

APPENDIXES

Appendix A

The Instructions and Items Subjected to an Expert Review

Part One

Expert rating of dimensions of items for the Self-Efficacy for Emotional Intelligence Scale

Please decide to which of the following four dimensions each of the items best relates. Each dimension is represented by eight items.

The dimensions, below, are based on the Mayer and Salovey (1997) four part ability model of emotional intelligence and on their empirical research on the Multifactor Emotional Intelligence Scale (MEIS; Mayer, Salovey & Caruso, 1999).

Perceive emotions in self and others

Using emotions to facilitate thought

Understand emotions in self and others

Manage emotions in self and others

Could you please email the ratings back to bkirk@pobox.une.edu.au
Beverley Kirk, School of Psychology, University of New England, Armidale, NSW, 2350 , Australia.

If you have any ideas on how to improve any of the items, a comment written below the item would be appreciated)

Item	Which dimension does this item belong to?					How clear & concise is this item?				
Please indicate which dimension you think the item would belong to by circling the appropriate number in the first column. Please rate each of the item's clarity and conciseness by circling the appropriate number in the second column. If you believe the dimensions are not relevant to the item please select "5-other"	Perceive emotions in self and others	Use emotions and thought	Understand emotions in self and others	Regulate emotions in self and others	Other	Extremely Poor	Poor	Adequate	Quite Good	Excellent
Correctly identify your own negative emotions	1	2	3	4	5	1	2	3	4	5
Help another person change a negative emotion to a positive emotion	1	2	3	4	5	1	2	3	4	5
Create a positive emotion when feeling a negative emotion	1	2	3	4	5	1	2	3	4	5

Know what causes you to feel a positive emotion	1	2	3	4	5	1	2	3	4	5
Correctly identify when another person is feeling a negative emotion	1	2	3	4	5	1	2	3	4	5
Use positive emotions to generate novel solutions to old problems	1	2	3	4	5	1	2	3	4	5
Realise what causes another person to feel a positive emotion	1	2	3	4	5	1	2	3	4	5
Change your negative emotion to a positive emotion	1	2	3	4	5	1	2	3	4	5
Correctly identify your own positive emotions	1	2	3	4	5	1	2	3	4	5
Generate in yourself the emotion another person is feeling	1	2	3	4	5	1	2	3	4	5
Know what causes you to feel a negative emotion	1	2	3	4	5	1	2	3	4	5
Regulate your own emotions when under pressure	1	2	3	4	5	1	2	3	4	5
Correctly identify when another person is feeling a positive emotion	1	2	3	4	5	1	2	3	4	5
Get into a mood that best suits the occasion	1	2	3	4	5	1	2	3	4	5
Realise what causes another person to feel a negative emotion	1	2	3	4	5	1	2	3	4	5
Help another person to regulate emotions when under pressure	1	2	3	4	5	1	2	3	4	5
Notice the emotion your body language is portraying	1	2	3	4	5	1	2	3	4	5
Use positive emotions to generate good ideas	1	2	3	4	5	1	2	3	4	5
Understand what causes your emotions to change	1	2	3	4	5	1	2	3	4	5
Calm down when feeling angry	1	2	3	4	5	1	2	3	4	5
Notice the emotion another person's body language is portraying	1	2	3	4	5	1	2	3	4	5
Create emotions to enhance cognitive performance	1	2	3	4	5	1	2	3	4	5
Understand what causes another person's emotions to change	1	2	3	4	5	1	2	3	4	5
Help another person calm down when he or she is feeling angry	1	2	3	4	5	1	2	3	4	5
Recognize what emotion you are communicating through your facial expression	1	2	3	4	5	1	2	3	4	5
Create emotions to enhance physical performance	1	2	3	4	5	1	2	3	4	5
Figure out what causes you to feel differing emotions	1	2	3	4	5	1	2	3	4	5
Regulate your own emotions when close to reaching a goal	1	2	3	4	5	1	2	3	4	5

Recognize what emotion another person is communicating through his or her facial expression	1	2	3	4	5	1	2	3	4	5
Generate the right emotion so that creative ideas can unfold	1	2	3	4	5	1	2	3	4	5
Figure out what causes another person's differing emotions	1	2	3	4	5	1	2	3	4	5
Help another person regulate emotions after he or she has suffered a loss	1	2	3	4	5	1	2	3	4	5

Part two

The combining of both emotional intelligence and self-efficacy.

Self-efficacy; is, people's confidence and belief in their capability to achieve a given outcome (Bandura, 1997)

The following question(s) asks you to rate the appropriateness of the above emotional intelligence items with the inclusion of self-efficacy instructions, that is how **confident** a person is be emotionally intelligent. Combined, will form the Self-Efficacy for Emotional Intelligence Scale (SEEIS).

(Instructions for applicant)		Not at all A little Moderately Quite a bit Extremely
Please rate how confident you are that, as of now , you can do the following		
1) The purpose of the scale under development is to reliably and validly assess how confident a person is, as of the present, to perceive and understand emotions in the self and others as well as regulate emotions in the self and others. How well do you think the instructions together with the items are a representation of Emotional Self-Efficacy?	1. Not at all appropriate 2. Minimally appropriate 3. Somewhat appropriate 4. Quite appropriate 5. Very Appropriate	Please comment
2) How appropriate do you consider the likert scale? Not at all A little Moderately Quite a bit Extremely	1. Not at all appropriate 2. Minimally appropriate 3. Somewhat appropriate 4. Quite appropriate 5. Very Appropriate	

<p>3) How appropriate is the sequence of all items?</p>	<ol style="list-style-type: none"> 1. Not at all appropriate 2. Minimally appropriate 3. Somewhat appropriate 4. Quite appropriate 5. Very Appropriate 	
<p>4) How appropriate do you think this method of anonymous questionnaire is to assess self-efficacy for emotional intelligence?</p>	<ol style="list-style-type: none"> 1. Not at all appropriate 2. Minimally appropriate 3. Somewhat appropriate 4. Quite appropriate 5. Very Appropriate 	
<p>How appropriate do you think a Grade Reading Level of 10.3 is for the scale, given that the respondents will be adults currently employed in organizations.</p>	<ol style="list-style-type: none"> 1. Not at all appropriate 2. Minimally appropriate 3. Somewhat appropriate 4. Quite appropriate 5. Very Appropriate 	

Appendix B
Participant Information Sheet, Consent and Feedback Request

UNE

The University of
NEW ENGLAND

School of Psychology

Armidale, NSW 2351 Australia
Fax (02) 6773 3820, Telephone (02) 6773 2773

email : psychology@

metz.une.edu.au

Participant Information Sheet

Code.....

Thesis Title: The Role of Emotional Intelligence and Self Efficacy in the Workplace
Person Responsible: Drs Don Hine and Nicola Schutte
Research Associate: Beverley Anne Kirk
Project Expiry Date: 01 August, 2006

Beverley Anne Kirk is undertaking this study as a requirement of the Research Doctoral Degree at the University of New England, Armidale, NSW. The study will examine the role of emotions and confidence in the workplace particularly in relation to emotional intelligence, job satisfaction and overall workplace behaviour. The aim is to raise the quality of workplace interaction. You need to be 18 years or older to participate in this study and signed consent is required, however you are free to decline to take part in this study or to withdraw from it at any time. We do hope you will be able to find the time to complete the questionnaires, and look forward to receiving, on request, information on your emotional intelligence scores.

The two surveys are completed on-line, accessed via separate web pages. Individual ID's and Pass Codes will be supplied by Beverley Kirk. The first survey (MSCEIT) consists of 141 questions on emotional intelligence and will take approximately 35 minutes to complete. The second survey will take approximately 25 minutes to complete and is divided into separate parts. Part A covers background details. Part B and C asks a variety of questions about workplace functioning, Part C and D enquires about levels of confidence and emotions and general attitudes.

When completing the questionnaires, remember there are no right or wrong answers, only those that are pertinent to yourself. Your individual responses will remain totally anonymous, so please try to be open and frank in your answers to the questions. To confirm your anonymity the only form of identification is the ID's and Pass Codes provided by Beverley. These identifiers will correspond with both on-line questionnaires.

Once group responses have been transcribed into electronic form, the completed questionnaire will be destroyed. However, collected data may be used for teaching purposes by Drs. Don Hine and Nicola Schutte. In addition, some electronic records made available to Multi-Health Systems (MHS), the JDI Research Group for research purposes, research journals and/or literary publications. The data set will also be presented in the thesis document.

Thank you for participating in this research. If you have any queries, or the questionnaires trigger any personal issues that you need to share, you are welcome to contact Beverley Kirk at the

School of Psychology, UNE Armidale, on (02) 6773 2731. If required, ongoing counselling support is also available at your local Community Health Centre or Lifeline 13 11 14.

It is envisaged that the data will be analysed by 31st July, 2005. If you would like general information about the outcomes of this research please contact Beverley Kirk after that date.

This project has been approved by the University's Human Research Ethics Committee of the University of New England Armidale (Approval No. HEO4/156), valid to (03/11/05). Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address:

Research Services
University of New England,
Armidale, NSW, 2351
Telephone: (02) 6773 3449
Fax: (02) 6773 3542
Email: Ethics@metz.une.edu.au

Consent Form

I.....

have read the information contained in the Information Sheet for Participants and any questions I have asked have been answered to my satisfaction. I agree to participate in the activity, realising that I may withdraw at any time.

I am 18 year or over.

I am aware that both measures are available on-line.

I agree to use the ID code and passwords supplied by the researcher as the only identifiers. I am also aware that after completing the questionnaires, I may, on request, receive information about my on-line emotional intelligence scores.

I acknowledge that access to these results will be forwarded directly to me by the researcher via my email address that I have previously supplied. I am aware that Beverley Kirk will remove this email address as soon as the information has been supplied. I can contact Beverley however, if I have any questions regarding the completion of/or require further information regarding the measures. I also acknowledge that the overall organizational findings will be provided to myself and the organization on request (knowing that individual data will not be supplied).

I agree that the research data gathered for this study may be published, provided I remain completely anonymous.

Signed:.....Date.....
Participant

Signed:.....Date.....
Investigator

REQUEST FORM

ID CODE.....

FEEDBACK ON EMOTIONAL INTELLIGENCE SCALE

I DO REQUEST FEEDBACK

I DO NOT REQUEST FEEDBACK

Appendix C

Questionnaire Booklet of Measures

CODE NUMBER.....

