June 2022

Depersonalized, Dysregulated, and Demanded: The Impact of Burnout on Appraisal and Emotional Events

Katrina M. Conen
University of South Florida

Depersonalized, Dysregulated, and Demanded: The Impact of Burnout on Appraisal and Emotional Events

by

Katrina M. Conen

A thesis submitted in partial fulfillment
of the requirements for the degree of
Master of the Arts
Department of Psychology
College of Arts and Sciences
University of South Florida

Major Professor: Kelsey Merlo Ph.D.
Brenton Wiernik Ph.D.
Fallon Goodman Ph.D.

Date of approval:
May 25,2022

Keywords: emotional exhaustion, emotion episodes, job demands-resources

DEDICATION

A special thanks to Mitchell StClair – for being such a supportive partner throughout this process. I appreciate you and everything you've done to help support and see me grow. To my family, Lisa and Mason Conen, for their love throughout my life and pushing me to succeed and be the best version of myself possible. Finally, thank you to Kelsey Merlo, Ph.D. You've been such an amazing mentor and advisor. I truly could not have done this without you.

Dedicated to Richard H. Conen. Love you lots Dad; I wish you could be here to see this.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ABSTRACT

A widely studied construct, burnout is a chronic disease that is considered to develop over time (Maslach et al., 2001). Burnout has been related to a number of pertinent outcomes including increased job turnover, decreased job satisfaction, and poor mental and physical health outcomes (Ahola, 2007). However, little work has yet to be done concerning the role burnout may play in the appraisal of work events and the subsequent psychological construction of emotional episodes. The current study addresses the tension between the chronic affective dysregulation associated with burnout and the acute construction of an emotional episode. Results support the idea that individuals experiencing burnout appraise events as more goal incongruent than those who are not experiencing high levels of burnout. Additionally, those high in burnout are more likely to choose an avoidance emotion regulation strategy to cope with stressful work events. This work can highlight critical intervention points for mitigating the development of burnout. A number of theoretical and practical implications are discussed.

CHAPTER ONE: INTRODUCTION

Issues surrounding burnout have been widely studied in the field of Industrial-Organizational Psychology since the construct's inception in the 1970's. Starting in the 1980's, research on burnout shifted to a more systematic empirical approach. Researchers studying burnout have agreed that burnout can be classified as a chronic state that slowly develops over time (Maslach et al., 2001). Burnout has been classified by the World Health Organization (WHO) and International Classification of Diseases (ICD-11) as an occupational phenomenon. Burnout has been defined as "a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed" (World Health Organization, 2019). It is characterized by three dimensions: feelings of energy depletion or exhaustion, increased mental distance from one's job or feelings of cynicism related to one's job, and reduced professional efficacy (Hodgkinson & Ford, 2005; Schaufeli & Enzmann, 1998; World Health Organization, 2019).

A widely studied construct, burnout has been related to a number of important work and health outcomes for employees (Hodgkinson & Ford, 2005; W. Schaufeli & Enzmann, 1998). Extensive work has explored characteristics of the job role that may influence levels of burnout through increased job demands (Ahola, 2007; Jaramillo et al., 2006). Increased levels of burnout are associated with poor organizational outcomes, such as decreased job satisfaction and increased turnover, in addition to a host of cascading health complications, such as increased risk of cardiovascular disease and sleep disturbances. Critical to these conceptualizations of burnout

is the chronic nature of these stressors; individuals who find themselves in roles where the job demands continuously overwhelm their resources are at risk for developing burnout. However, comparatively little work has assessed the relationship between chronic burnout and the psychological construction of acute emotional events at work. This work aims to address this gap by assessing the cyclical relationship between burnout and the appraisal of acute emotional events and subsequent coping behaviors at work.

This work makes several theoretical and practical contributions. From a theoretical perspective, the proposed work addresses the tension between the chronic affective dysregulation associated with burnout and the acute construction of an emotional episode. Specifically, the current work can address how burnout influences the cognitive interpretation and evaluation of emotional events in the moment and how repeated exposure to emotional events associated with avoidance appraisals can lead to or worsen burnout symptoms, shedding light on the dynamic interplay between these chronic and acute experiences.

Practically, this proposed work can highlight critical intervention points for mitigating the development of burnout. Implementing widespread interventions within organizations is notoriously difficult (Alkraiji et al., 2013), with many interventions focusing on changing individuals' cognitions or behaviors instead of modifying organizational structures. Identifying the impact of burnout on individuals' appraisals of work events may highlight places for cognitive reappraisals (Grandey, 2015; Russell, 2009; Russell & Barrett, 1999) or other individually-focused interventions to minimize the destructive impact of negative work events.

Literature Review and Hypothesis Development

Burnout Structure and Modeling

Burnout is composed of three facets: emotional exhaustion, depersonalization or cynicism, and feelings of reduced personal accomplishment. Emotional exhaustion has been the most commonly studied facet of burnout, as it is the most visible and easiest to measure (Bakker & Costa, 2014a; Maslach et al., 2001). High levels of burnout have been related to both mental and physical health (Ahola, 2007). Increased levels of burnout have also been related to increased depressive and anxiety disorders, alcohol dependence, mood disturbance, and somatic symptoms including headaches, respiratory infections, and gastrointestinal infections (Ahola, 2007; Kim et al., 2011). Burnout not only impacts the health and wellness of individuals, but will also have a negative impact on organizations as well (Hillhouse et al., 2000). High levels of burnout have also been related to a number of job-related outcomes in addition to individual health outcomes, such as higher levels of job turnover, increased counterproductive work behaviors, and low job satisfaction (Han et al., 2019; Scanlan & Still, 2013).

