daily uplifts function as resources for employees? In a recent study, Junca-Silva and colleagues (2017) found that daily uplifts are related to high levels of well-being and increased job performance in work settings and concluded that positive daily events (i.e., uplifts) may lead to positive emotional responses thereby benefitting jobholders' attitudes and behaviors throughout the workday. Researchers have credited this cascade of uplifts influencing well-being to the broaden-and-build theory of positive emotions (Bono et al., 2013, Fredrickson, 1998, 2001; Salanova et al., 2014). This theory poses that positive experiences and emotions (e.g., joy, interest, happiness, and pride) broaden an individual's thought-action repertoires, enabling them to build stable personal resources (physical, intellectual, social, and psychological). According to the broaden-and-build theory, certain psychological processes function to narrow one's thought-action repertoire through a quick decision to act a certain way when faced with a threat or stressor (i.e., the fight-or-flight response). From an evolutionary standpoint, it is critical to narrow one's thought-action repertoire to act quickly and either escape or attack the source of threat. While these processes are crucial in the short-term, positive emotions that push people into a wide range of thoughts and actions are more adaptive over time as people develop personal resources that enable the person to best cope in the face of future stress. That is, the force behind this theory is resilience through the accumulation of positive, adaptive resources, which generates an upward spiral of emotional well-being (Demerouti et al., 2001; Fredrickson & Joiner, 2002).

In line with the broaden-and-build theory, daily uplifts may lead to increased positive affect, promoting feelings of agility, commitment and engagement (i.e., absorption) at work. The engagement employees experience at work functions to

augment positive experiences of employees, improving both well-being and work performance. Daily uplifts matter because their occurrence can enhance vigor, dedication and absorption in the workplace (Junca-Silva et al., 2017).

Given the current COVID-19 pandemic, daily life and occupational contexts have dramatically changed during the past year and for the foreseeable future. As a result, it is likely that the experiences of both uplifts and hassles have also shifted. For example, one may experience more frequent job demands and stressors in their home contexts than they would under normal working conditions pre-COVID. Alternately, employees may experience the same number and degree of daily stress from their jobs, but the increase occurs with daily stress in other areas of their lives (i.e., family, household chores, economic concerns). Additionally, uplifts may increase or decrease during this time. These potential changes occurring amid the transition to remote working conditions leads to the question of how daily stress and daily uplifts occur in this new work context. Specifically, for the proposed thesis, I seek to examine how daily hassles and uplifts (in general, not just work-related) during the COVID-19 pandemic influence the level of burnout experienced by individuals (*Aim 1*).

Optimism as a Buffer for Occupational Burnout

Job resources serving to buffer the impact of job strain may occur through different types of resources, with one important resource being personality characteristics of the jobholder (Kahn & Byosserie, 1992). For my thesis, I examined optimism as a potential buffer of the impact of daily hassles and uplifts on burnout. Optimism is a personality characteristic that has been consistently shown to moderate the relationship between stress and health outcomes (Scheier & Carver, 1987; Stroebe & Stroebe, 1995),

and, more specifically, the impact of daily hassles on occupational burnout (Fry, 1995). Optimistic individuals are characterized by those who view desired outcomes as within reach, or feasible, and will persistently and effortfully attempt to meet their goals and desired outcomes. Conversely, pessimistic individuals do not see the same desired outcomes as within reach and, therefore, do not exert the same efforts to achieve desired outcomes and goals (Stroebe & Stroebe, 1995). Moreover, optimistic and pessimistic individuals tend to differ in their cognitive appraisals of stressful contexts; as a result, they tend to differ in how they typically cope amid stressors (Fry, 1995; Reker & Wong, 1985, 1988). That is, optimists appraise stress more positively and engage in a wide variety of coping strategies (self-reliance, self-improvement, and acceptance) when compared with pessimists. Pessimists, when faced with stressful situations, tend to experience more stress and utilize less effective coping strategies, such as withdrawal (Reker & Wong, 1988). Because optimistic individuals tend to cope well with stress, they may also benefit by experiencing fewer negative physiological outcomes associated with frequent activation of the stress response (Cohen, Kessler, & Gordon, 1995; Scheier & Carver, 1987). In an occupational context, optimism serves to influence how people perceive their work demands - indirectly lowering burnout levels (Barkhuizen, Rothmann & van de Vijver, 2014). Further, there is evidence to suggest that optimism is predictive of all three burnout components (i.e., exhaustion, cynicism, and reduced professional efficacy; Alarcon, Eschleman, & Bowling, 2009; Moreno et al., 2005; Otero-López, Mariño, & Bolaño, 2008).

Only one study, to my knowledge, has examined hassles, optimism and burnout in a moderation model. Fry (1995) demonstrated that female executives with higher

levels of optimism had lower levels of burnout than their less optimistic counterparts, as optimism moderated the relationship between daily hassles and reported burnout. As the frequency of daily hassles increased, individuals scoring high in optimism showed a slower increase in burnout scores than those with lower scores in optimism. Notably, however, this study only included a sample of female executives and took place over two decades prior to this proposed thesis. For the present study, I am proposing to observe a range of individuals, not limited to one gender or job title. While past research has indicated that optimism is predictive of burnout levels, it is not yet known what this association looks like when employees are working remotely amid a pandemic. Thus, I utilized the present study to observe how optimism functions amid daily hassles and uplifts of those who may now be doing their job in a home-work environment (*Aim 2*).

Team Flow

Another potential resource to buffer the stress-burnout association is related to team flow. Happiness has been shown to improve general well-being (Hentzelman & Tay, 2018), which may also translate to wellness in the workplace. However, workers experiencing burnout are tired, disengaged, and feel incapable of performing their job to the best of their abilities. In short, people experiencing burnout are unhappy in their work-lives. How, then, could happiness be cultivated in the work environment to improve employee well-being? According to Csikszentmihalyi (1990), to experience happiness, one must engage themselves in *optimal experiences,* in which they expand their minds to achieve something challenging and worthwhile. This act of complete participation and devotion to a task provides a sense of purpose and satisfaction for individuals and can be operationalized as *flow*. Flow is defined as a state of complete engagement in a task,

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exerting extreme focus (i.e., losing oneself in one's work; Csikszentmihalyi, 1997),

resulting in productivity and gratification. When one enters a state of flow, their thoughts

and concentration become aimed exclusively at the task in which they are engrossed to a

point of forgetting self-awareness. It is important to note that individuals are more likely

to experience flow amid high-level tasks requiring use of one's skills (Csikszentmihalyi,

1990). Furthermore, individual flow-proneness (i.e., likelihood to experience flow states)

has been shown to be a protective factor for the onset of burnout, specifically for the

emotional exhaustion component (Mosing, Butkovic, & Ullén, 2018). The positive

effects of flow can also be explained by the broaden-and-build theory of positive

emotions (Demerouti et al., 2011; Fredrickson, 1998, 2001) as discussed above.

Specifically, flow experiences create positive emotions at work, increase agility, and

reduce exhaustion as employees develop personal resources and foster resilience. That is,

flow functions as a resource used to meet stressful demands in the workplace.

However, the experience of flow is not limited to the individual level but may

also occur in groups or teams (i.e., collective or team flow). Team flow occurs when a

group or team enters a state of flow together as a single unit and typically occurs when

groups are performing tasks that are interdependent, challenging, and match group

members' skills, making it important for team members to know about each other's

talents and which tasks they perform best (Salanova et al., 2014; Walker, 2010). This

type of flow occurs as members of the team interact and cooperate to achieve work goals

as a unit (van de Hout et al., 2019). Flow experiences in work environments can be

described as the best possible working condition through which one experiences positive

emotions such as absorption and work enjoyment (Salanova et al., 2014).

There are various prerequisites and specific characteristics that accompany team flow. Prerequisites to enter a team flow state include clear goals at every stage of the task at hand; clear and relevant feedback; and, challenges or opportunities in which team members can utilize their skills at a high level. Team flow characteristics include a sense of unity, the development of a collective identity, feelings of shared progress and accomplishment, trust, confidence in one another's skills, and holistic focus. Van de Hout and colleagues (2019) found that team flow, including the prerequisites and characteristics, were associated with individual-level task flow and happiness, as well as team performance and positivity at the team level. Researchers found that prerequisites of team flow are important for team performance, while team flow characteristics seem most important for individual happiness. Flow experiences among teams have also been demonstrated to increase collective self-efficacy (i.e., a team or groups' mutual belief in the collective capacity to accomplish a task as a group; Salanova et al., 2014), indicating the potential for team flow prerequisites and characteristics to reduce employee burnout in components of professional efficacy and cynicism.

To my knowledge, there are no studies to date exploring the influence of team flow on burnout outcomes. In the present study, I propose that flow states and collaboration among coworkers will serve to motivate employees at an individual level, serving as a protective factor for burnout symptoms. It is also important to examine if team flow still occurs in remote work environments, or if it is necessary for teams to be physically with one another to experience collective flow. Thus, the third aim of the proposed thesis study is to investigate if team flow moderates the relationship between demands (i.e., hassles and uplifts) and burnout (*Aim 3*).

CHAPTER 2

CURRENT STUDY

For the thesis study, I utilized the JD-R model to understand how internal (i.e., optimism) and external (i.e., team flow) processes function to moderate the effects of daily hassles and uplifts on employee well-being (i.e., burnout). Thus, my primary research question for the proposed thesis study was how resources (either personal or social) function to protect employees faced with regular hassles or uplifts from experiencing occupational burnout. As discussed above, the current thesis has three primary aims: 1) examine the role of daily hassles and uplifts occurring for workers during COVID-19; 2) examine the moderating effect of optimism on the relationship between daily hassles and uplifts on burnout; and, 3) examine whether team flow moderates the relationship between daily hassles and uplifts on burnout (see *Figure 1*). Furthermore, I investigated potential gender differences in the relationship between daily hassles/uplifts, resources (optimism and team flow), and occupational burnout. Guided by previous research and the JD-R theoretical model, my specific hypotheses were as follows:

Hypothesis 1: Higher frequency and intensity of daily hassles will predict greater levels of burnout.

Hypothesis 2: Higher frequency and intensity of daily uplifts will predict lower levels of burnout.

Hypothesis 3: Optimism will moderate the relationship between daily hassles/uplifts and burnout.

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- *Hypothesis 3a*: Optimism will moderate the positive relationship between daily hassles and burnout, such that higher levels of optimism attenuate the relationship.

- *Hypothesis 3b*: Optimism will moderate the negative relationship between daily uplifts and burnout, such that higher levels of optimism strengthen the relationship.

Hypothesis 4: Team flow will moderate the relationship between daily hassles/uplifts on burnout.

- *Hypothesis 4a*: Team flow will moderate the positive relationship between daily hassles and burnout, such that higher levels of team flow attenuate the relationship.

- *Hypothesis 4b*: Team flow will moderate the negative relationship between daily uplifts and burnout, such that higher levels of team flow strengthen the relationship.

Each of these study aims was considered in the COVID-19 occupational context, an unprecedented crisis in which working conditions were altered and many workers transitioned from occupational settings to remote-work settings. The proposed hypotheses are more salient in this current environment. Prior to the COVID-19 pandemic, I planned to examine how job resources moderate the relationship between daily uplifts and hassles on burnout in the workplace, but given the current working conditions, I chose to develop a study highlighting the effect of these variables in novel work conditions. Additionally, the data were collected at two separate time points (1-month and 9-months) during the

COVID-19 pandemic; however, the analyses are not longitudinal in design as I did not expect baseline data to predict the outcome variables 8 months later. Instead, I will analyze the data to determine if associations early and later in the pandemic are similar or different. Daily hassles and uplifts capture experiences within the past month and may not be predictive of well-being at the 8-month follow-up. Therefore, in the current study, I will be comparing the waves cross-sectionally due to the nature of these independent variables.