QUESTIONNAIRE BOOKLET

Section A	
Background Details	
Please answer the following questions. If there are options provided in the right hand column, please circle the relevant letter	
1. What is your age?	
2. What is your gender?	a. Male b. Female
3. What is your marital status?	a. Never Married b. Widowed c. Divorced d. Separated but not divorced e. Married
4. Which ethnic group do you most strongly identify with? (circle more than one if more than one applicable)	a. Australian b. English c. Irish d. Italian e. German f. New Zealand g. Greek h. Aboriginal i. Torres Strait Islander j. Vietnamese k. Lebanese l. Chinese m. Malaysian n. Other (please specify)
5. If 'other' selected for question 4, please specify	

6. What is your highest level of education?	<ul style="list-style-type: none"> a. Some secondary School b. School Certificate c. Higher School Cert. d. Diploma e. Graduate certificate f. Bachelor degree g. Post grad degree h. Doctorate i. Other 						
7. If 'other' selected for question 6, please specify							
8. What is your residential postcode?							
9. How long have you been in your current organisation?							
10. Where does your job fall in the management levels of your organization	<ul style="list-style-type: none"> a. non-management b. Line management c. Mid management d. Senior management 						
<p>Section B</p> <p>Work Situations</p> <p>Think of the work you do at present. How well does each of the following words or phrases describe your work? Circle:</p> <p>Y for "Yes" if it describes your work N for "No" if it does not describe it ? if you cannot decide</p> <p>Items 11-58 © Bowling Green State University, 1982, 1985, 1997</p>							
11. Satisfying	<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">YES</td> <td style="text-align: center;">NO</td> <td style="text-align: center;">?</td> </tr> <tr> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td style="text-align: center;">?</td> </tr> </table>	YES	NO	?	Y	N	?
YES	NO	?					
Y	N	?					
12. Gives sense of accomplishment	<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td style="text-align: center;">?</td> </tr> </table>	Y	N	?			
Y	N	?					
13. Challenging	<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td style="text-align: center;">?</td> </tr> </table>	Y	N	?			
Y	N	?					
14. Dull	<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td style="text-align: center;">?</td> </tr> </table>	Y	N	?			
Y	N	?					
15. Uninteresting	<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td style="text-align: center;">?</td> </tr> </table>	Y	N	?			
Y	N	?					
<p>Think of the pay you get now. How well does each of the following words or phrases describe your present pay?</p>							

16. Income adequate for normal expenses	Y	N	?
17. Fair	Y	N	?
18. Insecure	Y	N	?
19. Well paid	Y	N	?
20. Underpaid	Y	N	?
Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe your opportunities for promotion			
21. Good opportunities for promotion	Y	N	?
22. Promotion on ability	Y	N	?
23. Dead-end job	Y	N	?
24. Good chance for promotion	Y	N	?
25. Unfair promotion policy	Y	N	?
Think of your supervisor and the kind of supervision that you get on your job. How well does each of the following words or phrases describe your supervision			
26. Praises good work	Y	N	?
27. Tactful	Y	N	?
28. Up-to-date	Y	N	?
29. Annoying	Y	N	?
30. Bad	Y	N	?
Think of the majority of people that you work with now or the people you meet in connection with your work. How well does each of the following words or phrases describe these people?			
31. Boring	Y	N	?
32. Helpful	Y	N	?
33. Responsible	Y	N	?
34. Intelligent	Y	N	?
35. Lazy	Y	N	?
Think of your job in general. All in all, what is it like most of the time? For each of the following words or phrases, circle:			

36. Good	Y	N	?		
37. Undesirable	Y	N	?		
38. Better than most	Y	N	?		
39. Disagreeable	Y	N	?		
40. Makes me content	Y	N	?		
41. Excellent	Y	N	?		
42. Enjoyable	Y	N	?		
43. Poor	Y	N	?		
Which of the following words best describes the stress on the job.					
44. Demanding	Y	N	?		
45. Pressured	Y	N	?		
46. Hectic	Y	N	?		
47. Calm	Y	N	?		
48. Relaxed	Y	N	?		
49. Many things stressful	Y	N	?		
50. Pushed	Y	N	?		
51. Irritating	Y	N	?		
52. Under control	Y	N	?		
53. Nerve-racking	Y	N	?		
54. Hassled	Y	N	?		
55. Comfortable	Y	N	?		
56. More stressful than I'd like	Y	N	?		
57. Smooth-running	Y	N	?		
58. Over-whelming	Y	N	?		
Section C					
Workplace Incivility					
During the past twelve months, or as long as you have been with your current Organisation if it is less than 12 months, how often have you been in a situation where another employee of the organisation has:					
(Please indicate your response by circling the appropriate number).					
	Never	Rarely	Occasionally	Often	Very Often
59. Avoided consulting you when they would normally be expected to do so	1	2	3	4	5
60. Did not consult you in reference to a decision you should have been involved in?	1	2	3	4	5
61. Was excessively slow in returning your phone messages or emails without good reason for the delay?	1	2	3	4	5
62. Intentionally failed to pass on information which you should have been made aware of?	1	2	3	4	5

63. Were unreasonably slow in seeing to matters on which you were reliant on them for, without good reason	1	2	3	4	5
64. Gossiped behind your back?	1	2	3	4	5
65. Opened your desk drawers without prior permission?	1	2	3	4	5
66. Publicly discussed your confidential personal information?	1	2	3	4	5
67. Took items from your desk without prior permission	1	2	3	4	5
68. Spoke to you in an aggressive tone of voice?	1	2	3	4	5
69. Used an inappropriate tone when speaking to you?	1	2	3	4	5
70. Made snide remarks about you?	1	2	3	4	5
71. Took stationery from your desk without later returning it?	1	2	3	4	5
72. Read communications addressed to you, such as emails or faxes?	1	2	3	4	5
73. Raised their voice while speaking to you?	1	2	3	4	5
74. Talked about you behind your back?	1	2	3	4	5
75. Rolled their eyes at you?	1	2	3	4	5
76. Made stereotypic remarks about roles of men and women?	1	2	3	4	5
77. Asked you to run a personal errand that you felt was inappropriate?	1	2	3	4	5
78. Made offensive remarks or jokes about women in your presence?	1	2	3	4	5
79. Made offensive remarks or jokes about men in your presence?	1	2	3	4	5
80. Commented on physical appearance that offended?	1	2	3	4	5
81. Attempted to discuss sexual matters?	1	2	3	4	5
82. Made sexually suggestive comments to or about you?	1	2	3	4	5
83. Stared, in a way that made you feel uncomfortable?	1	2	3	4	5
84. Attempted to establish a romantic relationship despite discouragement?	1	2	3	4	5
85. Displayed sexually suggestive material?	1	2	3	4	5
86. Gave you any other unwanted sexual attention?	1	2	3	4	5
87. Touched you in a way that made you uncomfortable?	1	2	3	4	5
88. Made unwanted attempts to stroke or fondle you?	1	2	3	4	5
89. Sexually harassed you?	1	2	3	4	5
Section C					
Workplace Incivility					
During the past twelve months, or as long as you have been with your current Organisation if it is less than 12 months, how often have you been in a situation where you have:					
(Please indicate your response by circling the appropriate number).					
	Never	Rarely	Occasionally	Often	Very Often
90. Avoided consulting another when you would normally be expected to do so?	1	2	3	4	5
91. Did not consult another in reference to a decision he or she should have been involved in?	1	2	3	4	5
92. Were excessively slow in returning an other's phone messages or emails without good reason for the delay?	1	2	3	4	5
93. Intentionally failed to pass on information which an other should have been made aware of?	1	2	3	4	5
94. Were unreasonably slow in seeing to matters on which an other was reliant on, without good reason	1	2	3	4	5
95. Gossiped behind an other's back?	1	2	3	4	5
96. Opened an other's desk drawer without prior permission?	1	2	3	4	5
97. Publicly discussed an other's confidential personal information?	1	2	3	4	5
98. Took items from an other's desk without prior permission	1	2	3	4	5

99. Spoke to another in an aggressive tone of voice?	1	2	3	4	5
100. Used an inappropriate tone when speaking to an other?	1	2	3	4	5
101. Made snide remarks about an other?	1	2	3	4	5
102. Took stationery from an other's desk without later returning it?	1	2	3	4	5
103. Read communications addressed to an other, such as emails or faxes?	1	2	3	4	5
104. Raised your voice while speaking to an other?	1	2	3	4	5
105. Talked about an other behind his or her back?	1	2	3	4	5
106. Rolled your eyes at another person	1	2	3	4	5
107. Made stereotypic remarks about roles of men and women?	1	2	3	4	5
108. Asked another person to run a personal errand that was inappropriate?	1	2	3	4	5
109. Made offensive remarks or jokes about women in their presence?	1	2	3	4	5
110. Made offensive remarks or jokes about men in their presence?	1	2	3	4	5
111. Commented on another person's physical appearance offensively?	1	2	3	4	5
112. Attempted to discuss sexual matters?	1	2	3	4	5
113. Made sexually suggestive comments to or about others?	1	2	3	4	5
114. Stared, in a way that made others feel uncomfortable?	1	2	3	4	5
115. Attempted to establish a romantic relationship despite discouragement from others?	1	2	3	4	5
116. Displayed sexually suggestive material to others?	1	2	3	4	5
117. Gave others any other unwanted sexual attention?	1	2	3	4	5
118. Touched others in a way that made him or her feel uncomfortable?	1	2	3	4	5
119. Made unwanted attempts to stroke or fondle others?	1	2	3	4	5
120. Sexually harassed others?	1	2	3	4	5

<p>Section D</p> <p>Feelings and Emotions</p> <p>This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer by circling the appropriate number. Indicate to what extent you feel this way right now, that is, at the present moment.</p>	Not at all	A little	Moderately	Quite a bit	Extremely
121 Interested	1	2	3	4	5
122 Distressed	1	2	3	4	5
123 Excited	1	2	3	4	5
124 Upset	1	2	3	4	5
125 Strong	1	2	3	4	5
126 Guilty.	1	2	3	4	5
127 Scared	1	2	3	4	5
128 Hostile	1	2	3	4	5
129 Enthusiastic	1	2	3	4	5
130. Proud	1	2	3	4	5
131. Irritable	1	2	3	4	5
132. Alert	1	2	3	4	5
133. Ashamed	1	2	3	4	5
134. Inspired	1	2	3	4	5
135. Nervous	1	2	3	4	5
136. Determined	1	2	3	4	5
137. Attentive	1	2	3	4	5
138. Jittery	1	2	3	4	5
139. Active	1	2	3	4	5
140. Afraid	1	2	3	4	5