Given burnout is considered a chronic disease that develops over time, a number of models have been constructed to assess how burnout develops and the order of presentation of various burnout dimensions (see Figure 1). Most models mapping the development of burnout agree that emotional exhaustion is the first dimension to appear (Taris et al., 2005). Notable models that have received empirical support include Leiter and Maslach's Process Model (Leiter & Maslach, 1988) as well as Lee and Ashforth's Model (Lee & Ashforth, 1993). The Process Model posits that emotional exhaustion is the first dimension of burnout to develop in response to high job demands, which then leads to depersonalization to cope with stressors. Leiter and Maslach then posit that persistent feelings of depersonalization can lead to feelings of reduced

personal accomplishment (Leiter & Maslach, 1988). In their complementary model, Lee and Ashforth also predict emotional exhaustion to be the first dimension of burnout to develop. Depersonalization and feelings of reduced personal accomplishment will develop independently from emotional exhaustion and would be evoked directly from emotional exhaustion (Lee & Ashforth, 1993).

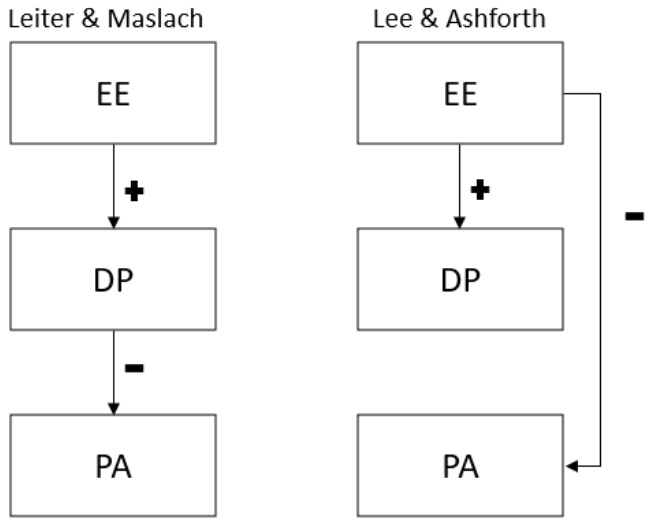

Figure 1. *Visual depiction of developmental models of burnout (Taris et al., 2005)*

Contributing factors to the development of burnout have been widely studied in conjunction with modeling the dimensions of burnout. In particular, the Job Demands-Resources (JD-R) Model assumes that each occupation may have specific risks associated with job stress, which can be categorized as either job demands or job resources (Demerouti et al., 2001; Demerouti & Bakker, 2011). If an individual has more demands than their resources can sustain, increased amounts of stress and burnout may result (Bakker & Demerouti, 2007). These increased amounts of stress and burnout can have lasting impacts on physical and psychological health (Barello et al., 2021; Hillhouse et al., 2000; Kim et al., 2011).

The JD-R model has been widely used to help illustrate determinants of burnout. It offers a useful categorization of potential work influences as job demands that may contribute to the development of burnout. However, much of the research conducted on burnout, particularly using the JD-R model, has focused on burnout solely as an outcome. Little work has been done to assess how burnout influences the interpretation of work events as potential job demands and the subsequent psychological construction of emotion episodes.

Role stressors in particular have been identified as salient job demands contributing to burnout (Kahn et al., 1964; Merlo et al., 2021). Role stress theory posits that employees perform distinct roles or patterns of behavior to meet the demands of their job or organization (Jaramillo et al., 2006; Kahn et al., 1964; Rizzo et al., 1970). Prolonged exposure to such stressors may have a detrimental impact on the mental or physical health of the employee (Jaramillo et al., 2006; Kahn et al., 1964; Rizzo et al., 1970). Within role stress theory, role conflict, role overload, and role ambiguity are particularly important.

Role conflict occurs when there are incompatible demands placed on a person relating to their job or position (Kahn et al., 1964; Rizzo et al., 1970). People experience role conflict when they find themselves pulled in various directions as they try to respond to the many statuses they hold within an organization. Role overload exists when an individual fulfills multiple roles simultaneously and lacks the sufficient resources to perform them (Rizzo et al., 1970). It can evolve from both excessive time demands and excessive psychological demands. Role strain is an outcome of role conflict, ambiguity, and overload. Role ambiguity is a term used to describe a lack of clarity, certainty, and/or predictability one might have experienced with regards to behavior in a job (Kahn et al., 1964; Rizzo et al., 1970). This may be due, perhaps, to an ill-defined or ambiguous job description and/or uncertain organizational objectives.

While these role stressors are classically thought of as chronic stressors (e.g., “I never seem to have enough time to get everything done.”; O’Driscoll & Beehr, 1994; Olk & Friedlander, 1992), they also may manifest as acute interactions or events. For example, role overload is typically assessed as a chronic experience of having too much work to do in too little time. However, an acute instantiation of role overload may be receiving a request to complete additional work. This acute instantiation of a role stressors can be a salient work event that precedes the psychological construction of an emotion episode.

Emotion Episodes

Emotion episodes provide a framework for understanding the impact of important antecedent work events on individuals. In their framework highlighting the construction of emotion episodes, Russell and Barrett (1999) discuss core affect, emotion episodes, and the distinctions between the two constructs. Emotion episodes are distinct from core affect, which is the underlying feeling state best characterized by valence and arousal. Similar to temperature, core affect is always present even if it is not at the forefront of consciousness. It can vary dynamically throughout the day and may reach conscious awareness at its extremes, such as during highly arousing or very negative emotions, similar to how ambient temperature may enter our conscious awareness when the temperature becomes too extreme. Emotion events, however, are comparatively short-lived emotional experiences that are psychologically constructed from some antecedent event (Russell, 2009; Russell & Barrett, 1999).

The psychological construction process involves a host of cognitive processes that give meaning to the antecedent event and construct the emergent emotion processes, such as appraisal, attributions, and changes in meta-awareness of the emotion experience (Russell, 2009). This psychological construction that characterizes emotion episodes makes the episodes

phenomenologically distinct from core affect alone – they are characterized by this cognitive "work" that gives rise to a distinct emotion episode.