Figure 1. *Moderation Model*
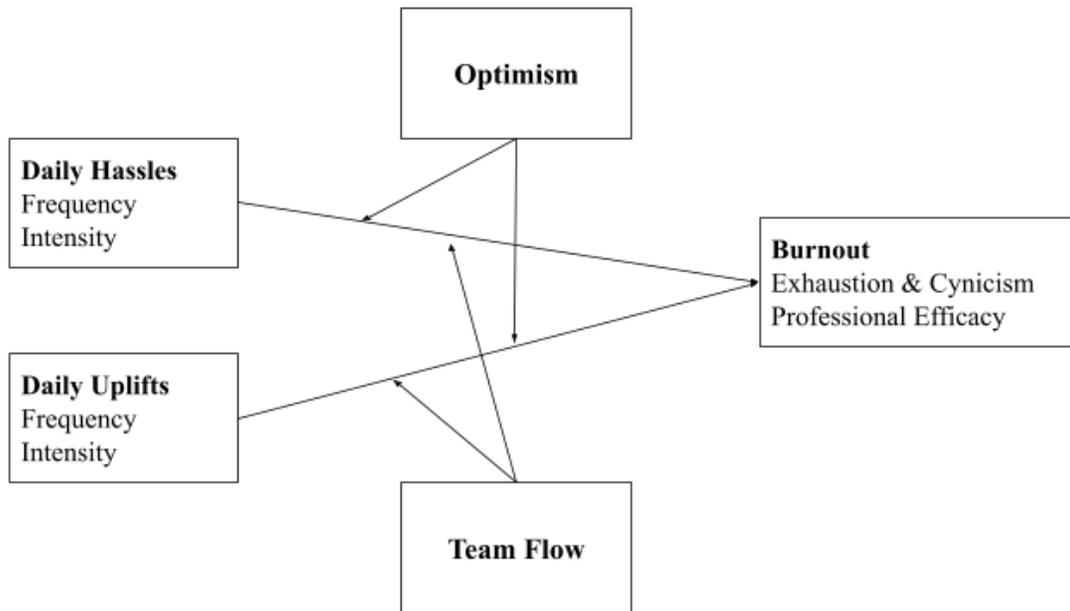
CHAPTER 3

METHOD

Baseline Study

Participants

Participants included a total of 417 individuals recruited from PROLIFIC online

platform to complete an online survey. To participate, the respondents had to be 18 years

of age or older, English-speaking, and currently employed. The baseline study sample

ranged in age from 18-55 years old ($M = 25.77$, $SD = 7.50$). Of the 417 total participants,

261 reported being male, 153 reported being female, and 1 reported being non-binary (2

participants did not report gender). On average, male participants were younger ($M =$

24.72, $SD = 7.16$) than females ($M = 27.66$, $SD = 7.78$).

Procedure

For the proposed thesis study, participants were recruited through PROLIFIC.

Participants agreed to complete a 15- to 20-minute online Qualtrics survey through the

PROLIFIC platform with questions regarding daily hassles, uplifts, and employee well-

being during the COVID-19 pandemic. IRB approval was obtained prior to data

collection and all participants provided informed consent before participation. In order to

participate, the participant had to be 18 years of age or older, English-speaking, and

currently employed. This study ran during May 12-15, 2020, which was approximately

three months into the start of the COVID-19 pandemic in Europe, and two months into

the start of the pandemic in the United States. Participants were compensated

approximately $2.51 for completing the survey.

Measures

Sociodemographics. Demographic characteristics assessed included marital status, age, education, household income, employment status, urbanicity and race/ethnicity. *Marital status* was categorized as either married (15.8%), cohabiting (16.3%), divorced/separated (1.2%), and single/never married (66.7%). *Education* included some high school (9.4%), high school (27.6%), some college (17.5%), college (26.1%), or an advanced degree (19.4%). *Household income* was categorized as less than $20,000 (29.0%), $20,001 - $40,000 (30.0%), $40,001 - $60,000 (22.3%), $60,001 - $80,000 (9.1%), $80,001 - $100,000 (5.0%), $100,001 - $120,000 (1.4%), or more than $120,000 (3.1%). *Employment status* was categorized as full-time (37.4%), part-time (19.2%), self-employed (6.2%), student (49.4%). Those who answered retired, unemployed but laid off due to COVID-19 or unemployed were excluded. I also asked employed participants if they were working remotely (75.7%) or going into the workplace (23.2%), as well as to report their job title. *Urbanicity* included city (49.8%), small town (29.1%), suburb (11.9%), and rural environments (9.2%). *Race/ethnicity* was a report of White (91.8%), Black or African American (1.2%), Hispanic or Latinx (19.9%), American Indian or Alaska Native, Asian (3.6%), Native Hawaiian or Pacific Islander (0.2%), or other (3.8%).

Resources and Demands

Hassles and uplifts were assessed using the Daily Hassles and Uplifts Scale (Delongis et al., 1982). Participants were asked to report how often (on average) they experienced a specific kind of hassle or uplift in the past month. Response options for intensity of the hassle or uplift ranged from 0 = *no uplift/hassle* to 4= *extreme*

uplift/hassle. Sources of hassles and uplifts included friends, family, coworkers, romantic partners, household chores, and money (e.g., "Negative communication with your supervisor/employer," "Doing cleaning and other housework," "Having fun with your children," "Support given to friend/s"). Frequency and intensity scores were combined into one score each for hassles and uplifts.

Optimism. In order to assess optimism, participants completed the Revised Life Orientation Test (LOT-R), developed by Scheier, Carver, and Bridges (1994). This questionnaire includes ten items with responses ranging from 0 = *strongly disagree* to 4 = *strongly agree*. The items include statements about both positive and negative expectations for the future, with the exception of four "filler" items which are not scored. Examples of items include "Overall, I expect more good things to happen to me than bad" and "I rarely count on good things happening to me." Negative statements are reverse-coded and a score between 0 and 24 is obtained by adding up the responses for each item, with a higher score indicating greater level of optimism. This scale showed sufficient reliability ($\alpha = .78$).

Team Flow. Team flow was measured utilizing the Team Flow Monitor (van den Hout et al., 2019). Participants were asked to consider responses keeping in mind those with whom they work. Measures of team flow included questions about collective ambition, common goals aligned with personal goals, skill integration and communication amongst team members (colleagues), positive work environment, mutual commitment to tasks, team unity, joint progress, mutual trust, and holistic focus. Item responses range from 1 = *strongly disagree* to 7 = *strongly agree*, with higher scores indicating higher levels of team flow.

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Burnout

Professional burnout was assessed using the Oldenburg Burnout Inventory (OLBI; Demerouti et al., 2003). This questionnaire includes 16 items measuring depersonalization and exhaustion components of burnout (e.g., "I always find new and interesting aspects in my work" and "There are days when I feel tired before I arrive at work"). Item responses range from 1 = *strongly agree* to 4 = *strongly disagree*. Positive statements are reverse-coded and higher scores on the questionnaire are indicative of greater burnout levels. This scale demonstrated significant reliability (α = .84). To collect information regarding the professional self-efficacy component of burnout, I also included the short version of the Occupational Self-efficacy Scale (Schyns & von Collani, 2002). The scale includes six items, with responses ranging from 1 = *not at all true* to 6 = *completely true*, with higher scores indicating higher levels of occupational self-efficacy (e.g., "I can remain calm when facing difficulties in my job because I can rely on my abilities"). This scale demonstrates sufficient reliability (α = .87). Occupational self- efficacy helps to capture burnout as decreased occupational self-efficacy is a third factor of burnout.

COVID-19 Measures

A measure was included to determine the stay-at-home order status in participants' state or city of residency, as well as the length of the stay-at-home order at the time of the survey. The frequency of practicing social distancing was assessed with a single item: **"**To what extent are you practicing social distancing in your daily life?" Likert-style response anchors ranged from 1 = *not at all* to 5 = *a great deal.*

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Follow-Up Study

Participants & Procedure

Participants included a total of 266 of the 394 individuals from the baseline survey who indicated interest in participating in the follow-up study. Participants were recruited through PROLIFIC. Participants agreed to complete a 15- to 20-minute online Qualtrics survey through the PROLIFIC platform with questions regarding daily hassles, uplifts, and employee well-being during the COVID-19 pandemic. IRB approval was obtained prior to data collection and all participants provided informed consent before participation. The follow-up study was administered in December 2020 through January 2021, which was approximately eight months into the COVID-19 pandemic in Europe, and ten months into the start of the pandemic in the United States. Participants were compensated approximately $2.38 for completing the survey.

Measures

Changes in Sociodemographic Information

In the follow-up study, I asked participants about several changes in sociodemographic variables. Participants were asked about changes in income, marital status, relationship status, and employment status. New variables were created indicating whether the participants' marital status did not change (78.4%), they were living alone (0.8%), or living with others (20.8%), whether income increased (10.4%), decreased (8.1%), or stayed the same (81.5%), whether they were now in a relationship (3.4%), no longer in a relationship (9.8%), or their relationship status was the same as baseline (86.8%), and whether they were employed (97.7%) or unemployed (2.3%) at the follow-up. In the follow-up survey, I also asked participants to include if they were working

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remotely prior to the pandemic (15.4%), working in a hybrid of in-person and remote (9.7%), or entirely in person (74.9%).

Main Study Variables

Measurements of daily hassles, daily uplifts, optimism, team flow, and burnout will be identical to those used in the baseline study; the time frame for the measures were the past month (4 weeks).

OVERVIEW OF ANALYSES

I began with OBI scores as the dependent variable for the first regression analysis. At step 1, sociodemographic variables (i.e., age, race, urbanicity, income, education, gender, region, number in household, and relationship status), stay-at-home order, remote work, and employment. In the follow-up study, I incorporated the sociodemographic variables but also included changes in income, changes in relationship status, changes in number in household, changes in employment, and stay-at-home order. Additionally, I controlled for each respective baseline dependent variable. In step 2, I incorporated the predictor variables. From this analysis, I determined potential covariates for the moderation analyses with OBI included as the dependent variable. Next, I tested a hierarchical regression with professional efficacy included as the dependent variable with the same predictor variables and potential covariates for the moderation analyses with professional efficacy included as the dependent variable. To investigate gender differences in the follow-up data, I conducted additional hierarchical linear regressions for males and females separately. To explore the hypothesized interactions, I tested several moderation models using PROCESS Macro Model 1 with a bootstrapping procedure (with 5,000 bias corrected samples; see Hayes, 2013). I investigated the

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following predictors: daily hassles and daily uplifts. For each analysis, I included either

team flow or optimism as moderator variables. I conducted additional moderation

analyses to explore gender differences between males and females.

RESULTS

Table 1, 2, 3, and 4 contain the descriptive statistics and correlations for the
current study variables in the baseline and follow-up studies.

Table 1.
Descriptive Statistics of Major Study Variables

	Total	(N = 417)	Males	(N = 261)	Females	(N = 153)
Baseline	M	SD	M	SD	M	SD
Daily Hassles	**1.62b***	0.59	**1.62b***	0.58	**1.63b***	0.62
Daily Uplifts	**2.54b***	0.82	**2.49b***	0.85	**2.63b***	0.76
Team Flow	4.89	0.95	4.91	0.91	4.84	1.02
Optimism	**8.16b***	3.08	8.43a*/**b***	2.92	7.75b*/**b***	3.29
Burnout (OLBI)	2.99	0.57	2.96	0.55	3.05	0.60
Professional Efficacy	4.34	0.85	4.31	0.85	4.41	0.85
Follow-up	Total	(N = 266)	Males	(N = 154)	Females	(N = 110)
Daily Hassles	**2.98a***	0.87	**2.96a***	0.87	**3.02a***	0.87
Daily Uplifts	**3.38a***	0.78	**3.35a***	0.74	**3.45a***	0.83
Team Flow	4.99	0.95	4.93	0.86	5.07	1.08
Optimism	**12.69a***	4.36	**13.10a***	4.25	**12.23a***	4.37
Burnout (OLBI)	3.02	0.55	2.98	0.55	3.08	0.56
Professional Efficacy	4.31	0.83	4.26	0.80	4.40	0.87

*p < .05, **p < .01, ***p < .001; a denotes the larger mean, b denotes the smaller mean. Bold values indicate differences between baseline and follow-up studies.