<p>Section D</p> <p>Feelings and Emotions</p> <p>Please rate how confident you are that, as of now, you can do the following</p> <p>After reading each item please indicate your response by circling the appropriate number</p>	Not at all confident	A little confident	Moderately	Quite a bit	Very confident
141. Correctly identify your own negative emotions	1	2	3	4	5
142. Help another person change a negative emotion to a positive emotion	1	2	3	4	5
143. Create a positive emotion when feeling a negative emotion	1	2	3	4	5
144. Know what causes you to feel a positive emotion	1	2	3	4	5
145. Correctly identify when another person is feeling a negative emotion	1	2	3	4	5
146. Use positive emotions to generate novel solutions to old problems	1	2	3	4	5
147. Realise what causes another person to feel a positive emotion	1	2	3	4	5
148. Change your negative emotion to a positive emotion	1	2	3	4	5
149. Correctly identify your own positive emotions	1	2	3	4	5
150. Generate in yourself the emotion another person is feeling	1	2	3	4	5
151. Know what causes you to feel a negative emotion	1	2	3	4	5
152. Regulate your own emotions when under pressure	1	2	3	4	5
153. Correctly identify when another person is feeling a positive emotion	1	2	3	4	5
154. Get into a mood that best suits the occasion	1	2	3	4	5
155. Realise what causes another person to feel a negative emotion	1	2	3	4	5
156. Help another person to regulate emotions when under pressure	1	2	3	4	5
157. Notice the emotion your body language is portraying	1	2	3	4	5
158. Use positive emotions to generate good ideas	1	2	3	4	5
159. Understand what causes your emotions to change	1	2	3	4	5
160. Calm down when feeling angry	1	2	3	4	5
161. Notice the emotion another person's body language is portraying	1	2	3	4	5
162. Create emotions to enhance cognitive performance	1	2	3	4	5
163. Understand what causes another person's emotions to change	1	2	3	4	5
164. Help another person calm down when he or she is feeling angry	1	2	3	4	5
165. Recognize what emotion you are communicating through your facial expression	1	2	3	4	5
166. Create emotions to enhance physical performance	1	2	3	4	5
167. Figure out what causes you to feel differing emotions	1	2	3	4	5
168. Regulate your own emotions when close to reaching a goal	1	2	3	4	5
169. Recognize what emotion another person is communicating through his or her facial expression	1	2	3	4	5
170. Generate the right emotion so that creative ideas can unfold	1	2	3	4	5
171. Figure out what causes another person's differing emotions	1	2	3	4	5
172. Help another person regulate emotions after he or she has suffered a loss	1	2	3	4	5

<p>Section D</p> <p style="text-align: center;">Feelings and Emotions</p> <p>Each of the following items asks you about your emotions or reactions associated with emotions. After deciding whether a statement is generally true for you, please indicate your response by circling the appropriate number.</p>	strongly disagree	somewhat disagree	neither agree nor disagree	somewhat agree	strongly agree
173. I know when to speak about my personal problems to others	1	2	3	4	5
174. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them	1	2	3	4	5
175. I expect that I will do well on most things I try	1	2	3	4	5
176. Other people find it easy to confide in me	1	2	3	4	5
177. I find it hard to understand the non-verbal messages of other people	1	2	3	4	5
178. Some of the major events of my life have led me to re-evaluate what is important and not important	1	2	3	4	5
179. When my mood changes, I see new possibilities.	1	2	3	4	5
180. Emotions are one of the things that make my life worth living	1	2	3	4	5
181. I am aware of my emotions as I experience them	1	2	3	4	5
182. I expect good things to happen.	1	2	3	4	5
183. I like to share my emotions with others.	1	2	3	4	5
184. When I experience a positive emotion, I know how to make it last	1	2	3	4	5
185. I arrange events others enjoy	1	2	3	4	5
186. I seek out activities that make me happy	1	2	3	4	5
187. I am aware of the non-verbal messages I send to others	1	2	3	4	5
188. I present myself in a way that makes a good impression on others	1	2	3	4	5
189. When I am in a positive mood, solving problems is easy for me	1	2	3	4	5
190. By looking at their facial expressions, I recognize the emotions people are experiencing	1	2	3	4	5
191. I know why my emotions change	1	2	3	4	5
192. When I am in a positive mood, I am able to come up with new ideas	1	2	3	4	5
193. I have control over my emotions	1	2	3	4	5
194. I easily recognize my emotions as I experience them	1	2	3	4	5
195. I motivate myself by imagining a good outcome to tasks I take on	1	2	3	4	5
196. I compliment others when they have done something well	1	2	3	4	5
197. I am aware of the non-verbal messages other people send	1	2	3	4	5
198. When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself	1	2	3	4	5
199. When I feel a change in emotions, I tend to come up with new ideas	1	2	3	4	5
200. When I am faced with a challenge, I give up because I believe I will fail	1	2	3	4	5
201. I know what other people are feeling just by looking at them	1	2	3	4	5
202. I help other people feel better when they are down	1	2	3	4	5
203. I use good moods to help myself keep trying in the face of obstacles	1	2	3	4	5
204. I can tell how people are feeling by listening to the tone of their voice	1	2	3	4	5
205. It is difficult for me to understand why people feel the way they do.	1	2	3	4	5

<p>SECTION E</p> <p>PERSONAL ATTITUDES</p> <p>Listed below are a number of statements concerning personal attitudes. Read each item carefully and decide whether the statement is true or false as it pertains to you personally Circle 1 = True 2 = False</p>	<p>True</p>	<p>False</p>
206. Before voting I thoroughly investigate the qualifications of all the candidates	1	2
207. I never hesitate to go out of my way to help someone in trouble	1	2
208. It is sometimes hard for me to go on with my work if I am not encouraged	1	2
209. have never intensely disliked someone	1	2
210. On occasion I have had doubts about my ability to succeed in life	1	2
211. I sometimes feel resentful when I don't get my way	1	2
212. I am always careful about my manner of dress	1	2
213. My table manners at home are as good as when I eat out in a restaurant	1	2
214. If I could get into a movie without paying and be sure I was not seen I would probably do it	1	2
215. On a few occasions, I have given up doing something because I thought too little of my ability	1	2
216. I like to gossip at times	1	2
217. There have been times when I felt like rebelling against people in authority even though I knew they were right	1	2
218. No matter who I'm talking to, I'm always a good listener	1	2
219. I can remember 'playing sick' to get out of something	1	2
220. There have been occasions when I took advantage of someone	1	2
221. I'm always willing to admit it when I make a mistake	1	2
222. I always try to practise what I preach	1	2
223. I don't find it particularly difficult to get along with loud-mouthed, obnoxious people	1	2
224. I sometimes try to get even rather than forgive and forget	1	2
225. When I don't know something I don't at all mind admitting it	1	2
226. I am always courteous, even to people who are disagreeable	1	2
227. At times I have really insisted on having things my own way	1	2
228. There have been occasions when I felt like smashing things	1	2
229. I would never think of letting someone else be punished for my wrong-doing	1	2

230. I never resent being asked to return a favour	1	2
231. I have never been irked when people expressed ideas very different from my own	1	2
232. I never make a long trip without checking the safety of my care	1	2
233. There have been times when I was quite jealous of the good fortune of others	1	2
234. I have almost never felt the urge to tell someone off	1	2
235. I am sometimes irritated by people who ask favours of me	1	2
236. I have never felt that I was punished without a cause	1	2
237. I sometimes think when people have a misfortune they only get what they deserve	1	2
238. I have never deliberately said something that hurt someone's feelings	1	2

Appendix D

Multi-Health Systems Inc: MSCEIT Purchaser Qualification Form

Request for Student Research Discount (MSCEIT)

Contractual Agreement for Non-Commercial Use of JDI (Abridged)

Purchaser Qualification Form

You must complete this form if you are a first-time purchaser of b- or c-designated materials.

MHS materials are restricted to qualified purchasers in accordance with the ethical and professional standards of the American Psychological Association and the standards for Educational and Psychological Testing.

Purchasers of b-level tests must have completed graduate-level courses in tests/measurement or have received equivalent documented training.

Purchasers of c-level tests must meet b-level qualifications and must have training and/or experience in the use of tests, and have completed an advanced degree in an appropriate area:

such as (e.g., behavioral, counseling, developmental, experimental, or health psychology, or clinical, counseling, or school psychology). Additionally, membership in a relevant professional organization (e.g., APA), or a state license/certificate in psychology or psychiatry may be necessary. Test-specific qualification criteria may also apply.

This form should be completed by the person who will be using the test materials. Graduate students must have this form endorsed by a qualified supervising faculty member, who must also complete a separate Qualification Form (c-level tests can not be purchased by graduate students).

Please ensure that you read and understand all of the terms of the Ordering Products section on page 136.

Business Address Home Address

Name: DEWARLEY ANNE KIRK M.A.P.S.
 Title/Degree: _____
 Organization: UNIVERSITY OF NEW ENGLAND

Address (Business address preferred):
 City: ARMIDALE State: NSW Country: Australia Zip Code: 2351

License/Certificate:
 Number: 67732765 License/Certificate body: _____
 Email: akirk@pobox.unsw.edu.au

Check the appropriate boxes and fill in information

1. Your purpose(s) for using the instrument: Assessment/Diagnosis Counseling Research/Therapy Other

2. Area(s) of professional expertise: Clinical/Mental Health Psychiatry School Psychology Special Education
 Career & Vocational Training Occupational Therapy Speech/Language/Hearing Marriage & Family Counseling
 Personnel Rehabilitation Developmental Psychology Other

3. Which of the following describes your level of training?
 Doctorate Year Completed: _____ Institution: UNIVERSITY OF NEW ENGLAND Field of Study: _____
 Master's Year Completed: _____ Institution: _____ Field of Study: _____
 Bachelor's Year Completed: _____ Institution: _____ Field of Study: _____
 Other Year Completed: _____ Institution: _____ Field of Study: _____

4. Please check each course you have completed: Graduate Level — check "G" Undergraduate Level — check "UG"
 G UG Objective Personality Testing G UG Tests and Measurements G UG Psychometrics and Measurement Theory
 G UG Vocational Assessment G UG Abnormal Psychology or Psychopathology G UG Personality

5. Professional organizations of which you are a member:
MEMBER Aust. Psychological Society (MAPS)

6. List names, addresses, and professional designation of at least two psychologists or other mental health professionals trained in measurement who are acquainted with your work:
 Name: Nicola Schutte, Ph.D. Name: John Malouff
 Address: School of Psychology, University of New England Address: School of Psychology, Univ. of New England
 Professional Designation: Senior Lecturer Professional Designation: Senior Lecturer
 License #: _____ License #: PS 0066320

I certify that I and/or other persons who may use the test materials being ordered by me have no personal knowledge of measurement and decisions and the limitations of test interpretations as called for in the APA standards for educational and psychological tests and that I am currently qualified to use and interpret the results of these tests being purchased as recommended in the APA standards.