Critical to this psychological construction is the role of appraisal, or the cognitive process that gives meaning to an antecedent emotion event. Cognitive appraisals can explain how two different people may have disparate emotional reactions to the same antecedent event. For one person, the event may be meaningful and emotional; for another, it may hold little meaning and not evoke an emotion episode. For instance, an individual experiencing high levels of emotional exhaustion may have a strong negative reaction to a request to take on an additional project; this event is meaningful to their life and leads to an emotion episode. However, an individual who is thriving at work may appraise the same event as neutral or even positive; taking on an additional project may be appraised as an opportunity to continue to excel in their role. These examples highlight the importance of cognitive appraisals to understand how two people may have very different reactions to the same event. In particular, we suggest that these cognitive appraisals may be especially important for how individuals appraise fairly ambiguous work relevant situations, and the subsequent impact it may have on their emotional response and development of burnout.

Within the appraisal literature, researchers have differentiated between primary and secondary appraisal processes (Frijda et al., 1989). Primary appraisal refers to the process of evaluating the motivational relevance and congruence of the antecedent event. Specifically, primary appraisals evaluate whether the antecedent event potentially harms or benefits the commitments, values, or goals of the individual (Lazarus, 1991). If the primary appraisal indicates that the antecedent event is not a threat to the individual's commitments, values, or goals, then a negative emotional reaction will not occur. However, if the primary appraisal

indicates there is a threat to the individual's commitments, values, or goals, then the individual is likely to have a negative reaction to this antecedent event and be subsequently motivated to try and adapt or change the situation.

When individuals are experiencing high levels of burnout, I posit that work events highlighting role stressors are more likely to be perceived as incongruent with their commitments, values, or goals. Burnout, conceptualized as the chronic exposure to work stressors, may influence the primary appraisal of various work events to have motivational relevance. An additional work stressor when an individual is already overloaded may be very salient to the individual, leading to stronger appraisals of the goal incongruence of the antecedent event.

Hypothesis 1a: Individuals high on emotional exhaustion will appraise work-relevant events as more goal incongruent than individuals low on emotional exhaustion.

Hypothesis 1b: Individuals high on cynicism will appraise work-relevant events as more goal incongruent than individuals low on cynicism.

This initial appraisal of the antecedent work event may also lead to the emergence of an emotion episode. According to the psychological construction of emotion, the appraisals of antecedent work events are a critical piece of the creation of an emotion episode. Previous work on appraisals and emotion indicate that cognitive appraisals lead to the experience of various emotions, both positive and negative (Smith & Kirby, 2009b). For example, appraising events as goal incongruent has been related to increased negative emotions (Frijda et al., 1989; Grandey, 2015). Through appraisals, different people can have different reactions to the same event or stimulus. Extending this work, I posit that the appraisal of these antecedent work events will impact the felt experience of an emotion episode.

Hypothesis 2: The goal incongruence of antecedent events will be related to felt emotion that is (a) more negatively valanced and (b) more highly arousing.

In addition to the primary appraisal process, Lazarus and Folkman (1986) describe a secondary appraisal process. Secondary appraisal involves the subsequent evaluation of resources and options for attempting to adapt or cope with the given situation (Folkman et al., 1986; Smith & Kirby, 2009a, 2009b). In these secondary appraisals, the individual's coping potential is evaluated in reference to the antecedent event. Research addressing emotion regulation strategies has identified a number of strategies individuals may use to try to mitigate the source of the issue or the emotional response. Naragon-Gainey and colleagues (2017) identify common factors that describe various emotion regulation strategies: approach vs. avoidance, cognitive vs. behavioral, and when these strategies commonly occur during the Process Model of emotion regulation (Gross, 2011; Gross & Feldman Barrett, 2011; see Table 1).

Table 1

Emotion regulation strategies as they pertain to a number of related factors.

	Approach v. Avoidance		Cognitive v. Behavioral		Process Model			
Construct	Approach	Avoidance	Cognitive	Behavioral	Situation	Attention	Cog. Change	Response mod.
Behavioral avoidance		x		x	x			
Problem solving	x		x	x	x			
Reappraisal	x		x				x	
Rumination		x	x			x		
Experiential avoidance		x	x					x
Expressive suppression		x	x					x

Common avoidance emotion regulation strategies are behavioral avoidance, rumination, experiential avoidance, and expressive suppression. Behavioral avoidance describes behavioral avoidance, which could include finding activities to distract oneself from the issue at hand. Rumination describes over engagement with negative emotions while rejecting and wanting to avoid negative emotions. Experiential avoidance describes ignoring one's feelings altogether. Finally, expressive suppression focuses on not showing one's emotions. While all generally considered to be avoidance, these strategies also represent a mix of cognitive and behavioral strategies and occur at various points in the Process Model. Thus, all of these strategies were chosen for inclusion in this study to capture a variety of avoidance emotion regulation strategies individuals may engage in.

Extending existing work on burnout and primary appraisals, I posit that feelings of burnout can also influence individuals' perceptions of their ability to successfully cope with the work event. Prior work has found that individuals experiencing high levels of burnout have a difficult time engaging in proactive coping, or finding an appropriate coping strategy for an event prior to feeling the emotions brought about by that event (Chang, 2020; Nizielski et al., 2013). Therefore,

the current work will emphasize coping strategies that occur after the antecedent event has occurred. Specifically, the current works posits that individuals who are high on burnout will engage in more avoidance coping behaviors.

> **Hypothesis 3a:** Individuals high on emotional exhaustion and cynicism will engage in more avoidance emotion regulation strategies (e.g., behavioral avoidance, rumination, experiential avoidance, and expressive suppression).

In addition to these avoidance emotion regulation strategies, Naragon-Gainey et al. (2017) also describes several approach strategies of problem-solving and reappraisal. Problem solving describes attempting to change the situation to avoid negative emotions. Reappraisal describes reframing the situation to think about it in a different way. Extending Hypothesis 3a, I posit that

> **Hypothesis 3b:** Individuals high on emotional exhaustion and cynicism will engage in less approach emotion regulation strategies (e.g., problem solving, reappraisal).