Table 2.
Baseline Complete Participant Demographics

	Total (N = 417)	Females (N = 153)	Males (N = 261)
	M (SD)	*M (SD)*	*M (SD)*

Age		44.79	27.6	24.78
		(16.23)	(7.78)	(7.16)
Race/Ethnicity (%)				
	White	91.8	77.5	74.8
	Black or African American	1.2	2.0	0.8
	Latinx	19.9	16.6	21.7
	Asian	3.6	4.0	2.7
	Native Hawaiian or other Pacific Islander	0.2	0.7	--
	Other	3.8	5.2	3.1
Region (%)	United States	30.7	22.9	35.2
	Western Europe	1.2	0.7	1.5
	Eastern Europe	13.7	11.1	15.3
	Northern Europe	1.2	0.7	1.5
	Southern Europe	29	28.1	29.5
	British Isles	10.1	20.9	3.8
	Other	3.1	3.3	3.1
Education (%)				
	Some high school	9.4	2.6	13.4
	High School/ GED	27.6	20.3	32.2
	Some College	17.5	16.3	18.0
	College	26.1	34.0	21.8
	Advanced Degree	19.4	26.8	14.6
Employment Status (%)				
	Full-time	36.2	41.2	33.7
	Part-time	10.8	11.1	10.3
	Self-employed	3.6	5.2	2.7
	Student	49.4	42.5	53.3
Working remotely				
	Yes	75.1	82.8	74.3
	No	21.6	17.2	25.7
Household Income (%)				
	Less than $20,000	29	28.8	28.4
	$20,001 - $40,000	30	28.8	31.0
	$40,001 - $60,000	22.2	20.9	23.4
	$60,001 - $80,000	9.1	8.5	9.6
	$80,001 - $100,000	5	5.9	4.6

$100,001 - $120,000	1.4	3.3	.4
More than $120,000	3.1	3.9	2.7

Urbanicity (%)

City	49.2	50.7	49.0
Small Town	28.8	31.6	27.8
Suburban	11.8	13.2	11.2
Rural	9.1	4.6	12.0

Stay at Home Order (%)

Yes	82.3	88.2	78.5
No	15.8	11.8	18.4
Don't know	1.9	--	3.1

Stay at Home Adherence (%)

A great deal	43.7	54.4	38.0
A lot	37.1	32.9	39.2
A moderate amount	14.5	10.1	17.3
A little	2.2	2.0	2.0
None at all	2.5	0.7	3.5

Length of Stay-at-Home Order (%)

Less than a week	4.4	2.1	5.9
1-2 weeks	5.7	2.1	8.0
3-4 weeks	17.4	14.0	19.7
More than 1 month	72.4	81.8	66.4

Household Composition (%)

Alone	10.6	9.9	8.5
Spouse/Partner	31.7	25.7	16.6
Roommate(s)	9.1	11.8	7.7
Parents	50.1	35.5	57.1
Children	12.7	17.1	10.0

Household Size

	3.26	3.33	3.14
	(1.38)	(1.38)	(1.37)

Relationship Status (%)

Married	15.8	21.1	12.7
Cohabitating	16.3	18.4	14.7
Separated/ Divorced	1.2	1.3	1.2
Single	66.7	59.2	71.4

Baseline

Early in the pandemic, participants reported moderate levels of burnout and high levels professional efficacy. Males reported significantly higher optimism than females (see Table 1), but males and females did not differ significantly on any other main study variables at baseline.

Table 3. *Bivariate Correlations of Main Study Variables (Baseline)*

Variable	1	2	3	4	5	6
1. Daily Hassles	1	.464**	.113*	-.022	-.064	-.087
2. Daily Uplifts	.464**	1	-.195**	.295**	.276**	.224**
3. Burnout	.113*	-.195**	1	-.347**	-.410**	-.293**
4. Professional Efficacy	-.022	.295**	-.347**	1	.274**	.304**
5. Team Flow	-.064	.276**	-.410**	.274**	1	.269**
6. Optimism	-.087	.224**	-.293**	.304**	.269**	1

*p < 0.05. **p < 0.01.

Daily Hassles, Uplifts and Burnout Outcomes

Hierarchical linear regression analysis demonstrated that after including sociodemographic variables, daily hassles ($b = .21$, $p = .004$) and daily uplifts were significantly related to burnout outcomes (exhaustion and cynicism), $b = -.26$, $p < .001$. Examining males separately, daily uplifts were significantly related to burnout outcomes ($b = -.29$, $p < .001$) as were daily hassles, $b = 0.23$, $p = .02$. When burnout was included as a dependent variable in the moderation analyses, there was a significant interaction of daily uplifts and optimism on burnout ($b = -0.23$, $SE = 0.01$, $t(256) = -2.01$, $p = .045$,

95% CI [-.0435, -.0005]; See Figure 2). A simple slopes analysis revealed that moderate (p = .004) and high (p < .001) levels of optimism strengthened the relationship between daily uplifts and burnout. For females, there was no significant relationship between daily hassles or daily uplifts on professional efficacy.

Figure 2.
Baseline. Males- Daily Uplifts x Optimism Predicts Burnout
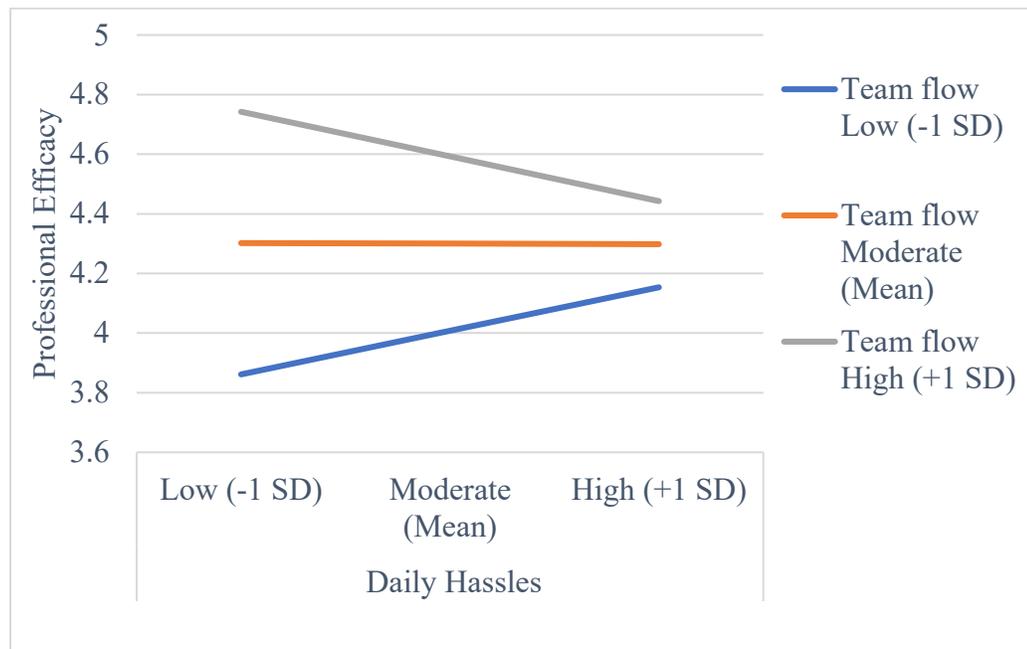
Daily Hassles, Uplifts, and Professional Efficacy Outcomes

Hierarchical linear regression analysis demonstrated that daily uplifts (b = .30, p < .02) and hassles were significantly related to professional efficacy, b = -.26, p < .001. Investigating males separately, daily hassles (b = -.32, p = .01) and daily uplifts were also related to professional efficacy, b = .39, p < .001. When professional efficacy was included as a dependent variable in the moderation analyses, there was a significant interaction of daily hassles and team flow on professional efficacy (b = -0.28, SE = 0.10, $t(257)$ = -2.70, p = .01, 95% CI [-.4883, -.0768]; See Figure 3). A simple slopes analysis

revealed that low levels of team flow ($p = .025$) buffered the relationship between daily hassles and professional efficacy. For females, there was no significant relationship between daily hassles or daily uplifts on professional efficacy.

Figure 3.
Baseline. Males- Daily Hassles x Team Flow Predicts Professional Efficacy
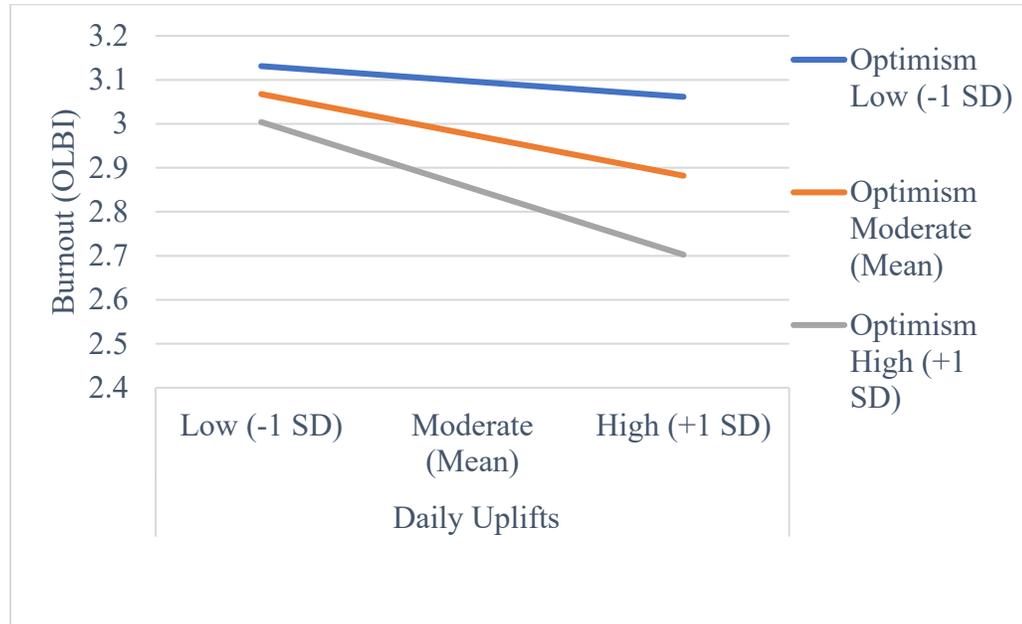
Follow-Up

Later in the pandemic, participants reported significantly more daily hassles, daily uplifts, and higher levels of optimism compared to earlier in the pandemic (see Table 1).

Table 4. *Bivariate Correlations of Main Study Variables (Follow-up)*

Variable	1	2	3	4	5	6
1. Daily Hassles	1	.631**	.006	-.067	-.045	.013
2. Daily Uplifts	.631**	1	-.187**	.059	.129*	-.186**
3. Burnout	.006	-.187**	1	-.472**	-.439**	-.483**
4. Professional Efficacy	-.067	0.059	-.472**	1	.341**	.417**
5. Team Flow	-.045	.129*	-.439**	.341**	1	.201**

| 6. Optimism | .013 | .186** | -.483** | .417** | .201** | 1 |

Daily Hassles, Uplifts and Burnout Outcomes

Hierarchical linear regression analysis demonstrated that after including socio-demographic variables and baseline burnout scores, daily uplifts ($b = -.24$, $p = .001$) and hassles were significantly related to burnout outcomes, $b = -.13$, $p = .03$. Investigating males separately, daily uplifts ($b = -.24$, $p = .01$) and daily hassles were significantly related to burnout, $b = .19$, $p = .013$. Additionally, examining females separately, daily uplifts were significantly related to burnout, $b = -.41$, $p = .03$.