Signature: Dewarley Kirk Date: 23 August, 2004

Supervisor Endorsement for Graduate Students

I agree to supervise the student's use of items ordered. I have included a separate Qualification Form with my credentials.

Professor's Name: [Signature] Department: Psychology
 Date: 23/08/04

MHS does not become responsible for any party's errors, omissions, loss of information, or any other individual damages or other economic consequences from the use of MHS products.

P.O. Box 950, North Tonawanda, NY 14120-0950 Call 1.800.456.3003 or +1.416.492.2627 Fax 1.888.540.4484 or 1.416.492.3343

MHS REQUEST FOR STUDENT RESEARCH DISCOUNT

MHS will review all requests and grant student research discounts to those which meet our criteria. Such discounts will vary depending on the nature of the proposed experiments. Please note discounts only apply to MHS published material on orders totaling greater than \$50.00. Shipping and handling charges cannot be discounted and must therefore be calculated based on the pre-discount subtotal.

Request for (name of test): MSET USERS KIT D-MSC02
Requested by (name of student): Beverly Hawk
Degree: Ph.D. M.A. B.A. OTHER
Name of Supervisor: Don Hine PhD
Institution: UNIVERSITY OF NEW ENGLAND
Department: PSYCHOLOGY
Address: ONE ARMIDALE NSW 2351 AUST.
Phone: (61) (2) 6773973 Fax: (44) (0) 67733⁸²⁰ E-mail: dhine@postbox.unw.edu.au
b.kirk@postbox.unw.edu.au

I request the following:

- To purchase (an) MHS instrument(s) for student research purposes.
- Permission to cite up to six items of the instrument in my dissertation/thesis/report.
- Permission for UMI (University Microfilms International) to distribute single copies of the final dissertation/thesis on demand.

I agree to the following:

- ❖ I have included an abstract of my research indicating the full title of the study.
- ❖ I have included a letter, on university letterhead, from my faculty supervisor to confirm my status and that he/she will supervise my use of this instrument.
- ❖ I am willing to send a copy of the final report of my research to MHS.
- ❖ I have enclosed completed MHS order and purchase/qualification forms.
- ❖ The instrument will not be copied or distributed to other students OR professionals.
- ❖ Upon request, MHS will receive a copy of the data on IBM PC compatible diskettes in delimited ASCII or SYSTAT formats.

Student: [Redacted] Supervisor: [Redacted] Date: 23/08/04

If you are in agreement, sign and send a copy to:

Research Applications Agent
Research & Development Department
Email: r_d@mhs.com
MHS
In Canada: 3770 Victoria Park Ave., Toronto, ON M2H 3M6; (800)258-6011 or 416-492-2627 extension 305
In US: P.O. Box 950, North Tonawanda, NY 14120-0950; (800)456-3003 extension 305
International: +1-416-492-2627 extension 305
Fax: +1-416-492-4611

Updated: 7/15/2002

Non-Commercial Use of BGSU Test Measures

Contractual Agreement

This is to request a 100% price rebate for my use of one or more of the following test measures copyrighted by Bowling Green State University (indicate measures you wish to use by indicating how many copies will be used):

Name of Measure (copyright date)	How many copies will be used?
Job Descriptive Index (1975, 1985, or 1997; full length)	
Job In General (1985; full length, comes with full-length JDI)	
Abridged Job Descriptive Index (1999)	1000
Abridged Job In General (1999; comes with AJDI)	1000
Stress In General (1985)	1000
Retirement Descriptive Index (1975)	
Survey of Work Values (1976)	
Scale of Life Satisfaction (1992)	

I confirm that the test measures will be used for non-commercial research purposes (i.e., the research data are non-proprietary) and will be shared with other researchers following current policies of the American Psychological Association. Further, financial support for the research is not provided by a sponsoring agency or organization.

In exchange for permission to use the above measures at no cost, I agree to return item level BGSU Test Measure data to the JDI Research Group. Specifically, I agree to return within six months of approval of this request,

- (a) An electronic version of the individual-level raw item response data collected (SPSS or SAS file formatting preferred; summary scale scores are NOT acceptable)
- (b) Individual-level data regarding demographics of employees (these questions are required: age, gender, time in job, job title or position, person's zip code, company zip code)
- (c) A description of how the data have been inputted/coded (i.e., value labels, missing data)
- (d) A blank copy of the survey to determine what other measures have been collected (the survey can either be mailed or sent electronically)
- (e) A description of the data collection process (e.g., administered to an entire group at one time, mailed out with accompanying information on response rate, etc.)

I understand that if I fail to return the individual item BGSU Test Measure data as agreed to above, or revised in a written agreement with the JDI Research Group, the actual cost for use of the BGSU Test Measures will be charged to my credit card and that I will be personally responsible for complete payment.

I have read and understood the conditions of this agreement and agree to comply with them.

Name: Beverley Anne Kirk	Signature: <i>Beverley Anne Kirk</i>	Date: 29 Oct
Institution: Psychology Department University of NewEngland	Billing Address (Street):	
City: ARMIDALE AUSTRALIA	State: NEW SOUTH WALES	Zip: 2351
Phone: 1+61 02 6773 3765	Email: bkirk@pobox.une.edu.au	Fax: 1+61 02 6773 3820
Short Description of Project: The role of self-efficacy and emotional intelligence in the workplace		
Mailing Address (if different from above):		

REQUIRED CREDIT CARD INFORMATION

Check One: <input type="checkbox"/> Visa	Name of Cardholder:
<input type="checkbox"/> MC	Account Number: _____
<input type="checkbox"/> Discover	Expiration Date: ____/____
	Signature: _____

The JDI Manual contains information on administering and scoring the JDI/JIG and contains normative data as well. If you are interested in using your credit card to purchase one of our manuals, check the appropriate box below.

Appendix E

Log on Instructions and Code:

MHS Web Page for MSCEIT

UNE Web Page for Questionnaire Booklet

There are two separate web pages to be accessed to in order to complete both measures. I will match these measures through use of the ID code, name/ pseudonym.

1ST MEASURE
WORKPLACE FUNCTIONING

STEP 1

ACCESS TO UNE WEB PAGE

<http://psychology.une.edu.au/workplace>

STEP 2

ACCESS TO MEASURE

ID CODE

PASS CODE

Please read Participant Information Sheet and Consent Form. Continuing, is your agreement to participate.

STEP 3

PSEUDONYM TO BE USED ON MEASURE →

2ND MEASURE
EMOTIONAL INTELLIGENCE

This is named the MSCEIT. Allow yourself at least 40 minutes free time in which to enjoy the process. It needs to be completed in one sitting as it will turn off if left unattended for too long.

STEP 1

ACCESS TO THE MSCEIT WEB PAGE

www.mhsassessments.com

STEP 2

ACCESS TO MEASURE

ID CODE

PASSWORD

Please read terms and conditions. Clicking 'I accept' is agreement to continue and participate.

STEP 3

YOUR INDIVIDUAL PSEUDONYM →

TO BE ENTERED ON MEASURE (INSTEAD OF NAME). **ENTER CODE AS BOTH GIVEN NAME AND LAST NAME**

APPENDIX F

Feedback on Emotional Intelligence Performance

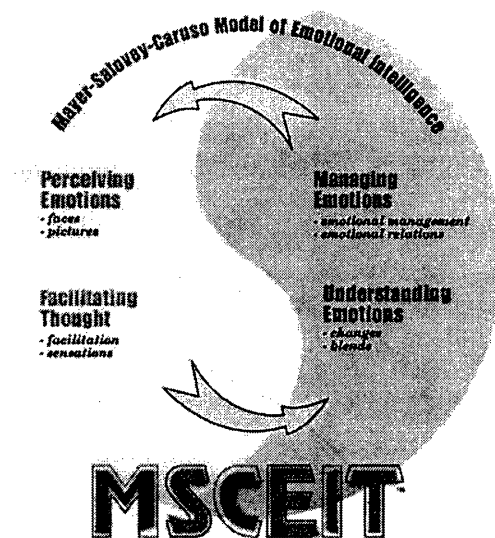
Scored raw data supplied by the publishers MHS

MAYER - SALOVEY - CARUSO EMOTIONAL INTELLIGENCE TEST

MSCEIT Development Report Version 1.1

Client: «NAME»

Report Generated on November 18, 2004



MSCEIT Developed By: John D. Mayer, Peter Salovey, David R. Caruso

MSCEIT is published by: Multi-Health Systems of Toronto.

Confidential

For the Test Administrator Only

Please remove this page before giving the report to the client.

Client: «NAME»

Date of report: November 18, 2004

<i>MSCEIT Component</i>	<i>Standard Score</i>
MSCEIT Total	«Total»
MSCEIT Ability	
Perceive Emotions	«Perceiving»
Use Emotions	«Using»
Understand Emotions	«Understanding»
Manage Emotions	«Managing»
MSCEIT Task	
Faces	«Faces»
Pictures	«Pictures»
Sensations	«Sensations»
Facilitation	«Facilitation»
Changes	«Changes»
Blends	«Blends»
Emotion Management	«EmoMan»
Emotional Relationships	«EmoRel»

APPENDIX G

Participation information sheet

Consent form

UNE

The University of
NEW ENGLAND

School of Psychology

Armidale, NSW 2351 Australia
Fax (02) 6773 3820, Telephone (02) 6773 2773

email: psychology@

metz.une.edu.au

PARTICIPANT INFORMATION SHEET

Thesis Title: The Role of Emotional Intelligence and Self Efficacy in the Workplace
Person Responsible: Drs, Nicola Schutte and Don Hine
Research Associate: Beverley Anne Kirk
Project Expiry Date: 1st August, 2006

Beverley Anne Kirk is undertaking this study as a requirement of the Research Doctoral Degree at the University of New England, Armidale, NSW. The study will examine the role of emotions and confidence in the workplace through the application of a writing intervention. At the end of each work-day, over the course of 3 days you will be asked to complete an assigned writing task in the form of a daily journal. Further instructions are enclosed for your perusal. You need to be 18 years or older and working either full, part-time or casually, in order to participate in this study. A signed consent is required, however you are free to decline to take part in this study or to withdraw from it at any time. We do hope you will be able to find the time to complete the questionnaires and maintain a daily journal.