Cyclical Aspect to Burnout

Thus far, we have discussed the impact of burnout on the appraisals and emotional reactions to acute work events. However, individuals' patterns of responding to these acute work events may also have a recursive influence on the development of burnout. The teaching literature explores different temporal aspects around burnout, emotion regulation and expression, and stress. This work indicates that higher levels of burnout may impact how individuals process events and emotions (Fiorilli et al., 2017), similar to the current hypotheses in the proposed work. When teachers are emotionally fatigued, they tend to appraise their working conditions more negatively, therefore perceiving their students' negative emotions as particularly intense. Additionally, burned out teachers may perceive the school or classroom context as more

threatening than before they developed such negative reactions. Extending this work, researchers have suggested that cynicism or depersonalization may emerge as a coping mechanism for individuals routinely experiencing these threatening negative emotions to manage the threat of burnout (Leiter & Maslach, 1988; Maslach, 1976; Maslach et al., 2001).

Drawing again from the teaching and burnout literature, I posit that cynicism may act as a coping strategy to protect individuals from the "emotional threats" they perceive in their workplace (Chang, 2020; Fiorilli et al., 2017). Because of the intense negativity perceived at school, teachers' emotional experiences are further compromised, generating a recursive impact on their burnout condition. These findings imply a cyclical aspect to burnout. Higher levels of burnout impact individuals' appraisal of events; particularly, high levels of burnout are related to higher levels of negative emotions. This increase in negative emotions may lead to the use of cynicism or depersonalization as a coping strategy, thus increasing levels of burnout.

The cyclical nature of burnout is an interesting phenomenon that has yet to be clearly studied. One potential explanation for this cyclical nature of burnout is loss spirals, or loss cycles, taken from the literature on Conservation of Resources theory (Hobfoll, 1989, p. 1). Loss spirals cause individuals who lack resources to be vulnerable to further resource loss (Hobfoll et al., 2018; Johnson, 2020). In particular, when individuals already have fewer resources at their disposal, it becomes increasingly difficult to protect the existing resources they have; individuals with few resources available are at a higher risk for losing more resources (Hobfoll et al., 2018).

Loss spirals have been applied to work home interference (WHI), exhaustion, work pressure, changes in job demands and absenteeism, as well as in daily job demands and self-undermining behavior (Bakker & Costa, 2014a; Brummelhuis et al., 2011; Demerouti et al., 2004; W. B. Schaufeli et al., 2009). While the idea of the loss cycle originates in the

Conservation of Resources theory, it has also been supported in research using the Job Demands-Resources model as a framework. In these studies, increases in demands and decreases in resources predict burnout, and burnout is related to increases in the duration and frequency of sickness absenteeism (W. B. Schaufeli et al., 2009). Additionally, studies indicate that burnout can strengthen the loss cycle of daily job demands (Bakker & Costa, 2014b). Extending this work, we posit that burnout can lead to a loss cycle through the generation of negative emotions. In particular, we posit that the increases in negative emotions resulting from high levels of burnout can lead to higher levels of burnout, particularly emotional exhaustion over time. This is because prior studies, particularly those employing experience sampling methods (ESM) have found emotional exhaustion to have the highest likelihood of varying over comparatively short timeframes (Keller et al., 2014).

Hypothesis 4: Individuals who report more negative emotions at Time 1 will report higher levels of emotional exhaustion at Time 2.

Worsening this effect, we suggest that the coping behaviors individuals employ may have an influence on this loss cycle. In particular, individuals who employ more problem-focused coping strategies tend to experience less negative emotions than those who employ more emotion-focused coping strategies (Brotheridge & Grandey, 2002; Keller et al., 2014). Antecedent emotion regulation strategies work best to deal with emotionally demanding situations at work, but are difficult for individuals to employ when dealing with burnout (Nizielski et al., 2013).

Hypothesis 5: The relationship between emotion valence at T1 and emotion exhaustion at T2 will be moderated by emotion regulation behaviors. Specifically, (a) individuals who reported more approach emotion regulation behaviors at T1 will have an attenuated relationship between valence at T1 and emotional exhaustion at T2 while (b) individuals who reported more avoidance emotion regulation behaviors at T1 will have an exacerbated relationship.

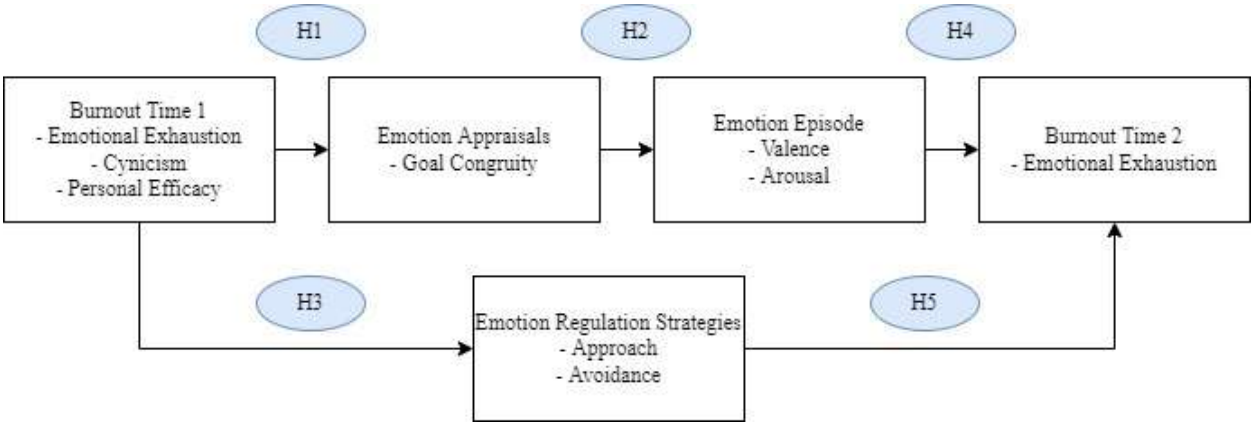

Figure 2 *Visualization of hypotheses as related to burnout, appraisals, and emotion episodes.*

CHAPTER TWO: STUDY 1 – DEVELOPMENT AND EVALUATION OF VIGNETTES

Method

In the pilot study, I developed and validated vignettes for manipulating the perceived role characteristics of acute and ambiguous work events. Vignettes were chosen to allow for experimental control in the types of workplace events participants were evaluating; all participants evaluated the same vignettes. In particular, acute work events that are high on various role stressors may be useful for influencing affective appraisals and felt emotions in individuals who are experiencing high levels of burnout.