Daily Hassles, Uplifts, and Professional Efficacy Outcomes

Hierarchical linear regression analysis revealed that after including sociodemographic variables and professional efficacy scores at baseline, daily hassles, and not uplifts, were significantly related to professional efficacy, $b = -.19$, $p = .04$. Investigating males separately, there was no significant relationship between daily hassles and uplifts and professional efficacy. Furthermore, for females, there was no significant relationship between daily hassles and professional efficacy.

CHAPTER 5

DISCUSSION

The COVID-19 pandemic has greatly impacted the structure of work for employees worldwide, as many began working remotely in response to national and local social distancing efforts. Through this thesis, I sought to explore how workplace and personal demands influence burnout outcomes, and whether personal and social resources function to protect employees from experiencing decreased well-being at work. The present thesis examined the role of daily hassles and uplifts in the context of work and the moderating effects of optimism and team flow. Furthermore, I examined potential gender differences in the relationship between daily hassles/uplifts, resources (optimism and team flow), and occupational burnout (exhaustion, cynicism, and professional efficacy). I found partial support for my hypotheses; I discuss the main findings and their implications below.

Daily Hassles and Uplifts

I found support for the relationship between daily uplifts and hassles and burnout outcomes. During the first two months of the COVID-19 pandemic, greater daily hassles were related to greater exhaustion and cynicism and decreased professional efficacy. It is possible that at early stages of the pandemic, an increase in collaborative tools and video calls in place of in-person teamwork created feelings of isolation and reduced support among jobholders and students as they adjusted to new work/academic settings. Moreover, research indicates that dependence on videoconferencing platforms for school and work is related to distress and weariness with technology–sometimes referred to as "Zoom fatigue" (Wiederhold, 2020), which could lead to burnout through employee exhaustion.

Daily uplifts, however, were related to lower exhaustion and cynicism and increased employee well-being (professional efficacy). These results align with prior research conducted by Junca-Silva and colleagues (2017), who found daily uplifts lead to positive emotional responses that benefit employees' attitudes and behaviors throughout the workday. It is likely that during the first few months of the global pandemic, people were experiencing high stress, job uncertainty, and changes in work environment. Thus, positive interpersonal communication and daily events may have increased professional accomplishment and led to greater engagement at work, as employees felt supported and connected to others. The negative relationship between daily uplifts and burnout may also be explained by the broaden-and-build theory of positive emotions (Bono et al., 2013, Fredrickson, 1998, 2001; Salanova et al., 2014).

In line with the broaden-and-build theory, gratitude and social support may play crucial roles in the relationship between daily uplifts and employee well-being. Positive psychology literature has established gratitude as a precursor to positive emotional, psychological, and social outcomes (Armenta, Fritz, & Lyubomirsky, 2017). More specifically, gratitude may lead people to feel more connected to one another and perceive greater social support (Wood, Maltby, Gillett, Linley, & Joseph, 2008). Armenta, Fritz, and Lyubomirsky (2017) argue that these feelings of social connectedness may function to promote well-being through motivating individuals to engage in self-improvement in various domains of their lives. Furthermore, social support is a factor contributing to feelings of connectedness and plays a role in self-improvement efforts. While professional efficacy is not necessarily a self-improvement undertaking, occupational responsibilities and skills take time and effort to cultivate and these efforts

in occupational domains could be considered a form of self-improvement. Authors also note that social support increases confidence through encouragement to achieve a goal. Thus, feelings of gratitude may foster social connectedness, increasing social support and motivating employees to work towards their professional goals. That is, positive daily events and interactions lead to positive emotions, which help cultivate intellectual, emotional, social, and psychological resources.

In the 8-month follow-up study, daily hassles and uplifts remained significantly related to burnout. However, daily hassles alone were significantly related to professional efficacy. One explanation for the dissipation of the relationship between uplifts and professional efficacy in the follow-up is that daily uplifts may become less salient over time for professional accomplishment, and while they may still occur, the impact may become less meaningful. In a review article, Baumeister, Bratslavsky, Finkenauer, and Vohs (2001) suggest that negative events are more evolutionarily adaptive than positive events. That is, if organisms remembered negative events, they would be more likely to survive and reproduce. Furthermore, Brickman, Coates, and Janoff-Bulman (1978) found that the impact of negative (i.e., bad) events diminish at a slower rate than positive (i.e., good) events, suggesting that the adaptation to positive and negative events occurs asymmetrically (Baumeister, Bratslavsky, Finkenauer, & Vohs, 2001). To provide evidence for the lasting effects of negative events compared with positive events, daily diary studies have found negative daily events had more extensive effects on mood than positive events and that good days do not carry-over into the following day, whereas bad days did carry over and negatively impact well-being the next day. (David, Green, Martin, & Suls, 1997; Sheldon, Ryan, & Reis, 1996). The persistence of daily negative

events impacting well-being over time can be explained through rumination. A study by Grad, Ramsey, Patrick, and Gentzler (2016) explored the impact of daily hassles and uplifts on subjective well-being, emphasizing how people respond to these negative and positive events through rumination. Findings of the study indicated that the influence of daily events was augmented for those who ruminated on negative events compared to those who ruminated on positive events. Additionally, researchers found that for those ruminating on negative events, hassles were more damaging to subjective well-being.

Specifically, daily uplifts occur through positive interactions and small events throughout the month. Primarily, these positive experiences occur within social networks such as the family unit, friends, and coworkers. It is possible that while these interactions may reduce exhaustion and cynicism over time through providing individuals with feelings of connectedness with others within their network, these daily uplifts may not continue to strongly impact an employee's beliefs about their professional accomplishment. Furthermore, several studies have provided evidence for negative social support having a greater impact than positive social support on well-being outcomes (Fiore, Becker, & coppel, 1983; Manne, Taylor, Dougherty, & Kemeny, 1997). In the present thesis study, many of the daily hassles and uplifts measured pertain to social interactions with friends, family, and coworkers, such that uplifts pertain to positive support interactions with others, and hassles capture negative interactions and conflict with one's social network. Therefore, it is likely that when an individual experiences frequent and intense interpersonal conflict, the effects of the conflict will not disappear overnight. Considering this research in light of the current study findings, it is possible that after months of isolation, changes in work environment, and overall added stress as a

result of uncertainty amid the COVID-19 pandemic, individuals may find themselves more influenced by daily hassles rather than uplifts. In the first wave of data collection, the pandemic was just beginning, and perhaps novel uplifts such as having children at home and not going into work seemed more enjoyable, whereas after nearly a year of isolation and quarantine, the joy and novelty of these experiences may have become increasingly more burdensome for employees.

Gender Differences in Optimism, Daily Uplifts, and Burnout

For males at baseline, moderate to high levels of optimism moderated the relationship between daily uplifts and burnout. This finding provides further evidence for optimism as a positive, internal resource to reduce occupational burnout, as outlined in the Job Demands-Resources Model of Burnout. The present results suggest daily uplifts stimulate optimism, allowing employees to feel more in-control of their work atmosphere, resulting in more meaningful work, leading to higher work engagement and lower burnout (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007). While the results indicate that optimism strengthens the negative relationship between daily uplifts and burnout, it is also possible optimistic individuals pay more attention and thus reflect more on positive, daily experiences than their more pessimistic counterparts, leading to less burnout and higher workplace-wellbeing. Further, optimists also tend to be well-liked (Carver, Kus, & Scheier, 1994) and therefore incite positive and helpful actions from others (Pin-cus & Ansell, 2003). Consequently, higher levels of optimism have been linked to increased social support and positive daily interactions (Smith et al., 2013; Voll-man, Antoniw, Hartung, & Brenner, 2011) and decreased conflict and loneliness (Rius-Ottenheim et al., 2012).

It is likely this interaction occurred for males and not females because overall, men reported significantly higher levels of optimism than females, which is inconsistent with prior findings that women typically have higher trait optimism compared with men (Scheier & Carver, 1985; Yue, Hiranandani, Jiang, Hou, & Chen, 2017). This difference in optimism between men and women can be explained by persistent discrepancies in gender roles during the COVID-19 pandemic. A study by Kurowska (2018) investigating the gendered effect of home-based work in Poland and Sweden provides evidence for women experiencing exacerbated demands between job and home responsibilities. In Poland, women are typically expected to work and act as the primary caregiver of the household, while men are perceived to be the primary breadwinners of the household and are expected to engage in fewer household chores and childcare. Sweden, however, highly endorses gender equality, considering both men and women equally as caregivers and breadwinners. Findings of the study demonstrated that in a country like Sweden, with relatively high gender equality, the negative effect of home-based work on one's ability to maintain a balance between work, and non-paid responsibilities such as household chores and childcare equally impacts both males and females. However, in a country such as Poland, where there are more stringent and traditional gender roles, men can avoid the dual burden of home and work duties when working from home, and the non-paid household responsibilities fall on the women.

It is possible, given the climate of the COVID-19 pandemic, women who find themselves working from home, coupled with longer working hours (Guy, 2021), may also find themselves experiencing increased workloads, especially when working parents must take over as day-care providers for their young children. Thus, even a working

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mother and partner who might usually have a positive outlook may become overly

burdened by increases in daily hassles in their work and personal lives.

Gender Differences in Team Flow, Daily Hassles and Professional Efficacy

Another major finding from the thesis study is that in the baseline, as daily hassles

increased, professional efficacy also increased for males reporting low levels of team

flow in work or school settings. The interactions of daily hassles and team flow on

professional efficacy for males was unexpected. Males with relatively low team flow in

work or school settings, seem to fair better professionally in the face of more daily

hassles. This finding indicates that males with less collaboration at work can thrive as

they experience increased daily stress. As previously mentioned, many of the daily hassle

measure items include negative encounters with one's social network and coworkers,

including negative feedback from others. A questionnaire study by Roberts and Nolen-

Hoeksema (1989) found differences in how men and women perceive evaluative

feedback. Specifically, results of the studied showed that women's self-evaluations were

influenced by both positive and negative evaluative statements, while men were more

influenced by positive feedback and less so by negative feedback.

Perhaps, the reason males with low team flow appear to have high professional

efficacy amid increased hassles is due to less critical self-evaluations when they receive

negative feedback. Previous research exploring burnout and gender differences in

teachers also found that social support from coworkers and supervisors predicted

increased personal accomplishment for men, but not women (Greenglass, Burke, &

Konarski, 1998). The study findings suggest that male teachers experienced greater

personal accomplishment because of emotional social support provision (i.e., morale

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boosting) from supervisors and coworkers. The authors argue that this support could lead to greater self-esteem and feelings of accomplishment for male employees.

Limitations and Future Directions

The current thesis study results should be considered alongside the study limitations. First, the smaller sample size in the follow-up may have reduced the power for the follow-up analyses, thus influencing the study findings and implications. Second, the study was not representative, such that most participants were white and cis gendered. So, while I observed differences in gender, the findings were limited to female and male participants. It is likely that a more representative sample could make the results more generalizable. Additionally, participants were living in a variety of world regions. While it is advantageous to investigate a sample not limited to one country or region, there are differences in work-life balance attitudes and varying responses to the COVID-19 pandemic across countries. Additionally, many of the participants were students, which also makes the results more difficult to generalize, as collaboration and communication among team members in academic settings may look different from occupational settings. Third, while I included possible third variables as covariates in the analyses, future research should incorporate other measures of mental or physical health concerns, such as depression and anxiety.

Prior research has indicated dispositional gratitude can increase feelings of personal accomplishment and workplace-specific gratitude predicts lower levels of burnout for mental health professionals (Lanham, Rye, Rimsky, & Weill, 2012). Therefore, future research should explore the roles of positive rumination and gratitude with respect to daily events, team flow, optimism, and burnout outcomes. While the

present thesis investigated moderating roles of job and personal resources, it is possible that social support and gratitude may function to mediate some of the relationships found in the study.