The first part of the study involves the completion of a questionnaire booklet which is divided into 4 sections. This will take about 15 minutes to complete. Section A covers background details. Section B and C enquires about work situations, Section D relates to emotions. The second step of the study involves the writing intervention, where over the course of 20 minutes a day for 3 days you will be asked to keep a journal and write about certain situations (instructions attached). After finishing the journal I would like you to answer a few post-writing queries. Two weeks after completing the journal entries there is a second survey, (with the same time-frame and sections) that needs to be completed. When completing the questionnaires, remember there are no right or wrong answers, only those that are pertinent to yourself. Your individual responses will remain totally anonymous, so please try to be open and frank in your answers to the questions. To confirm your anonymity the only form of identification is the code on the top right hand corner of the questionnaire booklet.

Once group responses have been transcribed into electronic form, the completed questionnaire will be destroyed. However, collected data may be used for teaching purposes by Drs. Nicola Schutte, Don Hine and Beverley Kirk; for research purposes, research journals and/or literary publications. The de-identifiable data set will be presented in the thesis document as well as being forwarded electronically to the Bowling Green State University to assist in maintaining the norms as well as determining the reliability and factor structure of the JDI job satisfaction measures. This de-identifiable data will be used by the JDI Group for research purposes only.

Thank you for participating in this research. If you have any queries, or the questionnaire triggers any personal issues that you need to share, you are welcome to contact Beverley Kirk at the School of Psychology, UNE Armidale, on (02) 6773 3765 or Lifeline 13 11 14.

It is envisaged that the data will be analysed by 31/05/06. If you would like general information about the outcomes of this research please contact Beverley Kirk after that date.

This project has been approved by the University's Human Research Ethics Committee of the University of New England Armidale (Approval No.HEO5/004) valid to (01/08/06). Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address:

Research Services
University of New England,
Armidale, NSW, 2351
Telephone:(02) 6773 3449
Fax: (02) 6773 354
Email: Ethics@metz.une.edu.au

UNE

The University of
NEW ENGLAND

School of Psychology
Armidale, NSW 2351 Australia
Fax (02) 6773 3820, Telephone (02) 6773 2773

metz.une.edu.au
email : psychology@

Consent Form

I.....

have read the information contained in the Information Sheet for Participants and am aware that any questions I may have will be answered to my satisfaction. I agree to participate in the activity, realising that I may withdraw at any time.

I am 18 year or over and work either full-time, part-time or casually.

I acknowledge that I have shown initial interest in the study by contacting the researcher Beverley Kirk by email bkirk@une.edu.au. I have been assured that my contact email will be deleted as soon as the study has been completed.

I am aware that I have been asked to keep a daily journal for at least 20 minutes per day for 3 days. I am also aware that I have been asked to complete 2 survey forms together with a few post-writing questions, knowing that an ID code is the only identifier.

I acknowledge that the de-identifiable data set will be presented in the thesis document as well as being forwarded electronically to the Bowling Green State University to assist in maintaining the norms as well as determining the reliability and factor structure of the JDI job satisfaction measures. This de-identifiable data will be used by the JDI Group for research purposes only. I agree that the research data gathered for this study may be published or used for teaching purposes, provided I remain completely anonymous.

Signed:.....Date.....

Participant

Signed:.....Date.....

Investigator

Appendix H

Pre-Test Measures

CODE NUMBER.....

QUESTIONNAIRE BOOKLET
Survey 1

Section A	
Background Details	
Please answer the following questions. If there are options provided in the right hand column, please underline the relevant letter	
1. What is your age?	
2. What is your gender?	c. Male d. Female
3. What is your marital status?	f. Never Married g. Widowed h. Divorced i. Separated but not divorced j. Married
4. Which ethnic group do you most strongly identify with? (circle more than one if more than one applicable)	o. Australian p. English q. Irish r. Italian s. German t. New Zealand u. Greek v. Aboriginal w. Torres Strait Islander x. Vietnamese y. Lebanese z. Chinese aa. Malaysian bb. Other (please specify)
5. If 'other' selected for question 4, please specify	
6. What is your highest level of education?	j. Some secondary School k. School Certificate l. Higher School Cert. m. Diploma n. Graduate certificate o. Bachelor degree p. Post grad degree q. Doctorate r. Other
7. If 'other' selected for question 6, please specify	

8. What is your residential postcode?	
9. How long have you been in your current organisation?	
10. Where does your job fall in the organization	e. non-management f. Mid management g. Senior management h. Clinical i. Supervisory
<p>Section B</p> <p style="text-align: center;">Work Situations</p> <p>Think of the work you do at present. How well does each of the following words or phrases <u>describe your work during past 2 weeks</u>? Mark your responses by underlining the letter either:</p> <p>Y for "Yes" if it describes your work N for "No" if it does not describe it ? if you cannot decide</p> <p>Items 11-58 © Bowling Green State University, 1982, 1985, 1997</p>	<p style="text-align: center;">YES NO ?</p>
11. Satisfying	<p style="text-align: center;">Y N ?</p>
12. Gives sense of accomplishment	<p style="text-align: center;">Y N ?</p>
13. Challenging	<p style="text-align: center;">Y N ?</p>
14. Dull	<p style="text-align: center;">Y N ?</p>
15. Uninteresting	<p style="text-align: center;">Y N ?</p>
<p>Think of the pay you get now. <i>Over the past two weeks</i> how well does each of the following words or phrases <u>describe your pay</u>?</p> <p><i>Please underline either Y, N or?</i></p>	

16. Income adequate for normal expenses	Y	N	?
17. Fair	Y	N	?
18. Insecure	Y	N	?
19. Well paid	Y	N	?
20. Underpaid	Y	N	?
<p>Think of the opportunities for promotion that you have now. Over the past two weeks how well does each of the following words or phrases <u>describe your opportunities for promotion</u></p> <p><i>Please underline either Y, N or ?</i></p>			
21. Good opportunities for promotion	Y	N	?
22. Promotion on ability	Y	N	?
23. Dead-end job	Y	N	?
24. Good chance for promotion	Y	N	?
25. Unfair promotion policy	Y	N	?
<p>Think of your supervisor and the kind of supervision that you get on your job. Over the past two weeks how well does each of the following words or phrases <u>describe your supervision</u></p> <p><i>Please underline either Y, N or ?</i></p>			
26. Praises good work	Y	N	?
27. Tactful	Y	N	?
28. Up-to-date	Y	N	?
29. Annoying	Y	N	?
30. Bad	Y	N	?
<p>Think of the majority of people that you work with now or the people you meet in connection with your work. Over the past two weeks how well does each of the following words or phrases <u>describe these people?</u></p> <p><i>Please underline either Y, N or ?</i></p>			
31. Boring	Y	N	?
32. Helpful	Y	N	?
33. Responsible	Y	N	?
34. Intelligent	Y	N	?
35. Lazy	Y	N	?
<p>Think of your job in general. Over the past two weeks how well does each of the following words or phrases <u>describe your job</u> (All in all, what has it been like most of that time?) For each of the following words or phrases, <i>Please underline either Y, N or ?</i></p>			

36. Good	Y	N	?
37. Undesirable	Y	N	?
38. Better than most	Y	N	?
39. Disagreeable	Y	N	?
40. Makes me content	Y	N	?
41. Excellent	Y	N	?
42. Enjoyable	Y	N	?
43. Poor	Y	N	?
<i>Over the past two weeks which of the following words best describes the <u>stress on the job</u>.</i>			
<i>Please underline either Y, N or ?</i>			
44. Demanding	Y	N	?
45. Pressured	Y	N	?
46. Hectic	Y	N	?
47. Calm	Y	N	?
48. Relaxed	Y	N	?
49. Many things stressful	Y	N	?
50. Pushed	Y	N	?
51. Irritating	Y	N	?
52. Under control	Y	N	?
53. Nerve-racking	Y	N	?
54. Hassled	Y	N	?
55. Comfortable	Y	N	?
56. More stressful than I'd like	Y	N	?
57. Smooth-running	Y	N	?
58. Over-whelming	Y	N	?
Section C			
Workplace Incivility			
<i>Over the past two weeks, how often have you been in a situation where <u>another</u> employee of the organisation has:</i>			
<i>Please indicate your response by underlining the appropriate number.</i>			
59. Avoided consulting you when they would normally be expected to do so	Never 1	Rarely 2	Occasionally 3
60. Did not consult you in reference to a decision you should have been involved in?	Often 4	Very Often 5	
61. Was excessively slow in returning your phone messages or emails without good reason for the delay?	1	2	3
	4	5	

62. Intentionally failed to pass on information which you should have been made aware of?	1	2	3	4	5
63. Were unreasonably slow in seeing to matters on which you were reliant on them for, without good reason	1	2	3	4	5
64. Gossiped behind your back?	1	2	3	4	5
65. Opened your desk drawers without prior permission?	1	2	3	4	5
66. Publicly discussed your confidential personal information?	1	2	3	4	5
67. Took items from your desk without prior permission	1	2	3	4	5
68. Spoke to you in an aggressive tone of voice?	1	2	3	4	5
69. Used an inappropriate tone when speaking to you?	1	2	3	4	5
70. Made snide remarks about you?	1	2	3	4	5
71. Took stationery from your desk without later returning it?	1	2	3	4	5
72. Read communications addressed to you, such as emails or faxes?	1	2	3	4	5
73. Raised their voice while speaking to you?	1	2	3	4	5
74. Talked about you behind your back?	1	2	3	4	5
75. Rolled their eyes at you?	1	2	3	4	5
76. Made stereotypic remarks about roles of men and women?	1	2	3	4	5
77. Asked you to run a personal errand that you felt was inappropriate?	1	2	3	4	5
78. Made offensive remarks or jokes about women in your presence?	1	2	3	4	5
79. Made offensive remarks or jokes about men in your presence?	1	2	3	4	5
80. Commented on physical appearance that offended?	1	2	3	4	5
81. Attempted to discuss sexual matters?	1	2	3	4	5
82. Made sexually suggestive comments to or about you?	1	2	3	4	5
83. Stared, in a way that made you feel uncomfortable?	1	2	3	4	5
84. Attempted to establish a romantic relationship despite discouragement?	1	2	3	4	5
85. Displayed sexually suggestive material?	1	2	3	4	5
86. Gave you any other unwanted sexual attention?	1	2	3	4	5
87. Touched you in a way that made you uncomfortable?	1	2	3	4	5
88. Made unwanted attempts to stroke or fondle you?	1	2	3	4	5
89. Sexually harassed you?	1	2	3	4	5
Section C					
Workplace Incivility					
<i>Over the past two weeks</i> how often have you been in a situation where you have:					
<i>Please indicate your response by underlining the appropriate number.</i>					
	Never	Rarely	Occasionally	Often	Very Often
90. Avoided consulting another when you would normally be expected to do so?	1	2	3	4	5
91. Did not consult another in reference to a decision he or she should have been involved in?	1	2	3	4	5
92. Were excessively slow in returning an other's phone messages or emails without good reason for the delay?	1	2	3	4	5
93. Intentionally failed to pass on information which an other should have been made aware of?	1	2	3	4	5
94. Were unreasonably slow in seeing to matters on which an other was reliant on, without good reason	1	2	3	4	5
95. Gossiped behind an other's back?	1	2	3	4	5
96. Opened an other's desk drawer without prior permission?	1	2	3	4	5