Participants

Participants were full-time employees recruited from Prolific, an online survey platform. Participants were United States citizens who work at least 20 hours a week. A power analysis assuming a moderate effect size (f = .15) and acceptable levels of significance and power (a = .05, 1 - β= .80) indicates a sample of 53 participants was needed. To account for potential attrition, a sample of 60 participants were recruited, resulting in a final sample of 52 participants. Participants were compensated for their time in line with best practices from Prolific.

The majority of participants identified as white women. The minimum age was 20 years old, while the maximum age was 78. The mean age for participants was 38 years with a standard deviation of 14 years. A total of 36 participants were women (69.23%), with 48 participants identifying as white (92.31%). All demographic data can be found below in Table 2.

Table 2

Demographic Information for Study 1

		n	%
Gender			
	Male	13	25
	Female	36	69
	Nonbinary	2	3
Race			
	White	48	92
	Asian	2	3
	Other	2	3
Ethnicity			
	Hispanic/Latino	5	10
	Not Hispanic/Latino	47	90
Education			
	High School Degree or equivalent	13	25
	Bachelor's Degree	23	44
	Master's Degree	12	23
	Other	4	8
Income			
	Less than $20,000	6	11
	$20,000-$34,999	7	13
	$35,000-$49,999	8	15
	$50,000-$74,999	10	19
	$75,000-$99,999	7	13
	Over $100,000	14	27
Marital Status			
	Single	21	40
	Married	21	40
	Living with a partner	5	10
	Divorced	5	10

Protocol

To determine if the created work vignettes are adequately manipulating role characteristics, the pilot study assessed how individuals perceived the vignettes based along the

role stressors of role overload, conflict, and ambiguity. Vignettes were used to allow for experimental control of the stimuli that participants are evaluating, to determine the unique influence of burnout on primary and secondary appraisals in the full study. The vignettes were developed in consultation with the role stress literature. I developed a number of realistic scenarios outlining role overload, role conflict, and role ambiguity. The vignettes were developed to try to capture a snapshot of each role characteristic. Vignettes were balanced using gender-neutral and evenly gendered names. Additionally, the vignettes were assessed via a Flesch-Kincaid measure to ensure all were at an acceptable reading level (e.g., between an 8th and 9th grade reading level). The vignettes created for this study had an average Flesch-Kincaid Grade Level of 8.97. All vignettes were also assessed to ensure they were approximately the same length, to ensure reading time did not have an impact on results. There was an average of 54.8 words per vignette, with a standard deviation of 12 words. Vignettes will be randomly presented to control for potential order effects. Example vignettes are below:

> *Beatriz has to pull sales data into an Excel spreadsheet for her bosses. One supervisor wants Beatriz to format the data one way, while another supervisor says the data should be formatted in a completely different way. (Role conflict manipulation)*

> *Jaxx is working in a billing department for a large health insurance provider. They are asked by their boss to complete a task using ADP payroll software. Jaxx was never trained on how to use this software and is unsure of how to complete the assignment they were given. (Role ambiguity manipulation)*

Vanya works as a dog trainer for an organization specializing in puppy training. While she loves working with the puppies, Vanya's boss keeps assigning her new puppies to train. Because Vanya is in charge of training so many puppies, she is unable to train them on as many skills as she normally does. (Role overload manipulation)

All created vignettes to be used in the pilot study are included in Appendix A. After each vignette, participants were asked to rate the presented scenarios based on the perceived role stressors.

Measures

Role Characteristics Role ambiguity, overload, and conflict were measured using the Role Conflict and Ambiguity Scales. Two items were used to measure each role stressor after every vignette. Sample items include "I know what my responsibilities are" (reverse-coded) and "I receive incompatible requests from two or more people." (Rizzo et al., 1970). Response options range from *Strongly Disagree* to *Strongly Agree* on a 7-point Likert scale.

Results

Mean scores for role ambiguity, role conflict, and role overload were calculated for each vignette. The means for each individual vignette were then compared the group means for each role stressor. The top three vignettes for each role stressor were picked based off the highest mean within the role stressor, with one exception. The vignettes for role overload were chosen based upon their high ratings of role overload and comparatively lower rankings for role ambiguity and role conflict to capture the manipulated variable of role overload more precisely.

An unexpected limitation of this study was the overlap between role overload and the other manipulated role stressors. Ratings for role overload were high across all of the

manipulated role stressors, even when role overload was not being intentionally manipulated. While this is not ideal and does represent some construct contamination, the chosen vignettes do appear to still successfully manipulate the intended role stressors. See Table 3 for vignette means.