It may also be beneficial to incorporate a daily diary method and observe the impact of daily hassles and uplifts on burnout longitudinally. Lastly, a self-report measure of team flow may not have accurately captured flow states. Therefore, future research should examine team flow states using either a qualitative or mixed methods approach. It is possible that there are behaviors associated with flow that cannot be captured in an online survey.

CHAPTER 6

CONCLUSION

In conclusion, the present thesis study yielded several findings. Daily uplifts and daily hassles were related to burnout and professional efficacy at earlier stages of the pandemic. At a later stage in the pandemic, daily uplifts and hassles remained related to exhaustion and cynicism components of burnout, while daily hassles alone were related to professional efficacy. Results of both the baseline and follow-up studies revealed noteworthy gender differences. For females and males at baseline, daily hassles were related to greater burnout and daily uplifts were related to lower burnout. However, at the follow-up, daily uplifts were significantly related to burnout for females, but neither daily hassles nor uplifts were significantly related to burnout for males. At baseline, when comparing the impact of daily uplifts on burnout, results demonstrated that men scoring moderate to high in optimism experienced lower burnout as daily uplifts increased. That is, as hypothesized, higher optimism scores strengthened the negative relationship between daily uplifts and burnout. Furthermore, when comparing the impact of daily hassles on professional efficacy at baseline, surprisingly, men with low team flow seemed to experience an increase in professional efficacy as hassle intensity increased in the baseline study. These relationships did not remain significant for males in the follow-up. However, contrary to my third and fourth hypotheses, in the total sample for the baseline and follow-up studies, there were no significant interactions between daily hassles/uplifts and optimism or team flow on employee wellbeing.

These results emphasize the critical influence of daily events on employee well-being, specifically through burnout and professional efficacy outcomes. While these

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findings are constrained to the COVID-19 context, they may be beneficial for companies

and supervisors seeking to improve work engagement and employee well-being to best

support their employees who have transitioned to virtual work. While stress from daily

life cannot be avoided, it is important to foster relationships and savor the small, happy

moments to improve well-being not only in one's personal life, but professional as well.

Given that individuals from across the globe are changing the way they work, it is likely

to become increasingly more important to find effective methods of communication and

engagement in remote work settings and to help employees feel part of something

meaningful and larger than themselves.

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APPENDIX A

BASELINE SURVEY

Employee Well-being Questionnaire

Q1 **Employee Well-being During COVID-19**

Q2 **CONSENT FORM**
Employee Wellbeing During COVID-19
I am a graduate student under the direction of Professor Mickelson in the New College of Interdisciplinary Arts and Sciences at **Arizona State University**. We are conducting a research study to understand how remote work during the COVID-19 pandemic influences daily stress and mental health. We are recruiting individuals to complete a survey which will take approximately 15-20 minutes. You must be 18 years or older, English speaking, and living in the United States to participate. Your participation in this study is voluntary. You will be compensated approximately $2.51 for completing the survey. If you fail TWO or more of the three attention checks, you will not be compensated for the survey. Once your successful completion is determined, you will be compensated.

You will also be asked about your willingness to participate in a possible short-term follow-up survey within the next three months. Your willingness to participate in a possible follow-up is voluntary and will not affect compensation for completing the current survey. However, if you complete the follow-up study, you will be compensated for each wave you completed; compensation will vary based on the length of the follow-up surveys.

Your participation will help us understand how daily events in remote work contexts can influence individuals' occupational well-being. There are no foreseeable risks or discomforts to your participation.

Data will be stored on encrypted ASU secure servers. The files will be password protected. We will not ask your name or any other identifying information in this survey. For research purposes, an anonymous numeric code will be assigned to your responses. Your PROLIFIC worker ID number will be temporarily stored in order to pay you for your time; this data will be deleted as soon as it is reasonably possible. You have the option of making your personal information private by changing your PROLIFIC profile. If you report willingness to participate in a possible follow-up survey, your worker ID number will be kept for the next six months before being deleted. Additionally, you may be contacted via PROLIFIC email system with an invitation to participate in the follow-up survey. The results of this study may be used in reports, presentations, or publications but your name will not be used. The results will only be shared in the summary form. The

data will be used for professional, academic research conferences and publications in summary form with no identifying information. If you have any questions concerning the research study, please email Dr. Kristin Mickelson, at Kristin.Mickelson@asu.edu or Mary O'Brien at mmobrie9@asu.edu.

If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at **(480) 965-6788**. Please let me know if you wish to be part of the study. By selecting "**AGREE**" below you are agreeing to be part of the study.

○ **AGREE** (1)

Q3 **We are interested in learning about how daily experiences influence well-being. Your honest answers are appreciated. Our goal is to understand how people are adjusting to these unprecedented work situations. The survey should take approximately 15-20 minutes to complete; we ask that you complete the survey in one sitting. All of your answers are anonymous and confidential; your participation is voluntary. Please answer the questions as accurately as possible. Before you start, please switch off phone/email/music so that you can focus on this survey. Thank you! Please enter your PROLIFIC ID here:**

_____

Q4 **What is your age?**

_____

Q5 **What is your gender?**

○ Male (1)

○ Female (2)

○ Non-binary (3)

○ Other (4) _____

Q6 **Are you Hispanic or Latinx?**

○ Yes (1)

○ No (2)

Q7 **Which of the following race/ethnicities apply to you? (Select all that apply)**

☐ White (1)

☐ Black or African American (2)

☐ American Indian or Alaska Native (3)

☐ Asian (4)

☐ Native Hawaiian or Pacific Islander (5)

☐ Other (6)

Q8 **Which of the following best describes where you live?**

  ○ City (1)

  ○ Small town (2)

  ○ Suburb (3)

  ○ Rural (4)

Q9 **What state do you live in?**

  _____

Q10 **What is your current relationship status?**

  ○ Married (1)

  ○ Cohabiting (2)

  ○ Widowed (3)

  ○ Divorced/Separated (4)

  ○ Single/Never married (5)

Q11 **Which best describes your living arrangement? (Check all that apply.)**

☐ Living alone (1)

☐ Living with spouse/partner (2)

☐ Living with roommate(s) (3)

☐ Living with parent(s) (4)

☐ Living with children (5)

Q12 **How many people are currently living in your household (including yourself)?**

_____

Q13 **What is the highest level of education you have completed?**

○ Some high school (1)

○ High school/ GED (2)

○ Some college (3)

○ College (4)

○ Advanced degree (5)

Q14 **What is your household income range?**

○ Less than $20,000 (1)

○ $20,001 - $40,000 (2)

○ $40,001 - $60,000 (3)

○ $60,001 - $80,000 (4)

○ $80,001 - $100,000 (5)

○ $100,001 - $120,000 (6)

○ more than $120,000 (7)

End of Block: Demographics

Start of Block: Adh COVID - Social Distancing

Q15 **Are you currently under a "stay-at-home order" in your state/city?**

○ Yes (1)

○ No (2)

○ Don't know (3)

Q16 **If so, how long has the order been in effect?**

○ Less than a week (1)

○ 1-2 weeks (2)

○ 3-4 weeks (3)

○ More than one month (4)

Q17 **How much are you adhering to the stay-at-home order?**

○ A great deal (1)

○ A lot (2)

○ A moderate amount (3)

○ A little (4)

○ None at all (5)

Q18 **Since the coronavirus (COVID-19) pandemic spread to the US, how often do you do the following each day?**

	Not at all (13)	A little (14)	Somewhat (15)	Quite a Bit (16)	Extremely (17)
Please select **"a little"** for this item. (1)	○	○	○	○	○

Q19 **For the next set of questions please be as honest and accurate as you can throughout. Try not to let your response to one statement influence your responses to other statements. There are no "correct" or "incorrect" answers. Answer**

according to your own feelings, rather than how you think "most people" would answer.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
In uncertain times, I usually expect the best. (1)	○	○	○	○	○
It's easy for me to relax. (2)	○	○	○	○	○
If something can go wrong for me, it will. (3)	○	○	○	○	○
I'm always optimistic about my future. (4)	○	○	○	○	○
I enjoy my friends a lot. (5)	○	○	○	○	○
It's important for me to keep busy. (6)	○	○	○	○	○
I hardly ever expect things to go my way. (7)	○	○	○	○	○
I don't get upset too easily. (8)	○	○	○	○	○
I rarely count on good things happening to me. (9)	○	○	○	○	○

| **Overall, I expect more good things to happen to me than bad.** (10) | ○ | ○ | ○ | ○ | ○ |

Q20 **This scale asks you to think about the positive events (uplifts) that you _experienced in the last month_. Positive daily events are the small day to day happenings that lead people to feel uplifted. From such events people can feel inspired, enthusiastic, attentive, strong or active.   For each item, indicate in the _left column_ how often that event occurred during the last month. Then in the _right column_, indicate how much of an uplift each of those events was (on average) during the same period. Please consider each item only with _the last 4 weeks (previous month) in mind_.**

How much of an Uplift (average)?
0 = no uplift
1 = a little of an uplift
2 = somewhat of an uplift
3 = a lot of an uplift
4 = extreme uplift

If any items do not pertain to your situation, please select _Not Applicable_.
 If you select 0 in the left column, please select _Not Applicable_ in the right column.

Q21 **Your friends**

	How often?	How much of an uplift (average)?

	How often?	How much of an uplift (average)?
Support received from friend/s (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Support given to friend/s (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Positive feedback from your friend/s (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Positive communication with friend/s (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q22 **Your supervisor/employer**

	How often?	How much of an uplift (average)?
Support received from your supervisor/employer (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Support given to supervisor/employer (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Positive feedback from supervisor/employer (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Doing enjoyable things with supervisor/employer (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q23 **Interaction with other workers**

	How often?	How much of an uplift (average)?

	How often?	How much of an uplift (average)?
Support received from other workers (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Support given to other workers (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Positive feedback from other workers (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Doing enjoyable things with other workers (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q24 **Relationship with your spouse/romantic partner**

	How often?	How much of an uplift (average)?
Intimate times with someone (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Doing enjoyable things with your spouse or partner (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Positive feedback from spouse or partner (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Positive communication with spouse or partner (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Support given to spouse or partner (5)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Support received from spouse or partner (6)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Display This Question:

If Which best describes your living arrangement? (Check all that apply.) = Living with children

Q25 **Your children**

	How often?	How much of an uplift (average)?
Support received from your children (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Having fun with your children (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Positive communication with your children (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Positive feedback from your children (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q26 **Household**

	How often?	How much of an uplift (average)?
Doing cooking (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Doing things around the house (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Having meals at home (e.g., special dinners) (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Being organized (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Doing gardening (5)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Home repairs (e.g., fixing things, renovations) (6)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q27 **This scale asks you to think about the negative events (hassles) that you _experienced in the last month_. Negative daily events are the small day to day happenings that lead people to feel hassles. From such events people can feel upset, nervous, frustrated, guilty or scared.**

For each item, indicate in the _left column_ how often that event occurred during the last month. Then in the _right column_, indicate how much of a hassle each of those events were (on average) during the same period. Please consider each item only with _the last 4 weeks (previous month) in mind._

How much of a Hassle (average)?
0 = no hassle
1 = a little of a hassle
2 = somewhat of a hassle
3 = a lot of a hassle
4 = extreme hassle

If any items do not pertain to your situation, please select _Not Applicable._
If you select _0_ in the left column, please select _Not Applicable_ in the right column.