97. Publicly discussed an other's confidential personal information?	1	2	3	4	5
98. Took items from an other's desk without prior permission	1	2	3	4	5
99. Spoke to another in an aggressive tone of voice?	1	2	3	4	5
100. Used an inappropriate tone when speaking to an other?	1	2	3	4	5
101. Made snide remarks about an other?	1	2	3	4	5
102. Took stationery from an other's desk without later returning it?	1	2	3	4	5
103. Read communications addressed to an other, such as emails or faxes?	1	2	3	4	5
104. Raised your voice while speaking to an other?	1	2	3	4	5
105. Talked about an other behind his or her back?	1	2	3	4	5
106. Rolled your eyes at another person	1	2	3	4	5

<p>Section D</p> <p><i>Feelings and Emotions</i></p> <p>This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer by circling the appropriate number.</p> <p>Indicate to what extent you feel this way right now, that is, at the present moment</p> <p><i>Please indicate your response by underlining the appropriate number.</i></p>	Not at all	A little	Moderately	Quite a bit	Extremely
107 Interested	1	2	3	4	5
108 Distressed	1	2	3	4	5
109 Excited	1	2	3	4	5
110 Upset	1	2	3	4	5
111 Strong	1	2	3	4	5
112 Guilty.	1	2	3	4	5
113 Scared	1	2	3	4	5
114 Hostile	1	2	3	4	5
115 Enthusiastic	1	2	3	4	5
116. Proud	1	2	3	4	5
117. Irritable	1	2	3	4	5
118. Alert	1	2	3	4	5
119. Ashamed	1	2	3	4	5
120. Inspired	1	2	3	4	5
121. Nervous	1	2	3	4	5
122. Determined	1	2	3	4	5
123. Attentive	1	2	3	4	5
124. Jittery	1	2	3	4	5
125. Active	1	2	3	4	5

126. Afraid	1	2	3	4	5
Section D					
Feelings and Emotions					
Please rate how confident you are that, as of now , you can do the following					
<i>After reading each item please indicate your response by underlining the appropriate number</i>					
	Not at all confident	A little confident	Moderately	Quite a bit	Very confident
127. Correctly identify your own negative emotions	1	2	3	4	5
128. Help another person change a negative emotion to a positive emotion	1	2	3	4	5
129. Create a positive emotion when feeling a negative emotion	1	2	3	4	5
130. Know what causes you to feel a positive emotion	1	2	3	4	5
131. Correctly identify when another person is feeling a negative emotion	1	2	3	4	5
132. Use positive emotions to generate novel solutions to old problems	1	2	3	4	5
133. Realise what causes another person to feel a positive emotion	1	2	3	4	5
134. Change your negative emotion to a positive emotion	1	2	3	4	5
135. Correctly identify your own positive emotions	1	2	3	4	5
136. Generate in yourself the emotion another person is feeling	1	2	3	4	5
137. Know what causes you to feel a negative emotion	1	2	3	4	5
138. Regulate your own emotions when under pressure	1	2	3	4	5
139. Correctly identify when another person is feeling a positive emotion	1	2	3	4	5
140. Get into a mood that best suits the occasion	1	2	3	4	5
141. Realise what causes another person to feel a negative emotion	1	2	3	4	5
142. Help another person to regulate emotions when under pressure	1	2	3	4	5
143. Notice the emotion your body language is portraying	1	2	3	4	5
144. Use positive emotions to generate good ideas	1	2	3	4	5
145. Understand what causes your emotions to change	1	2	3	4	5
146. Calm down when feeling angry	1	2	3	4	5
147. Notice the emotion another person's body language is portraying	1	2	3	4	5
148. Create emotions to enhance cognitive performance	1	2	3	4	5
149. Understand what causes another person's emotions to change	1	2	3	4	5
150. Help another person calm down when he or she is feeling angry	1	2	3	4	5
151. Recognize what emotion you are communicating through your facial expression	1	2	3	4	5
152. Create emotions to enhance physical performance	1	2	3	4	5
153. Figure out what causes you to feel differing emotions	1	2	3	4	5
154. Regulate your own emotions when close to reaching a goal	1	2	3	4	5
155. Recognize what emotion another person is communicating through his or her facial expression	1	2	3	4	5
156. Generate the right emotion so that creative ideas can unfold	1	2	3	4	5
157. Figure out what causes another person's differing emotions	1	2	3	4	5
158. Help another person regulate emotions after he or she has suffered a loss	1	2	3	4	5

<p>Section D</p> <p style="text-align: center;">Feelings and Emotions</p> <p>Each of the following items asks you about your emotions or reactions associated with emotions. <i>Indicate to what extent you feel this way right now, that is, at the present moment.</i></p> <p><i>After deciding whether a statement is true for you, please indicate your response by underlining the appropriate number.</i></p>	strongly disagree	somewhat disagree	neither agree nor disagree	somewhat agree	strongly agree
159. I know when to speak about my personal problems to others	1	2	3	4	5
160. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them	1	2	3	4	5
161. I expect that I will do well on most things I try	1	2	3	4	5
162. Other people find it easy to confide in me	1	2	3	4	5
163. I find it hard to understand the non-verbal messages of other people	1	2	3	4	5
164. Some of the major events of my life have led me to re-evaluate what is important and not important	1	2	3	4	5
165. When my mood changes, I see new possibilities.	1	2	3	4	5
166. Emotions are one of the things that make my life worth living	1	2	3	4	5
167. I am aware of my emotions as I experience them	1	2	3	4	5
168. I expect good things to happen.	1	2	3	4	5
169. I like to share my emotions with others.	1	2	3	4	5
170. When I experience a positive emotion, I know how to make it last	1	2	3	4	5
171. I arrange events others enjoy	1	2	3	4	5
172. I seek out activities that make me happy	1	2	3	4	5
173. I am aware of the non-verbal messages I send to others	1	2	3	4	5
174. I present myself in a way that makes a good impression on others	1	2	3	4	5
175. When I am in a positive mood, solving problems is easy for me	1	2	3	4	5
176. By looking at their facial expressions, I recognize the emotions people are experiencing	1	2	3	4	5
177. I know why my emotions change	1	2	3	4	5
178. When I am in a positive mood, I am able to come up with new ideas	1	2	3	4	5
179. I have control over my emotions	1	2	3	4	5
180. I easily recognize my emotions as I experience them	1	2	3	4	5
181. I motivate myself by imagining a good outcome to tasks I take on	1	2	3	4	5
182. I compliment others when they have done something well	1	2	3	4	5
183. I am aware of the non-verbal messages other people send	1	2	3	4	5
184. When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself	1	2	3	4	5
185. When I feel a change in emotions, I tend to come up with new ideas	1	2	3	4	5
286. When I am faced with a challenge, I give up because I believe I will fail	1	2	3	4	5
287. I know what other people are feeling just by looking at them	1	2	3	4	5
288. I help other people feel better when they are down	1	2	3	4	5
289. I use good moods to help myself keep trying in the face of obstacles	1	2	3	4	5
290. I can tell how people are feeling by listening to the tone of their voice	1	2	3	4	5
291. It is difficult for me to understand why people feel the way they do.	1	2	3	4	5

Appendix I

Set of Instructions Journal Writing:

Treatment conditions

Control conditions

Queries about journal writing

EXPERIMENTAL GROUP INSTRUCTION SHEET

Writing about emotional events can improve physical health and overall well-being. This study is expanding on these previous findings to discover the benefits such writing has on overall workplace functioning. In order to do this, a particular process is required.

1. Complete the questionnaire booklet (Survey 1, attachment 2) by underlining responses. Anonymity is assured through use of a pseudonym.
2. Keep a journal for 3 days. What you write in the journal need be seen by no one but you. The researchers will not ask you for the journal.
3. It is requested however that you keep a log of how much time you spend writing per day.
4. Please start journaling as soon as possible after completing the questionnaire booklet.

In the journal you will need to:

5. Write for at least 20 minute a day for 3 days about workplace events
6. Write about your deepest thoughts and feelings related to your past workday, or an important workday from the more distant past.
7. If you find it useful, focus some of your writing on improving emotional perception and management skills in relation to emotions that arise during the course of workdays (Please see following examples).

Soon after completing the 3 day journaling:

8. Answer a few post-writing queries (Attachment 3)

Two weeks after completing the journaling:

9. Complete 2nd questionnaire booklet (Survey 2, attachment 4)

As each attachment is completed please forward back to bkirk@une.edu.au

- 1) Consent form
- 2) Survey 1
- 3) Post-writing queries
- 4) Survey 2

JOURNAL WRITING

The purpose of this writing is to provide you with an opportunity to reflect on your deepest thoughts and feelings connected to your workplace. A related purpose is to increase emotional skills by building up confidence in effectively perceiving, using, understanding, and managing emotions. This can be done by evaluating one's own ability to master a situation either by noticing how one effectively perceives, uses, understands, or regulates emotions; by observing how another person manages to do this; or by receiving encouragement from others. A further means is by being aware of how one's physiological or emotional arousal can contribute to the effective perception and management of emotions.

Start out by writing about your deepest thoughts and feelings related to your past workday; or an important workday in the more distant past.

Then, if you find it useful, explore whether by analysing your thoughts and feelings you can build confidence in your ability to perceive and manage emotions in yourself and others. A beneficial way of doing this may be to identify instances of emotion and relate these to future events. Below are a number of examples plus some of the types of emotional situations that may occur routinely in many organizations. Also included are examples of the benefits gained by handling a situation in a particular fashion. The following examples are just some of the types of emotional experiences and outcomes that an individual might write about. It is of course completely up to you what you write about in your journal.