Table 3

Means and Standard Deviations for Chosen Vignettes

		Vignette Characteristics		
Conflict Type	Vignette	Role Ambiguity Mean (SD)	Role Conflict Mean (SD)	Role Overload Mean (SD)
Role Overload	**1**	**4.04 (1.92)**	**3.85 (1.6)**	**4.90 (2.29)**
Role Overload	2	4.70 (1.83)	4.12 (1.23)	4.73 (2.14)
Role Overload	**3**	**4.34 (1.99)**	**4.00 (1.49)**	**4.65 (2.23)**
Role Overload	**4**	**4.35 (1.86)**	**3.89 (1.67)**	**4.64 (1.95)**
Role Overload	5	4.31 (1.86)	3.88 (1.37)	4.61 (2.12)
Role Overload	6	3.96 (1.99)	3.88 (1.63)	4.52 (2.10)
Role Overload	7	4.10 (2.06)	3.87 (1.53)	4.49 (1.97)
Role Overload	8	3.97 (2.11)	3.61 (1.45)	4.39 (2.06)
Role Overload	9	4.22 (0.74)	4.19 (0.76)	4.23 (0.74)
Role Overload	10	3.57 (1.79)	3.53 (1.52)	4.08 (2.00)
Role Overload	11	4.02 (2.02)	3.83 (1.74)	3.99 (2.22)
Role Conflict	**12**	**4.14 (1.83)**	**4.5 (1.55)**	**4.69 (2.04)**
Role Conflict	**13**	**4.17 (1.81)**	**4.45 (1.77)**	**4.87 (1.77)**
Role Conflict	**14**	**4.43 (1.14)**	**4.43 (1.30)**	**4.39 (1.37)**
Role Conflict	15	4.52 (1.07)	4.41 (1.05)	4.33 (1.01)
Role Conflict	16	4.26 (2.06)	4.13 (1.51)	4.95 (2.07)
Role Conflict	17	4.18 (1.88)	4.07 (1.32)	4.85 (2.06)
Role Conflict	18	4.49 (1.86)	4.06 (1.53)	4.83 (2.07)
Role Conflict	19	4.24 (2.04)	4.00 (1.32)	4.80 (1.89)
Role Conflict	20	3.88 (2.09)	3.88 (1.47)	4.40 (2.00)
Role Conflict	21	4.51 (1.87)	3.88 (1.65)	4.90 (2.15)
Role Ambiguity	**22**	**4.88 (1.87)**	**3.91 (1.42)**	**5.06 (1.99)**
Role Ambiguity	**23**	**4.54 (1.93)**	**3.62 (1.7)**	**4.48 (2.26)**
Role Ambiguity	**24**	**4.50 (2.07)**	**4.09 (1.44)**	**4.61 (2.24)**
Role Ambiguity	25	4.33 (1.98)	4.12 (1.39)	4.59 (2.13)
Role Ambiguity	26	4.30 (2.15)	4.02 (1.46)	5.07 (2.07)
Role Ambiguity	27	4.23 (2.15)	3.97 (1.62)	4.57 (1.89)
Role Ambiguity	28	4.21 (1.83)	4.04 (1.64)	4.32 (2.16)

Table 3 (Continued)

		Vignette Characteristics		
Conflict Type	Vignette	Role Ambiguity Mean (SD)	Role Conflict Mean (SD)	Role Overload Mean (SD)
Role Ambiguity	29	4.15 (2.08)	3.84 (1.60)	4.42 (2.23)
Role Ambiguity	30	4.07 (1.90)	3.62 (1.67)	4.27 (2.09)
Role Ambiguity	31	4.00 (1.86)	3.84 (1.55)	4.30 (2.22)

Note: Role overload ratings had an average rating of M = 4.48 (SD = 1.95) for vignettes intending to manipulate role overload (n = 11) and an average rating of and M = 4.58 (SD = 1.98) for all presented vignettes (n = 31). Role conflict had an average rating of M = 4.18 (SD = 1.45) for vignettes attempting to manipulate role conflict (n = 10) and an average rating of M = 3.98 (SD = 1.48) for all presented vignettes (n = 31). Finally, role ambiguity ratings had an average rating of M = 4.32 (SD = 1.98) for vignettes attempting to manipulate role ambiguity (n = 10) and an average rating of M = 4.25 (SD = 1.86) for all presented vignettes (n = 31). Bolded vignettes represent selected vignettes.

CHAPTER THREE: STUDY 2 – BURNOUT AND APPRAISALS OF WORK SITUATIONS

Method

In study 2, I tested the proposed hypotheses exploring the role of burnout on appraisals of work events and the cyclical nature of negative emotional reactions leading to worsening burnout. Select vignettes from Study 1 were used as stimuli in Study 2.

Participants

Participants were again recruited from Prolific. Participants were United States citizens working at least 20 hours per week. Research indicates that the necessary sample size to achieve stable estimates for correlations is 250 participants (Schönbrodt & Perugini, 2013). To account for potential attrition of 10%, a sample of 275 participants were recruited. Participants were compensated for their time in line with best practices from Prolific.

Protocol

The current work asked participants to report on their levels of burnout and evaluate their appraisals and emotional responses to a series of vignettes. At Time 1, participants were asked a number of person-level questions on burnout, demographics, and role stressors. Participants were then presented with a total of nine vignettes, chosen from the findings from Study 1. Three of the presented vignettes described situations of role overload, ambiguity, and conflict, respectively.

After each vignette, participants were asked to respond to questions addressing their cognitive appraisal of the event, anticipated coping strategies, and felt emotion. Vignettes were randomly presented to control for potential order effects. Participants were given the instructions "Imagine this is a situation that is happening to you. How would you appraise this situation, how would you feel, and how would you respond?"

One week later at Time 2, participants were asked to respond to burnout and general role characteristics measures. Burnout was assessed at Time 1 and at Time 2 to address potential changes in burnout, or a loss cycle.

Measures

Burnout Burnout was measured using the Maslach Burnout Inventory – General Survey (MBI-GS).28 The MBI-GS is a 16-item measure of burnout consisting of three subscales. The three subscales measure the different facets of burnout: exhaustion (5 items), cynicism (5 items), and professional efficacy (6 items). Sample items include "I feel emotionally drained from my work" and "I have become less enthusiastic about my work." Response options range from *Never* to *Every day* on a 7-point scale.

Role Stressors Role ambiguity, conflict, and overload was measured using the Role Conflict and Ambiguity Scales. Sample items include "I know what my responsibilities are" (reverse-coded) and "I receive incompatible requests from two or more people." Response options range from *Strongly Disagree* to *Strongly Agree* on a 7-point Likert scale.