Q28 **Problems with friends**

	How often in past 4 weeks?	How much of a hassle (on average)?
Negative feedback from your friend/s (1)	▼ 0 (1 ... 10+ (5)	▼ 0 (1 ... Not Applicable (6)
Negative Communication with friend/s (2)	▼ 0 (1 ... 10+ (5)	▼ 0 (1 ... Not Applicable (6)
Conflict with a friend/s (3)	▼ 0 (1 ... 10+ (5)	▼ 0 (1 ... Not Applicable (6)
Disagreement (including arguments) with a friend/s (4)	▼ 0 (1 ... 10+ (5)	▼ 0 (1 ... Not Applicable (6)

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Q29 **Problems with your spouse/romantic partner**

	How often?	How much of a hassle (average)?
Negative communication with your spouse or partner (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Conflict with your spouse or partner (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Disagreement (including arguments) with spouse or partner (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Rejection by your spouse or partner (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Your spouse or partner let you down (5)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q30 **Problems with your work supervisor/employer**

	How often?	How much of a hassle (average)?

	How often?	How much of a hassle (average)?
Negative feedback from your supervisor/employer (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Negative communication with your supervisor/employer (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Conflict with your supervisor/employer (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Disagreement (including arguments) with your supervisor/employer (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q31 **Money**

	How often?	How much of a hassle (average)?
Not enough money for food, clothing, housing, etc. (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Not enough money for education (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Not enough money for emergencies (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Not enough money for extras such as entertainment/holiday (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Display This Question:

If Which best describes your living arrangement? (Check all that apply.) = Living with children

Q32 **Problems with children**

	How often?	How much of a hassle (average)?

	How often?	How much of a hassle (average)?
Negative communication with your child(ren) (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Conflict with your child(ren) (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Disagreement (including arguments) with your child(ren) (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q33 **Problems with other workers**

	How often?	How much of a hassle (average)?
Negative communication with other worker/s (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Conflict with other worker/s (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Disagreement (including arguments) with other worker/s (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q34 **Household**

	How often?	How much of a hassle (average)?

Cooking and food preparation (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Doing cleaning and other housework (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Eating at home (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Being organized (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Doing gardening (such as mowing, weeding) (5)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Doing home maintenance or repairs (6)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q35 **Please answer the following questions regarding your daily hassles with respect to the PAST FOUR WEEKS.**

	Not at all (1) (1)	A little (2) (2)	Somewhat (3) (3)	Quite a bit (4) (4)	Extremely (5) (5)
Please select *"Quite a bit"* for this item. (1)	○	○	○	○	○

Q36 **What is your current employment status? (Check all that apply.)**

☐ Full-time (1)

☐ Part-time (2)

☐ Self-employed (3)

☐ Student (4)

☐ Retired (7)

☐ Was employed but laid off due to COVID-19 (5)

☐ Unemployed (disabled, stay-at-home parent, etc.) (6)

Display This Question:

    If What is your current employment status? (Check all that apply.) = Full-time

    Or What is your current employment status? (Check all that apply.) = Part-time

    Or What is your current employment status? (Check all that apply.) = Self-employed

    Or What is your current employment status? (Check all that apply.) = Student

Q37 **Are you currently working remotely or still going into your work place?**

○ Remote (1)

○ Going into workplace (2)

Q38 What is your job title?

_____

Q39 **Below you find a series of statements with which you may agree or disagree. Using the scale, please indicate the degree of your agreement with each statement.**

	Strongly agree (1)	Agree (2)	Neither Agree Nor Disagree (3)	Disagree (4)	Strongly Disagree (6)
I always find new and interesting aspects in my work. (1)	○	○	○	○	○
There are days when I feel tired before I arrive at work. (4)	○	○	○	○	○
It happens more and more often that I talk about my work in a negative way. (5)	○	○	○	○	○
After work, I tend to need more time than in the past in order to relax and feel better. (6)	○	○	○	○	○
I can tolerate the pressure of my work very well. (7)	○	○	○	○	○

Lately, I tend to think less at work and do my job almost mechanically. (8)	○	○	○	○	○
I find my work to be a positive challenge. (9)	○	○	○	○	○
During my work, I often feel emotionally drained. (10)	○	○	○	○	○
Over time, one can become disconnected from this type of work. (11)	○	○	○	○	○
After working, I have enough energy for my leisure activities. (12)	○	○	○	○	○
Sometimes I feel sickened by my work tasks. (13)	○	○	○	○	○
After my work, I usually feel worn out and weary. (14)	○	○	○	○	○

This is the only type of work that I can imagine myself doing. (15)	○	○	○	○	○
Usually, I can manage the amount of my work well. (16)	○	○	○	○	○
I feel more and more engaged in my work. (17)	○	○	○	○	○
When I work, I usually feel energized. (18)	○	○	○	○	○

Q40 Using the scale, please indicate the degree to which each statement is true for you.

Q41 I can remain calm when facing difficulties in my job because I can rely on my abilities.

○ 1- Not at at all true (1)

○ 2 (2)

○ 3 (3)

○ 4 (4)

○ 5 (5)

○ 6- Completely true (6)

Q42 When I am confronted with a problem in my job, I can usually find several solutions.

○ 1- Not at at all true (1)

○ 2 (2)

○ 3 (3)

○ 4 (4)

○ 5 (5)

○ 6- Completely true (6)

Q43 Whatever comes my way in my job, I can usually handle it.

○ 1- Not at at all true (1)

○ 2 (2)

○ 3 (3)

○ 4 (4)

○ 5 (5)

○ 6- Completely true (6)

Q44 My past experiences in my job have prepared me well for my occupational future.

○ 1- Not at at all true (1)

○ 2 (2)

○ 3 (3)

○ 4 (4)

○ 5 (5)

○ 6- Completely true (6)

Q45 I meet the goals that I set for myself in my job.

○ 1- Not at at all true (1)

○ 2 (2)

○ 3 (3)

○ 4 (4)

○ 5 (5)

○ 6- Completely true (6)

Q46 I feel prepared for most of the demands in my job.

○ 1- Not at at all true (1)

○ 2 (2)

○ 3 (3)

○ 4 (4)

○ 5 (5)

○ 6- Completely true (6)

Q47 **As you think of colleagues with whom you work, please indicate your agreement with the following statements.**

Q48 In the team in which I participate at work...

	Strongly disagree (8)	Disagree (9)	Somewhat disagree (10)	Neither agree nor disagree (11)	Somewhat agree (12)	Agree (13)	Strongly agree (14)
We share the same ambition. (1)	○	○	○	○	○	○	○
We form a team from an inner drive to accomplish things together (2)	○	○	○	○	○	○	○
We feel that engaging in the team process is intrinsically rewarding (10)	○	○	○	○	○	○	○

Q49 One of the following cities is NOT in the United States. Please select "Miami" for this item.

○ Paris (1) (1)

○ London (2) (2)

○ Miami (3) (3)

○ San Francisco (4) (4)

Q50 **As you think of colleagues with whom you work, please indicate your agreement with the following statements**

Q51 In the team in which I participate at work...

	Strongly disagree (8)	Disagree (9)	Somewhat disagree (10)	Neither agree nor disagree (11)	Somewhat agree (12)	Agree (13)	Strongly agree (14)
We endorse the established goals (1)	○	○	○	○	○	○	○
We agree on clear goals (4)	○	○	○	○	○	○	○
The shared goal offers a suitable challenge (5)	○	○	○	○	○	○	○
We are stimulated to determine a personal goal (6)	○	○	○	○	○	○	○
Personal goals are derived from the common goal (7)	○	○	○	○	○	○	○
Personal goals are important to the team (8)	○	○	○	○	○	○	○

| Personal goals are compatible with those of the team (9) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Q52 As you think of colleagues with whom you work, please indicate your agreement with the following statements

Q53 In the team in which I participate at work...

	Strongly disagree (8)	Disagree (9)	Somewhat disagree (10)	Neither agree nor disagree (11)	Somewhat agree (12)	Agree (13)	Strongly agree (14)
Every team member takes up a suitable challenge (2)	◯	◯	◯	◯	◯	◯	◯
We make use of each other's skills (3)	◯	◯	◯	◯	◯	◯	◯
Individual skills are integrated to form a coherent whole skill (4)	◯	◯	◯	◯	◯	◯	◯
We receive feedback from one another that lets us move forward (5)	◯	◯	◯	◯	◯	◯	◯

We provide each other with feedback whenever we can (6)	○	○	○	○	○	○	○
Everyone receives clear feedback (7)	○	○	○	○	○	○	○

Q54 **As you think of colleagues with whom you work, please indicate your agreement with the following statements**

Q55 In the team in which I participate at work...

	Strongly disagree (8)	Disagree (9)	Somewhat disagree (10)	Neither agree nor disagree (11)	Somewhat agree (12)	Agree (13)	Strongly agree (14)
There is a positive climate in which to perform (1)	○	○	○	○	○	○	○
We pay attention to each other's activities (2)	○	○	○	○	○	○	○
We concentrate on smooth collaboration (4)	○	○	○	○	○	○	○
We know from one another who does what (5)	○	○	○	○	○	○	○

End of Block: Team flow- Safety and mutual commitment

Start of Block: Team Flow- Unity, joint progress, mutual trust

Q56 **As you think of colleagues with whom you work, please indicate your agreement with the following statements**

Q57 In the team in which I participate at work...

	Strongly disagree (8)	Disagree (9)	Somewhat disagree (10)	Neither agree nor disagree (11)	Somewhat agree (12)	Agree (13)	Strongly agree (14)
We feel as one with the team (2)	○	○	○	○	○	○	○
We are fully involved with the team (3)	○	○	○	○	○	○	○
The team acts in unity (4)	○	○	○	○	○	○	○
We collectively make progress (5)	○	○	○	○	○	○	○
I feel that we make joint progress (6)	○	○	○	○	○	○	○
Together we achieve more (7)	○	○	○	○	○	○	○
Actions naturally flow in quick succession (8)	○	○	○	○	○	○	○

We have trust in each other to collectively complete our task (9)	○	○	○	○	○	○	○
There is an atmosphere of trust among us (12)	○	○	○	○	○	○	○
We, as a team, trust that we will be able to complete the task successfull y (13)	○	○	○	○	○	○	○
We have trust in each other to collectively complete our task (14)	○	○	○	○	○	○	○

Q58 **As you think of colleagues with whom you work, please indicate your agreement with the following statements**

Q59 In the team in which I participate at work...

	Strongly disagree (8)	Disagree (9)	Somewhat disagree (10)	Neither agree nor disagree (11)	Somewhat agree (12)	Agree (13)	Strongly agree (14)
Everyone is completely focused on the shared task (1)	○	○	○	○	○	○	○
The team as a whole is in focus (2)	○	○	○	○	○	○	○
Everyone is focused on executing his/her/their task for the team (3)	○	○	○	○	○	○	○

Q60 **Is there anything else you feel we should have asked or that you would like to tell us?**

_____

Q61 **Are you are interested in participating in follow up surveys? If you choose to participate in the follow-up, you would be compensated accordingly each time you complete one of the follow-up surveys**

○ Yes (1)

○ No (2)

Q62 **Thank you so much for your participation in this study!   You should now be re-directed to PROLIFIC to receive a completion code to enter in order to receive compensation, please let us know if you are not redirected. You can email me at mmobrie9@asu.edu.**

End of Block: THANK YOU- FOLLOW-UP

APPENDIX B

FOLLOW-UP SURVEY

Employee Well-being Questionnaire- Follow-Up

Q1 **Employee Well-being During COVID-19**

- -

Q2 **CONSENT FORM**
 Employee Wellbeing During COVID-19 - Follow-up

 As a reminder, I am a graduate student under the direction of Professor Mickelson in the New College of Interdisciplinary Arts and Sciences at **Arizona State University**. We are reaching out because in May 2020 you indicated interest in participating in this follow-up study, which will take approximately 15-20 minutes Your participation in this study is voluntary. You must be 18 years or older to participate in the study. You will be compensated approximately $2.38 for completing the survey. If you fail TWO or more of the three attention checks, you will not be compensated for the survey. Once your successful completion is determined, you will be compensated.