Example 1:

I was given a *promotion* today and I *felt enthused and happy*. I had good insight into my emotions and understood why I felt them.

Example 1 relates to a sense of mastery that is built up from one's own personal experiences.

Example 2a:

I *observed the reactions* of a number of people today who also put in for the job and I felt *embarrassed* when one person swore and stormed out of the office.

Example 2b:

I however I *also observed* the *reaction* of one particular person who *managed* her emotion effectively, even though she *expressed* she was disappointed. I felt *inspired* because this is the *example* I prefer to follow.

Example 3

I noticed that one of the male staff members started *ranting and raving* over not being given an important phone message. This verbalization only *created tension* in the office. I suggested he speak directly with the person in case there was a good reason he did not receive the message. He did so and found out the reason why. He *immediately calmed down* and the office returned to a relaxed state once again.

Examples 2a and 2b are different aspects to the same situation. Example 2a involves perception of one's own emotions. Example 2b involves learning an emotional management skill by observing another person. Example 3 shows successful support of another person in managing his emotions

Example 4

I was given *support from my supervisor today, when she stated that she believed in my ability to carry out my new work responsibilities. I felt happy about these words of encouragement and decided there and then that I would keep trying. I will also give myself similar encouragement by telling myself that I believe in my own abilities.*

Example 4 shows that when people are verbally persuaded that they have the ability to master a task then they are more likely to maintain the effort required to

do so than those who are not encouraged. That is because verbal persuasion can bolster people's beliefs that they do have the capability to achieve their goals.

Example 5

I *realize* that I could have *sworn and stormed* out of the office when my computer broke down and I lost all the data I needed for a report. I recognized the strong emotions that were brewing within me through the adrenaline rush I experienced. This recognition allowed me to manage my emotions by channelling my physiological arousal into more productive emotions and behaviour. I didn't retrieve the lost data, but a few people seemed to admire how I handled the situation and said that they could not have stayed calm under those circumstances.

Example 5 relates to the beneficial outcome that occurs when a person is able to perceive how physiological states contribute to emotions and uses this information to manage emotions.

NB: Please write for at least 20 minutes a day for 3 days

EXPERIMENTAL GROUP

POST WRITING QUERIES

ID CODE _____

1. On how many days did you write for at least 20 minutes? _____
2. On how many days did you write in the journal, but not for a full 20 minutes? _____

POST WRITING THOUGHTS

1. To what degree did you express your deepest thoughts and feelings

0 1 2 3 4 5 6 7 8 9 10
Not at all Somewhat a great deal

2. To what degree was the writing valuable and meaningful for you?

0 1 2 3 4 5 6 7 8 9 10
Not at all Somewhat a great deal

3. To what degree did you use the writing to reflect on ways of building confidence in emotional skills?

0 1 2 3 4 5 6 7 8 9 10
Not at all Somewhat a great deal

4. To what degree did the writing reduce stress.

0 1 2 3 4 5 6 7 8 9 10
Not at all Somewhat a great deal

Please forward post writing queries back to Beverley Kirk as an email attachment

Please complete Survey 2 in two week's time

CONTROL GROUP

INSTRUCTION SHEET

Writing about emotional events can improve physical health and overall well-being. This study is expanding on these previous findings to discover the benefits such writing has on overall workplace functioning. In order to do this, a particular process is required.

1. Complete the questionnaire booklet (Attachment 2 survey 1) by underlining responses.

Anonymity is assured through use of a pseudonym.

2. Keep a journal for 3 days. What you write in the journal need be seen by no one but you.

The researchers will not ask you for the journal.

3. It is requested however that you keep a log of how much time you spend writing per day.

4. Please start journaling as soon as possible after completing the questionnaire booklet.

In this journal you will need to:

5. Write for at least 20 minutes a day for 3 days about what you did in the past 24 hours that was not related to work (please see following examples).

Soon after completing the 3 day journaling

6. Answer a few post-writing queries (Attachment 3).

Two weeks after completing the journaling

7. Complete 2nd questionnaire booklet (Attachment 4 survey 2).

As each attachment is completed please forward back to bkirk@une.edu.au

- 1) Consent form
- 2) Survey 1
- 3) Post-writing queries
- 4) Survey 2

JOURNAL WRITING

The purpose of writing is to provide you with an opportunity to reflect on your thoughts related to your non-work day.

The following examples are just some of the types of events you may choose to write about.

Example 1:

Took the family to MacDonalds so no-one had to cook the dinner (elaborate on the occasion).

Example 2:

I managed to watch my favourite show on TV tonight (Discuss what the show was about).

Example 3

Helped the kids with their homework (Describe what you actually did).

Example 4

Decided to have friends over for a party at the weekend (note down who will be coming and what type of food and/or drinks you will be serving).

NB: Please write for at least 20 minutes a day for 3 days

CONTROL GROUPS

POST WRITING QUERIES

ID CODE _____

1. On how many days did you write for at least 20 minutes? _____
2. On how many days did you write in the journal, but not for a full 20 minutes? _____

POST WRITING THOUGHTS

1. To what degree did you express your deepest thoughts and feelings

0 1 2 3 4 5 6 7 8 9 10
Not at all Somewhat a great deal

2. To what degree was the writing valuable and meaningful for you?

0 1 2 3 4 5 6 7 8 9 10
Not at all Somewhat a great deal

3. To what degree did you use the writing to reflect on ways of building confidence in emotional skills?

0 1 2 3 4 5 6 7 8 9 10
Not at all Somewhat a great deal

4. To what degree did the writing reduce stress?

0 1 2 3 4 5 6 7 8 9 10
Not at all Somewhat a great deal

Please forward post writing queries back to Beverley Kirk as an email attachment

Appendix J

Post-Test Measure

CODE NUMBER.....

QUESTIONNAIRE BOOKLET
Survey 2

Section A	
Background Details	
Please answer the following questions. If there are options provided in the right hand column, please underline the relevant letter	
1. What is your age?	
2. What is your gender?	e. Male f. Female
3. What is your marital status?	k. Never Married l. Widowed m. Divorced n. Separated but not divorced o. Married
4. Which ethnic group do you most strongly identify with? (circle more than one if more than one applicable)	cc. Australian dd. English ee. Irish ff. Italian gg. German hh. New Zealand ii. Greek jj. Aboriginal kk. Torres Strait Islander ll. Vietnamese mm. Lebanese nn. Chinese oo. Malaysian pp. Other (please specify)
5. If 'other' selected for question 4, please specify	
6. What is your highest level of education?	s. Some secondary School t. School Certificate u. Higher School Cert. v. Diploma w. Graduate certificate x. Bachelor degree y. Post grad degree z. Doctorate aa. Other

7. If 'other' selected for question 6, please specify	
8. What is your residential postcode?	
9. How long have you been in your current organisation?	
10. Where does your job fall in the organization	j. non-management k. Mid management l. Senior management m. Clinical n. Supervisory
<p>Section B</p> <p style="text-align: center;">Work Situations</p> <p>Think of the work you do at present. How well does each of the following words or phrases <u>describe your work during past 2 weeks</u>? Mark your responses by underlining the letter either:</p> <p>Y for "Yes" if it describes your work N for "No" if it does not describe it ? if you cannot decide</p> <p>Items 11-58 © Bowling Green State University, 1982, 1985, 1997</p>	<p style="text-align: center;">YES NO ?</p>
11. Satisfying	<p style="text-align: center;">Y N ?</p>
12. Gives sense of accomplishment	<p style="text-align: center;">Y N ?</p>
13. Challenging	<p style="text-align: center;">Y N ?</p>
14. Dull	<p style="text-align: center;">Y N ?</p>
15. Uninteresting	<p style="text-align: center;">Y N ?</p>
<p>Think of the pay you get now. <u>Over the past two weeks</u> how well does each of the following words or phrases <u>describe your pay</u>?</p> <p><i>Please underline either Y, N or?</i></p>	

16. Income adequate for normal expenses	Y	N	?
17. Fair	Y	N	?
18. Insecure	Y	N	?
19. Well paid	Y	N	?
20. Underpaid	Y	N	?
<p>Think of the opportunities for promotion that you have now. Over the past two weeks how well does each of the following words or phrases describe your opportunities for promotion</p> <p><i>Please underline either Y, N or ?</i></p>			
21. Good opportunities for promotion	Y	N	?
22. Promotion on ability	Y	N	?
23. Dead-end job	Y	N	?
24. Good chance for promotion	Y	N	?
25. Unfair promotion policy	Y	N	?
<p>Think of your supervisor and the kind of supervision that you get on your job. Over the past two weeks how well does each of the following words or phrases describe your supervision</p> <p><i>Please underline either Y, N or ?</i></p>			
26. Praises good work	Y	N	?
27. Tactful	Y	N	?
28. Up-to-date	Y	N	?
29. Annoying	Y	N	?
30. Bad	Y	N	?
<p>Think of the majority of people that you work with now or the people you meet in connection with your work. Over the past two weeks how well does each of the following words or phrases describe these people?</p> <p><i>Please underline either Y, N or ?</i></p>			
31. Boring	Y	N	?
32. Helpful	Y	N	?
33. Responsible	Y	N	?
34. Intelligent	Y	N	?
35. Lazy	Y	N	?
<p>Think of your job in general. Over the past two weeks how well does each of the following words or phrases describe your job (All in all, what has it been like most of that time?) For each of the following words or phrases, <i>Please underline either Y, N or ?</i></p>			

36. Good	Y	N	?
37. Undesirable	Y	N	?
38. Better than most	Y	N	?
39. Disagreeable	Y	N	?
40. Makes me content	Y	N	?
41. Excellent	Y	N	?
42. Enjoyable	Y	N	?
43. Poor	Y	N	?
<i>Over the past two weeks which of the following words best describes the <u>stress on the job.</u></i>			
<i>Please underline either Y, N or ?</i>			
44. Demanding	Y	N	?
45. Pressured	Y	N	?
46. Hectic	Y	N	?
47. Calm	Y	N	?
48. Relaxed	Y	N	?
49. Many things stressful	Y	N	?
50. Pushed	Y	N	?
51. Irritating	Y	N	?
52. Under control	Y	N	?
53. Nerve-racking	Y	N	?
54. Hassled	Y	N	?
55. Comfortable	Y	N	?
56. More stressful than I'd like	Y	N	?
57. Smooth-running	Y	N	?
58. Over-whelming	Y	N	?
Section C			
Workplace Incivility			
<i>Over the past two weeks, how often have you been in a situation where <u>another</u> employee of the organisation has:</i>			
<i>Please indicate your response by underlining the appropriate number.</i>			
	Never	Rarely	Occasionally
	Often	Very Often	
59. Avoided consulting you when they would normally be expected to do so	1	2	3
	4	5	
60. Did not consult you in reference to a decision you should have been involved in?	1	2	3
	4	5	
61. Was excessively slow in returning your phone messages or emails without good reason for the delay?	1	2	3
	4	5	