Appraisals Appraisals of goal congruence were measured using adapted items (Frijda et al., 1989). Appraisals of goal congruence for each vignette will be assessed with two items ("Would the described situation make you feel pleasant or unpleasant?" and "Would the described situation help your goals or hurt your goals?"). The presented items are adapted from the original

items to focus on individuals' appraisals of the vignette. Response options range for each item on an anchored scale. See Appendix F for the complete scale.

Emotion Regulation Strategies A six-item emotion regulation strategies measure was presented to participants after each vignette. Items were pulled from Heiy & Cheavans (2014). Items were chosen to cover a range of common approach and avoidance emotion regulation strategies. Strategies chosen include behavioral avoidance, experiential avoidance, expressive suppression, reappraisal, and rumination. Items are measured on a 5-point Likert scale. The items and instructions presented to participants were altered to fit the scope of the current study.

Felt Emotion A 9x9 affect grid was used to measure emotional state (see Figure 3). The affect grid is composed of two dimensions: valence (positive to negative) and arousal (high arousal to low arousal). Participants were asked to indicate on the grid how they expect they would feel if they were in the situation described in the vignette.

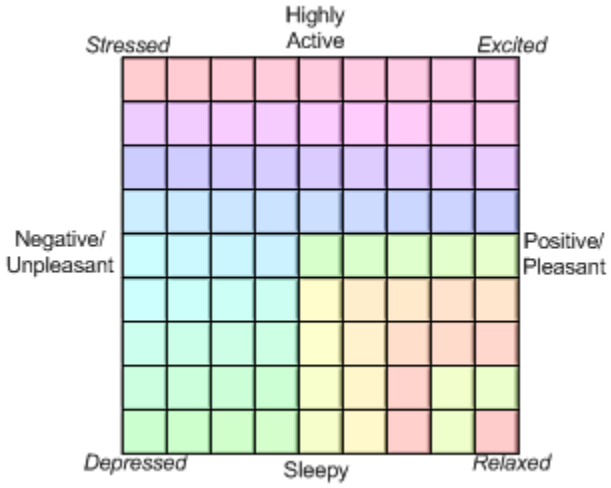

Figure 3 *9x9 affect grid*

Results

There were initially 273 participants in the study. Nine participants either did not complete the study or did not provide their informed consent, resulting in a final sample size of

264 participants for the first data collection time point. Participants were predominantly identified as white women with a mean age of 35.97 years old. Participant's ages ranged from 19 years to 67 years old. The majority of participants (79%) were employed full time, and were on average, employed five years at their current job. At time 2 of data collection, a final sample size of 222 participants of the original 264 participants was collected, representing an attrition rate of 15.9%. At the second time point, participants predominantly identified as white women with a mean age of 37.11 years old. Participant's ages ranged from 19 years to 67 years old. The majority of participants (80%) were employed full time, and were on average employed five years at their current job. Sample demographic information can be found in Table 4. Because of the smaller sample size at time two, the primary hypotheses at time one were tested using the full sample of participants at time one (N = 264). The lagged analyses including time two data were conducted with only respondents who participated in both waves (N = 222).

Table 4

Demographic Information for Study 2

		n (T1)	% (T1)	*n (T2)*	% (T2)
Gender					
	Male	90	34	73	33
	Female	167	63	144	65
	Nonbinary	7	3	5	2
Race					
	White	213	80	181	82
	Asian	20	7	17	7
	Black or African American	17	6	13	6
	American Indian or Alaska Native	2	0.8	2	2
	Other	12	4.5	8	3
Ethnicity					
	Hispanic/Latino	21	8	15	7
	Not Hispanic/Latino	240	92	206	93
Education					

Table 4 (continued)		*n (T1)*	% (T1)	*n (T2)*	% (T2)
	High School Degree or equivalent	62	23	56	25
	Bachelor's Degree	133	50	110	50
	Master's Degree	42	16	38	17
	Doctorate	15	5	11	5
	Other	12	4	7	3
Income					
	Less than $20,000	14	8	11	5
	$20,000-$34,999	37	14	19	9
	$35,000-$49,999	38	15	34	15
	$50,000-$74,999	63	24	51	23
	$75,000-$99,999	36	10	29	13
	Over $100,000	76	28	67	30
Marital Status					
	Single	107	40	87	39
	Married	88	33	74	33
	Living with a partner	51	19	41	18
	Divorced	18	7	19	10

Composite scores for the person-level measures of burnout and role stressors were calculated. Mean scores of burnout at Time 1 were calculated for each facet including emotional exhaustion (M = 4.62, SD= 1.63), cynicism (M= 4.18, SD = 1.53), and personal efficacy (M = 5.61, SD = 0.93). Similarly, mean scores of burnout at Time 2 were also calculated for emotional exhaustion (M = 4.49, SD = 1.70), cynicism (M = 4.18, SD = 1.63), and personal efficacy (M = 5.63, SD = 0.97). Descriptive statistics and correlations can be found in Table 5. All scales exhibited acceptable levels of reliability (alpha > 0.76).

Table 5

Means, standard deviations, and correlations with confidence intervals

Variable	*M*	*SD*	1	2	3	4	5	6
1. Emotion Exhaustion Time 1	4.62	1.58	(.94)					
2. Cynicism Time 1	4.15	1.53	.64**	(.83)				
3. Personal Efficacy Time 1	5.60	0.94	-.22**	-.45**	(.79)			
4. Emotion Exhaustion Time 2	4.48	1.69	.85**	.64**	-.35**	(.95)		
5. Cynicism Time 2	4.19	1.63	.60**	.86**	-.47**	.69**	(.88)	
6. Personal Efficacy Time 2	5.60	0.97	-.19**	-.47**	.78**	-.28**	-.48**	(.81)

Note. M and *SD* are used to represent mean and standard deviation, respectively. Values in parentheses indicate the Cronbach's alpha for each scale. * indicates $p < .05$. ** indicates $p < .01$.