 Your participation will help us understand how daily events in remote work contexts can influence individuals' occupational well-being. There are no foreseeable risks or discomforts to your participation.

 Data will be stored on encrypted ASU secure servers. The files will be password protected. We will not ask your name or any other identifying information in this survey. For research purposes, an anonymous numeric code will be assigned to your responses. Your PROLIFIC worker ID number will be temporarily stored in order to pay you for your time; this data will be deleted as soon as it is reasonably possible. You have the option of making your personal information private by changing your PROLIFIC profile. If you report willingness to participate in a possible follow-up survey, your worker ID number will be kept for the next six months before being deleted. Additionally, you may be contacted via PROLIFIC email system with an invitation to participate in the follow-up survey. The results of this study may be used in reports, presentations, or publications but your name will not be used. The results will only be shared in the summary form. The data will be used for professional, academic research conferences and publications in summary form with no identifying information. If you have any questions concerning the research study, please email Dr. Kristin Mickelson, at Kristin.Mickelson@asu.edu or Mary O'Brien at mmobrie9@asu.edu.

 If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and

Assurance, at **(480) 965-6788**. Please let me know if you wish to be part of the study.

 By selecting "**AGREE**" below you are agreeing to be part of the study.

○ **AGREE** (1)

Q3 **We are interested in learning about how daily experiences influence well-being. Your honest answers are appreciated. Our goal is to understand how people are adjusting to these unprecedented work situations. The survey should take approximately 15-20 minutes to complete; we ask that you complete the survey in one sitting. All of your answers are anonymous and confidential; your participation is voluntary. Please answer the questions as accurately as possible.   Before you start, please switch off phone/email/music so that you can focus on this survey.   Thank you!   Please enter your PROLIFIC ID here:**

_____

End of Block: Introduction

Start of Block: Demographics

Q9 **What country do you currently live in?**

_____

Q103 **If you live in the United States, which state do you live in?**

▼ Not Applicable (1) ... Wyoming (99)

Q107 Has your relationship status changed in the past 6 months?

○ No (1)

○ Yes (2)

Q10 **What is your current relationship status?**

○ Married (1)

○ Cohabiting (2)

○ Widowed (3)

○ Divorced/Separated (4)

○ Single/Never married (5)

Q106 Are you currently involved in a romantic relationship?

○ Yes (4)

○ No (5)

Q110 Has your living arrangement changed in the last 6 months?

○ No (1)

○ Yes (2)

Q11 **Which best describes your living arrangement? (Check all that apply.)**

☐ Living alone (1)

☐ Living with spouse/partner (2)

☐ Living with roommate(s) (3)

☐ Living with parent(s) (4)

☐ Living with children (5)

Q108 Has the number of people living in your household changed in the last 6 months?

○ No (1)

○ Yes (2)

Q12 **How many people are currently living in your household (including yourself)?**

_____

Q109 Has your household income changed in the last 6 months?

○ No (1)

○ Yes (2)

Q14 **What is your household income range?**

○ Less than $20,000 (1)

○ $20,001 - $40,000 (2)

○ $40,001 - $60,000 (3)

○ $60,001 - $80,000 (4)

○ $80,001 - $100,000 (5)

○ $100,001 - $120,000 (6)

○ more than $120,000 (7)

End of Block: Demographics

Start of Block: Adh COVID - Social Distancing

Q15 **Are you currently under a "stay-at-home order" in the city or region where you reside?**

○ Yes (1)

○ No (2)

○ Don't know (3)

Display This Question:

If Are you currently under a "stay-at-home order" in the city or region where you reside? = Yes

Q16 **If so, how long has the order been in effect?**

○ Less than a week (1)

○ 1-2 weeks (2)

○ 3-4 weeks (3)

○ More than one month (4)

Q17 **How much are you adhering to the stay-at-home order?**

○ A great deal (1)

○ A lot (2)

○ A moderate amount (3)

○ A little (4)

○ None at all (5)

Q18 **Since the coronavirus (COVID-19) pandemic spread to your country, how often do you do the following each day?**

	Not at all (13)	A little (14)	Somewhat (15)	Quite a Bit (16)	Extremely (17)
Please select **"a little"** for this item. (1)	○	○	○	○	○

End of Block: Adh COVID - Social Distancing

Q19 **For the next set of questions please be as honest and accurate as you can throughout. Try not to let your response to one statement influence your responses to other statements. There are no "correct" or "incorrect" answers. Answer**

according to your own feelings in the past month, rather than how you think "most people" would answer.

	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
In uncertain times, I usually expect the best. (1)	○	○	○	○	○
It's easy for me to relax. (2)	○	○	○	○	○
If something can go wrong for me, it will. (3)	○	○	○	○	○
I'm always optimistic about my future. (4)	○	○	○	○	○
I enjoy my friends a lot. (5)	○	○	○	○	○
It's important for me to keep busy. (6)	○	○	○	○	○
I hardly ever expect things to go my way. (7)	○	○	○	○	○
I don't get upset too easily. (8)	○	○	○	○	○
I rarely count on good things happening to me. (9)	○	○	○	○	○

| **Overall, I expect more good things to happen to me than bad.** (10) | ○ | ○ | ○ | ○ | ○ |

Q20 **This scale asks you to think about the positive events (uplifts) that you _experienced in the last month_. Positive daily events are the small day to day happenings that lead people to feel uplifted. From such events people can feel inspired, enthusiastic, attentive, strong or active.   For each item, indicate in the _left column_ how often that event occurred during the last month. Then in the _right column_, indicate how much of an uplift each of those events was (on average) during the same period. Please consider each item only with _the last 4 weeks (previous month) in mind_.**

How much of an Uplift (average)?
0 = no uplift
1 = a little of an uplift
2 = somewhat of an uplift
3 = a lot of an uplift
4 = extreme uplift

If any items do not pertain to your situation, please select _Not Applicable_.
 If you select 0 in the left column, please select _Not Applicable_ in the right column.

Q21 **Your friends**

	How often?	How much of an uplift (average)?

	How often?	How much of an uplift (average)?
Support received from friend/s (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Support given to friend/s (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Positive feedback from your friend/s (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Positive communication with friend/s (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q22 **Your supervisor/employer**

	How often?	How much of an uplift (average)?
Support received from your supervisor/employer (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Support given to supervisor/employer (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Positive feedback from supervisor/employer (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Doing enjoyable things with supervisor/employer (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q23 **Interaction with other workers**

	How often?	How much of an uplift (average)?

	How often?	How much of an uplift (average)?
Support received from other workers (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Support given to other workers (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Positive feedback from other workers (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Doing enjoyable things with other workers (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q24 **Relationship with your spouse/romantic partner**

	How often?	How much of an uplift (average)?
Intimate times with someone (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Doing enjoyable things with your spouse or partner (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Positive feedback from spouse or partner (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Positive communication with spouse or partner (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Support given to spouse or partner (5)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Support received from spouse or partner (6)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q25 **Your children**

	How often?	How much of an uplift (average)?
Support received from your children (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Having fun with your children (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Positive communication with your children (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Positive feedback from your children (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q26 **Household**

	How often?	How much of an uplift (average)?
Doing cooking (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Doing things around the house (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Having meals at home (e.g., special dinners) (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Being organized (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Doing gardening (5)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Home repairs (e.g., fixing things, renovations) (6)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q27 **This scale asks you to think about the negative events (hassles) that you _experienced in the last month_. Negative daily events are the small day to day happenings that lead people to feel hassles. From such events people can feel upset, nervous, frustrated, guilty or scared.**

For each item, indicate in the _left column_ how often that event occurred during the last month. Then in the _right column_, indicate how much of a hassle each of those events were (on average) during the same period. Please consider each item only with _the last 4 weeks (previous month) in mind._

How much of a Hassle (average)?
0 = no hassle
1 = a little of a hassle
2 = somewhat of a hassle
3 = a lot of a hassle
4 = extreme hassle

If any items do not pertain to your situation, please select _Not Applicable._
If you select _0 in the left column_, please select _Not Applicable_ in the right column.

Q28 **Problems with friends**

	How often in past 4 weeks?	How much of a hassle (on average)?
Negative feedback from your friend/s (1)	▼ 0 (1 ... 10+ (5)	▼ 0 (1 ... Not Applicable (6)
Negative Communication with friend/s (2)	▼ 0 (1 ... 10+ (5)	▼ 0 (1 ... Not Applicable (6)
Conflict with a friend/s (3)	▼ 0 (1 ... 10+ (5)	▼ 0 (1 ... Not Applicable (6)
Disagreement (including arguments) with a friend/s (4)	▼ 0 (1 ... 10+ (5)	▼ 0 (1 ... Not Applicable (6)

Q29 **Problems with your spouse/romantic partner**

	How often?	How much of a hassle (average)?
Negative communication with your spouse or partner (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Conflict with your spouse or partner (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Disagreement (including arguments) with spouse or partner (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Rejection by your spouse or partner (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Your spouse or partner let you down (5)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q30 **Problems with your work supervisor/employer**

	How often?	How much of a hassle (average)?

	How often?	How much of a hassle (average)?
Negative feedback from your supervisor/employer (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Negative communication with your supervisor/employer (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Conflict with your supervisor/employer (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Disagreement (including arguments) with your supervisor/employer (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q31 **Money**

	How often?	How much of a hassle (average)?
Not enough money for food, clothing, housing, etc. (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Not enough money for education (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Not enough money for emergencies (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Not enough money for extras such as entertainment/holiday (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q32 **Problems with children**

	How often?	How much of a hassle (average)?

	How often?	How much of a hassle (average)?
Negative communication with your child(ren) (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Conflict with your child(ren) (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Disagreement (including arguments) with your child(ren) (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q33 **Problems with other workers**

	How often?	How much of a hassle (average)?
Negative communication with other worker/s (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Conflict with other worker/s (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Disagreement (including arguments) with other worker/s (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q34 **Household**

	How often?	How much of a hassle (average)?

Cooking and food preparation (1)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Doing cleaning and other housework (2)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Eating at home (3)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Being organized (4)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Doing gardening (such as mowing, weeding) (5)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)
Doing home maintenance or repairs (6)	▼ 0 (1 ... Not Applicable (6)	▼ 0 (1 ... Not Applicable (6)

Q35 **Please answer the following questions regarding your daily hassles with respect to the PAST FOUR WEEKS.**

	Not at all (1) (1)	A little (2) (2)	Somewhat (3) (3)	Quite a bit (4) (4)	Extremely (5) (5)
Please select *"Quite a bit"* for this item. (1)	○	○	○	○	○

End of Block: Hassles

Start of Block: Employment Questions

Q111 Has your employment status changed in the last 6 months?

○ No (1)

○ Yes (2)

112

Q36 **What is your current employment status? (Check all that apply.)**

☐ Full-time (1)

☐ Part-time (2)

☐ Self-employed (3)

☐ Student (4)

☐ Retired (7)

☐ Was employed but laid off due to COVID-19 (5)

☐ Unemployed (disabled, stay-at-home parent, etc.) (6)

Display This Question:

    If What is your current employment status? (Check all that apply.) = Full-time

    Or What is your current employment status? (Check all that apply.) = Part-time

    Or What is your current employment status? (Check all that apply.) = Self-employed

    Or What is your current employment status? (Check all that apply.) = Student

Q37 **Are you currently working remotely or still going into your work place (if you are a student, are you going in-person, or online)?**

○ Remote (1)

○ Going into workplace (2)

○ Hybrid (i.e., only going into the workplace some of the time) (3)

Q105 **Prior to COVID-19, were you working remotely, or going into work** (if you are a student, are you going in-person, or online)**?**

○ Remote (1)

○ Going into workplace (2)

○ Hybrid (i.e., only going into the workplace some of the time) (3)

Q112 Has your job title changed in the last 6 months?

○ No (1)

○ Yes (2)

Q38 What is your job title?