62. Intentionally failed to pass on information which you should have been made aware of?	1	2	3	4	5
63. Were unreasonably slow in seeing to matters on which you were reliant on them for, without good reason	1	2	3	4	5
64. Gossiped behind your back?	1	2	3	4	5
65. Opened your desk drawers without prior permission?	1	2	3	4	5
66. Publicly discussed your confidential personal information?	1	2	3	4	5
67. Took items from your desk without prior permission	1	2	3	4	5
68. Spoke to you in an aggressive tone of voice?	1	2	3	4	5
69. Used an inappropriate tone when speaking to you?	1	2	3	4	5
70. Made snide remarks about you?	1	2	3	4	5
71. Took stationery from your desk without later returning it?	1	2	3	4	5
72. Read communications addressed to you, such as emails or faxes?	1	2	3	4	5
73. Raised their voice while speaking to you?	1	2	3	4	5
74. Talked about you behind your back?	1	2	3	4	5
75. Rolled their eyes at you?	1	2	3	4	5
76. Made stereotypic remarks about roles of men and women?	1	2	3	4	5
77. Asked you to run a personal errand that you felt was inappropriate?	1	2	3	4	5
78. Made offensive remarks or jokes about women in your presence?	1	2	3	4	5
79. Made offensive remarks or jokes about men in your presence?	1	2	3	4	5
80. Commented on physical appearance that offended?	1	2	3	4	5
81. Attempted to discuss sexual matters?	1	2	3	4	5
82. Made sexually suggestive comments to or about you?	1	2	3	4	5
83. Stared, in a way that made you feel uncomfortable?	1	2	3	4	5
84. Attempted to establish a romantic relationship despite discouragement?	1	2	3	4	5
85. Displayed sexually suggestive material?	1	2	3	4	5
86. Gave you any other unwanted sexual attention?	1	2	3	4	5
87. Touched you in a way that made you uncomfortable?	1	2	3	4	5
88. Made unwanted attempts to stroke or fondle you?	1	2	3	4	5
89. Sexually harassed you?	1	2	3	4	5
<p>Section C</p> <p style="text-align: center;">Workplace Incivility</p> <p><i>Over the past two weeks</i> how often have you been in a situation where you have:</p> <p><i>Please indicate your response by underlining the appropriate number.</i></p>					
	Never	Rarely	Occasionally	Often	Very Often
90. Avoided consulting another when you would normally be expected to do so?	1	2	3	4	5
91. Did not consult another in reference to a decision he or she should have been involved in?	1	2	3	4	5
92. Were excessively slow in returning an other's phone messages or emails without good reason for the delay?	1	2	3	4	5
93. Intentionally failed to pass on information which an other should have been made aware of?	1	2	3	4	5
94. Were unreasonably slow in seeing to matters on which an other was reliant on, without good reason	1	2	3	4	5
95. Gossiped behind an other's back?	1	2	3	4	5
96. Opened an other's desk drawer without prior permission?	1	2	3	4	5

97. Publicly discussed an other's confidential personal information?	1	2	3	4	5
98. Took items from an other's desk without prior permission	1	2	3	4	5
99. Spoke to another in an aggressive tone of voice?	1	2	3	4	5
100. Used an inappropriate tone when speaking to an other?	1	2	3	4	5
101. Made snide remarks about an other?	1	2	3	4	5
102. Took stationery from an other's desk without later returning it?	1	2	3	4	5
103. Read communications addressed to an other, such as emails or faxes?	1	2	3	4	5
104. Raised your voice while speaking to an other?	1	2	3	4	5
105. Talked about an other behind his or her back?	1	2	3	4	5
106. Rolled your eyes at another person	1	2	3	4	5

<p>Section D</p> <p><i>Feelings and Emotions</i></p> <p>This scale consists of a number of words that describe different feelings and emotions. Read each item and then mark the appropriate answer by circling the appropriate number.</p> <p>Indicate to what extent you feel this way right now, that is, at the present moment</p> <p><i>Please indicate your response by underlining the appropriate number.</i></p>	Not at all	A little	Moderately	Quite a bit	Extremely
107 Interested	1	2	3	4	5
108 Distressed	1	2	3	4	5
109 Excited	1	2	3	4	5
110 Upset	1	2	3	4	5
111 Strong	1	2	3	4	5
112 Guilty.	1	2	3	4	5
113 Scared	1	2	3	4	5
114 Hostile	1	2	3	4	5
115 Enthusiastic	1	2	3	4	5
116. Proud	1	2	3	4	5
117. Irritable	1	2	3	4	5
118. Alert	1	2	3	4	5
119. Ashamed	1	2	3	4	5
120. Inspired	1	2	3	4	5
121. Nervous	1	2	3	4	5
122. Determined	1	2	3	4	5
123. Attentive	1	2	3	4	5
124. Jittery	1	2	3	4	5
125. Active	1	2	3	4	5

126. Afraid	1	2	3	4	5
Section D					
Feelings and Emotions					
Please rate how confident you are that, as of now , you can do the following					
<i>After reading each item please indicate your response by underlining the appropriate number</i>					
127. Correctly identify your own negative emotions	1	2	3	4	5
128. Help another person change a negative emotion to a positive emotion	1	2	3	4	5
129. Create a positive emotion when feeling a negative emotion	1	2	3	4	5
130. Know what causes you to feel a positive emotion	1	2	3	4	5
131. Correctly identify when another person is feeling a negative emotion	1	2	3	4	5
132. Use positive emotions to generate novel solutions to old problems	1	2	3	4	5
133. Realise what causes another person to feel a positive emotion	1	2	3	4	5
134. Change your negative emotion to a positive emotion	1	2	3	4	5
135. Correctly identify your own positive emotions	1	2	3	4	5
136. Generate in yourself the emotion another person is feeling	1	2	3	4	5
137. Know what causes you to feel a negative emotion	1	2	3	4	5
138. Regulate your own emotions when under pressure	1	2	3	4	5
139. Correctly identify when another person is feeling a positive emotion	1	2	3	4	5
140. Get into a mood that best suits the occasion	1	2	3	4	5
141. Realise what causes another person to feel a negative emotion	1	2	3	4	5
142. Help another person to regulate emotions when under pressure	1	2	3	4	5
143. Notice the emotion your body language is portraying	1	2	3	4	5
144. Use positive emotions to generate good ideas	1	2	3	4	5
145. Understand what causes your emotions to change	1	2	3	4	5
146. Calm down when feeling angry	1	2	3	4	5
147. Notice the emotion another person's body language is portraying	1	2	3	4	5
148. Create emotions to enhance cognitive performance	1	2	3	4	5
149. Understand what causes another person's emotions to change	1	2	3	4	5
150. Help another person calm down when he or she is feeling angry	1	2	3	4	5
151. Recognize what emotion you are communicating through your facial expression	1	2	3	4	5
152. Create emotions to enhance physical performance	1	2	3	4	5
153. Figure out what causes you to feel differing emotions	1	2	3	4	5
154. Regulate your own emotions when close to reaching a goal	1	2	3	4	5
155. Recognize what emotion another person is communicating through his or her facial expression	1	2	3	4	5
156. Generate the right emotion so that creative ideas can unfold	1	2	3	4	5
157. Figure out what causes another person's differing emotions	1	2	3	4	5
158. Help another person regulate emotions after he or she has suffered a loss	1	2	3	4	5

<p>Section D</p> <p style="text-align: center;">Feelings and Emotions</p> <p>Each of the following items asks you about your emotions or reactions associated with emotions. <i>Indicate to what extent you feel this way right now, that is, at the present moment.</i></p> <p><i>After deciding whether a statement is true for you, please indicate your response by underlining the appropriate number.</i></p>	strongly disagree	somewhat disagree	neither agree nor disagree	somewhat agree	strongly agree
159. I know when to speak about my personal problems to others	1	2	3	4	5
160. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them	1	2	3	4	5
161. I expect that I will do well on most things I try	1	2	3	4	5
162. Other people find it easy to confide in me	1	2	3	4	5
163. I find it hard to understand the non-verbal messages of other people	1	2	3	4	5
164. Some of the major events of my life have led me to re-evaluate what is important and not important	1	2	3	4	5
165. When my mood changes, I see new possibilities.	1	2	3	4	5
166. Emotions are one of the things that make my life worth living	1	2	3	4	5
167. I am aware of my emotions as I experience them	1	2	3	4	5
168. I expect good things to happen.	1	2	3	4	5
169. I like to share my emotions with others.	1	2	3	4	5
170. When I experience a positive emotion, I know how to make it last	1	2	3	4	5
171. I arrange events others enjoy	1	2	3	4	5
172. I seek out activities that make me happy	1	2	3	4	5
173. I am aware of the non-verbal messages I send to others	1	2	3	4	5
174. I present myself in a way that makes a good impression on others	1	2	3	4	5
175. When I am in a positive mood, solving problems is easy for me	1	2	3	4	5
176. By looking at their facial expressions, I recognize the emotions people are experiencing	1	2	3	4	5
177. I know why my emotions change	1	2	3	4	5
178. When I am in a positive mood, I am able to come up with new ideas	1	2	3	4	5
179. I have control over my emotions	1	2	3	4	5
180. I easily recognize my emotions as I experience them	1	2	3	4	5
181. I motivate myself by imagining a good outcome to tasks I take on	1	2	3	4	5
182. I compliment others when they have done something well	1	2	3	4	5
183. I am aware of the non-verbal messages other people send	1	2	3	4	5
184. When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself	1	2	3	4	5
185. When I feel a change in emotions, I tend to come up with new ideas	1	2	3	4	5
286. When I am faced with a challenge, I give up because I believe I will fail	1	2	3	4	5
287. I know what other people are feeling just by looking at them	1	2	3	4	5
288. I help other people feel better when they are down	1	2	3	4	5
289. I use good moods to help myself keep trying in the face of obstacles	1	2	3	4	5
290. I can tell how people are feeling by listening to the tone of their voice	1	2	3	4	5
291. It is difficult for me to understand why people feel the way they do.	1	2	3	4	5