_____

End of Block: Employment Questions

Start of Block: Oldenburg Burnout Inventory

Q39 **Below you find a series of statements with which you may agree or disagree. Using the scale, please indicate the degree of your agreement with each statement in the past month.**

	Strongly agree (1)	Agree (2)	Neither Agree Nor Disagree (3)	Disagree (4)	Strongly Disagree (6)
I always find new and interesting aspects in my work. (1)	○	○	○	○	○
There are days when I feel tired before I arrive at work. (4)	○	○	○	○	○
It happens more and more often that I talk about my work in a negative way. (5)	○	○	○	○	○
After work, I tend to need more time than in the past in order to relax and feel better. (6)	○	○	○	○	○
I can tolerate the pressure of my work very well. (7)	○	○	○	○	○

Lately, I tend to think less at work and do my job almost mechanically. (8)	○	○	○	○	○
I find my work to be a positive challenge. (9)	○	○	○	○	○
During my work, I often feel emotionally drained. (10)	○	○	○	○	○
Over time, one can become disconnected from this type of work. (11)	○	○	○	○	○
After working, I have enough energy for my leisure activities. (12)	○	○	○	○	○
Sometimes I feel sickened by my work tasks. (13)	○	○	○	○	○
After my work, I usually feel worn out and weary. (14)	○	○	○	○	○

This is the only type of work that I can imagine myself doing. (15)	○	○	○	○	○
Usually, I can manage the amount of my work well. (16)	○	○	○	○	○
I feel more and more engaged in my work. (17)	○	○	○	○	○
When I work, I usually feel energized. (18)	○	○	○	○	○

Q40 Using the scale, please indicate the degree to which each statement is true for you in the past month.

Q41 I can remain calm when facing difficulties in my job because I can rely on my abilities.

○ 1- Not at at all true (1)

○ 2 (2)

○ 3 (3)

○ 4 (4)

○ 5 (5)

○ 6- Completely true (6)

Q42 When I am confronted with a problem in my job, I can usually find several solutions.

○ 1- Not at at all true (1)

○ 2 (2)

○ 3 (3)

○ 4 (4)

○ 5 (5)

○ 6- Completely true (6)

Q43 Whatever comes my way in my job, I can usually handle it.

○ 1- Not at at all true (1)

○ 2 (2)

○ 3 (3)

○ 4 (4)

○ 5 (5)

○ 6- Completely true (6)

Q44 My past experiences in my job have prepared me well for my occupational future.

○ 1- Not at at all true (1)

○ 2 (2)

○ 3 (3)

○ 4 (4)

○ 5 (5)

○ 6- Completely true (6)

Q45 I meet the goals that I set for myself in my job.

○ 1- Not at at all true (1)

○ 2 (2)

○ 3 (3)

○ 4 (4)

○ 5 (5)

○ 6- Completely true (6)

Q46 I feel prepared for most of the demands in my job.

○ 1- Not at at all true (1)

○ 2 (2)

○ 3 (3)

○ 4 (4)

○ 5 (5)

○ 6- Completely true (6)

End of Block: Professional Self-Efficacy

Start of Block: TEAMS-DEFINED

Q104 **The remainder of questions in this survey ask about your 'team' and work atmosphere. Team members may include coworkers, fellow students, or anyone with whom you collaborate frequently to complete tasks in your work or school settings. A team can be as small as two people.**

End of Block: TEAMS-DEFINED

Start of Block: Daily time with teams vs. individual

Q101 **Please consider the average amount of time that you just reported spending on this team each week. In the blanks below,** *please indicate what percentage of that time is spent working in each fashion*. **The percentages that you report should sum to 100%**

_____ Working on my own on team-related activities (1)
_____ **Meeting face-to-face with other team members** (4)
_____ Working with other team members on the phone or conference calls (5)
_____ **Working with other team members through Email** (6)
_____ Working with other team members via text/instant Messaging (7)
_____ (8)
_____ **Working with other team members video-conferencing** (14)
_____ Working with other team members via collaborative tools such as SharePoint, Basecamp, GoogleDocs, Second Life. (15)

Q102 **Please consider the different ways of working on this team that you just reported. For the following seven items, rate how effective each way is for**

accomplishing important activities for this team. (5 point scale - Not at all effective; Very little effective; Somewhat effective; Very Effective; Extremely effective)

	1 - Not at all effective (1)	2 - Very little effective (2)	3 - Somewhat effective (3)	4 - Very effective (4)	5 - Extremely effective (5)
Working on my own on team-related activities (1)	○	○	○	○	○
Meeting face-to-face with other team members (18)	○	○	○	○	○
Working with other team members on the phone or conference calls (19)	○	○	○	○	○
Working with other team members through email (20)	○	○	○	○	○
Working with other team members via text/instant messaging (21)	○	○	○	○	○
Working with other team members via video-conferencing (22)	○	○	○	○	○

| Working with other team members via collaborative tools such as SharePoint, Basecamp, GoogleDocs, Second Life. (23) | ○ | ○ | ○ | ○ | ○ |

Q118
The following statements are about how you feel at work/school. If you are a student, please interpret "work" as "school" or "studies".

Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, cross the "0" (zero) in the space after the

statement. If you have had this feeling, indicate how often you felt it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

	0 Never (33)	1 Rarely/A few times a year or less (34)	2 Once a month or less (35)	3 A few times a month (36)	4 Once a week (37)	5 A few times a week (38)	6 Every day (39)
When I get up in the morning, I feel like going to work. (1)	○	○	○	○	○	○	○
At my work, I feel bursting with energy. (4)	○	○	○	○	○	○	○
At my work I always persevere, even when things do not go well. (5)	○	○	○	○	○	○	○
I can continue working for very long periods at a time. (6)	○	○	○	○	○	○	○
At my job, I am very resilient, mentally. (7)	○	○	○	○	○	○	○

At my job I feel strong and vigorous. (8)	◯	◯	◯	◯	◯	◯	◯
To me, my job is challenging. (3)	◯	◯	◯	◯	◯	◯	◯
My job inspires me. (18)	◯	◯	◯	◯	◯	◯	◯
I am enthusiastic about my job. (19)	◯	◯	◯	◯	◯	◯	◯
I am proud on the work that I do. (20)	◯	◯	◯	◯	◯	◯	◯
I find the work that I do full of meaning and purpose. (21)	◯	◯	◯	◯	◯	◯	◯
When I am working, I forget everything else around me. (12)	◯	◯	◯	◯	◯	◯	◯
Time flies when I am working. (22)	◯	◯	◯	◯	◯	◯	◯

I get carried away when I am working. (23)	○	○	○	○	○	○	○
It is difficult to detach myself from my job. (24)	○	○	○	○	○	○	○
I am immersed in my work. (25)	○	○	○	○	○	○	○
I feel happy when I am working intensely. (26)	○	○	○	○	○	○	○

Q47 **As you think of colleagues with whom you work, please indicate your agreement with the following statements.**

Q48 In the team in which I participate at work...

	Strongly disagree (8)	Disagree (9)	Somewhat disagree (10)	Neither agree nor disagree (11)	Somewhat agree (12)	Agree (13)	Strongly agree (14)
We share the same ambition. (1)	○	○	○	○	○	○	○
We form a team from an inner drive to accomplish things together (2)	○	○	○	○	○	○	○
We feel that engaging in the team process is intrinsically rewarding (10)	○	○	○	○	○	○	○

Q49 One of the following cities is NOT in the United States. Please select "Miami" for this item.

○ Paris (1) (1)

○ London (2) (2)

○ Miami (3) (3)

○ San Francisco (4) (4)

Q50 **As you think of colleagues with whom you work, please indicate your agreement with the following statements**

Q51 In the team in which I participate at work...

	Strongly disagree (8)	Disagree (9)	Somewhat disagree (10)	Neither agree nor disagree (11)	Somewhat agree (12)	Agree (13)	Strongly agree (14)
We endorse the established goals (1)	○	○	○	○	○	○	○
We agree on clear goals (4)	○	○	○	○	○	○	○
The shared goal offers a suitable challenge (5)	○	○	○	○	○	○	○
We are stimulated to determine a personal goal (6)	○	○	○	○	○	○	○
Personal goals are derived from the common goal (7)	○	○	○	○	○	○	○
Personal goals are important to the team (8)	○	○	○	○	○	○	○

| Personal goals are compatible with those of the team (9) | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

Q52 **As you think of colleagues with whom you work, please indicate your agreement with the following statements**

Q53 In the team in which I participate at work...

	Strongly disagree (8)	Disagree (9)	Somewhat disagree (10)	Neither agree nor disagree (11)	Somewhat agree (12)	Agree (13)	Strongly agree (14)
Every team member takes up a suitable challenge (2)	○	○	○	○	○	○	○
We make use of each other's skills (3)	○	○	○	○	○	○	○
Individual skills are integrated to form a coherent whole skill (4)	○	○	○	○	○	○	○
We receive feedback from one another that lets us move forward (5)	○	○	○	○	○	○	○

We provide each other with feedback whenever we can (6)	○	○	○	○	○	○	○
Everyone receives clear feedback (7)	○	○	○	○	○	○	○

Q54 **As you think of colleagues with whom you work, please indicate your agreement with the following statements**

Q55 In the team in which I participate at work...

	Strongly disagree (8)	Disagree (9)	Somewhat disagree (10)	Neither agree nor disagree (11)	Somewhat agree (12)	Agree (13)	Strongly agree (14)
There is a positive climate in which to perform (1)	○	○	○	○	○	○	○
We pay attention to each other's activities (2)	○	○	○	○	○	○	○
We concentrate on smooth collaboration (4)	○	○	○	○	○	○	○
We know from one another who does what (5)	○	○	○	○	○	○	○

End of Block: Team flow- Safety and mutual commitment

Start of Block: Team Flow- Unity, joint progress, mutual trust

Q56 **As you think of colleagues with whom you work, please indicate your agreement with the following statements**

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Q57 In the team in which I participate at work...

	Strongly disagree (8)	Disagree (9)	Somewhat disagree (10)	Neither agree nor disagree (11)	Somewhat agree (12)	Agree (13)	Strongly agree (14)
We feel as one with the team (2)	○	○	○	○	○	○	○
We are fully involved with the team (3)	○	○	○	○	○	○	○
The team acts in unity (4)	○	○	○	○	○	○	○
We collectively make progress (5)	○	○	○	○	○	○	○
I feel that we make joint progress (6)	○	○	○	○	○	○	○
Together we achieve more (7)	○	○	○	○	○	○	○
Actions naturally flow in quick succession (8)	○	○	○	○	○	○	○

We have trust in each other to collectively complete our task (9)	○	○	○	○	○	○	○
There is an atmosphere of trust among us (12)	○	○	○	○	○	○	○
We, as a team, trust that we will be able to complete the task successfull y (13)	○	○	○	○	○	○	○
We have trust in each other to collectively complete our task (14)	○	○	○	○	○	○	○

Q58 **As you think of colleagues with whom you work, please indicate your agreement with the following statements**

Q59 In the team in which I participate at work...

	Strongly disagree (8)	Disagree (9)	Somewhat disagree (10)	Neither agree nor disagree (11)	Somewhat agree (12)	Agree (13)	Strongly agree (14)
Everyone is completely focused on the shared task (1)	○	○	○	○	○	○	○
The team as a whole is in focus (2)	○	○	○	○	○	○	○
Everyone is focused on executing his/her/their task for the team (3)	○	○	○	○	○	○	○

End of Block: Team Flow- Holistic Focus

Start of Block: THANK YOU!

Q60 **Is there anything else you feel we should have asked or that you would like to tell us?**

_____

Q62 **Thank you so much for your participation in this study!   You should now be re-directed to PROLIFIC to receive a completion code to enter in order to receive compensation, please let us know if you are not redirected. You can email me at mmobrie9@asu.edu.**

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