In addition to the person level scales, descriptive statistics were calculated for the appraisals, anticipated felt emotion, and anticipated emotion regulation strategies for each vignette. Across all the vignettes, participants indicated moderate levels of arousal ($M = .91$, $SD = 2.18$) and negative valence ($M = -1.31$, $SD = 2.21$). Participants also rated the vignettes as primarily goal incongruent ($M = 2.64$, $SD = 1.30$); the inter-item correlation for these two items was $r = .75$, $p < .01$, indicating moderate inter-item reliability. Finally, participants reported moderate levels of emotion regulation across all of the strategies: experiential avoidance ($M = 2.55$, $SD = 1.07$), behavioral avoidance ($M = 2.88$, $SD = 1.20$), expressive suppression ($M = 3.26$, $SD = 1.09$), problem solving ($M = 4.01$, $SD = 0.89$), reappraisal ($M = 3.69$, $SD = 1.02$) and rumination ($M = 3.32$, $SD = 1.11$). Descriptive statistics for each vignette can be found in Appendix G. Aggregate descriptive statistics and correlations across all nine vignettes can be found in Table 6.

Table 6

Means, standard deviations, and correlations.

Variable	*M*	*SD*	1	2	3	4	5	6	7	8
1. Valence	-1.31	2.21								
2. Arousal	0.91	2.18	-.26**							
3. Goal Congruence	2.64	1.30	.61**	-.09**						
4. Behavioral Avoidance	2.88	1.20	.00	-.07*	.01					
5. Experiential Avoidance	2.55	1.07	-.04	-.03	.05**	.21**				
6. Expressive Suppression	3.26	1.09	.00	.01	.05*	.18**	.47**			
7. Problem Solving	4.01	0.89	-.00	.09**	-.08**	.03	-.13**	.04		
8. Reappraisal	3.69	1.02	.17**	-.03	.14**	.10**	.02	.10**	.50**	
9. Rumination	3.32	1.11	-.20**	.03	-.29**	.10**	-.00	-.02	.04	-.01

Note. M and *SD* are used to represent mean and standard deviation, respectively. * indicates $p < .05$. ** indicates $p < .01$.

A series of hierarchical linear models were run to test the hypotheses due to the multilevel nature of the data (responses to vignettes nested within individuals). Appropriate centering was done to aid in the interpretation of results. Person-level variables (burnout dimensions) were grand mean centered. Vignette-level predictors (goal congruence and affect) were centered within context. Additionally, person-level means were introduced to the multilevel regressions to allow for an exploration of the within-person and person-level influences of these variables (Zhang et al., 2009).

Hypothesis 1 addressed the impact of burnout on appraisals of the vignettes. Individuals high in emotional exhaustion viewed the vignettes as more goal incongruent ($b = -0.11$, $p<0.01$). Similarly, individuals high in cynicism also viewed work-relevant situations as more goal incongruent ($b = -0.067$, $p = 0.008$). Hypotheses 1a and 1b were supported.

Hypothesis 2, which postulated that goal incongruent events would be related to felt emotion that was more negatively valanced and more highly arousing. Individuals who viewed events as more goal congruent experienced more positively valanced emotions at the within-person level ($b = 1.01$, $p<0.01$) and at the person level ($b = 1.14$, $p<0.01$). In other words, when individuals reported more goal congruence than their person average, they also reported higher levels of positive valence. Similarly, individuals who reported higher average levels of goal congruence also reported higher average levels of expected positive affect. A similar pattern of effects emerged for affective arousal. Individuals who viewed events as more goal congruent reported lower expected affective arousal at the within-person level ($b = -0.36$, $p = 0.03$) and at the person level ($b = -0.09$, $p = 0.01$). When individuals reported more goal congruence than their person average, they also reported lower levels of arousal. Similarly, individuals who

reported higher average levels of goal congruence also reported lower expected affective arousal. This provides support for Hypothesis 2.

The third hypothesis addressed the impact of burnout on the use of emotion regulation strategies. For the avoidance emotion regulation strategies, an inconsistent pattern emerged. Individuals high on emotional exhaustion and cynicism were likely to implement rumination as an emotion regulation strategy ($b = 0.13$, $p < 0.001$; $b = 0.11$, $p = 0.000315$). However, individuals experiencing cynicism reported more use of experiential avoidance ($b = 0.072$, $p = 0.0114$), but emotional exhaustion was not related to experiential avoidance ($b = 0.023$, $p = 0.387$). Finally, emotional exhaustion and cynicism were not related to experiential avoidance ($b = 0.05$, $p = 0.0751$; $b = 0.036$, $p = 0.242$) or suppression ($b = 0.014$, $p = 0.612$; $b = 0.033$, $p = 0.261$). A summary of these results can be found in Table 7. Therefore, Hypothesis 3a were partially supported.

For the approach emotion regulation strategies, a significant impact of emotional exhaustion and cynicism was found. Specifically, higher levels of emotional exhaustion were related to lower levels of problem solving ($b = -0.055$, $p = 0.0044$) and reappraisal ($b = -0.049$, $p = 0.0388$). Additionally, cynicism was related to lover levels of problem solving ($b = -0.0837$, $p < 0.01$) and reappraisal ($b = -0.093$, $p = 0.000176$). Therefore, Hypothesis 3b was supported.

Table 7

Hierarchical Linear Model

	Problem Solving		Reappraisal		Experiential Avoidance		Behavioral Avoidance		Suppression		Rumination	
	B	SE	B	SE	B	SE	B	SE	B	SE	B	SE
Intercept	4.01*	.03	3.69*	.04	2.55*	.04	2.88*	.04	3.26*	.04	3.32*	.05
Emotional Exhaustion	-.055*	.019	-.049*	.02	.023	.03	.052	.03	.014	.04	.13*	.03
Cynicism	-.083*	.02	-.09*	.02	.072*	.03	.036	.03	.03	.04	.11*	.03

Note: Emotional exhaustion and cynicism are grand-mean centered at the person level. * $p < .05$

Hypotheses 4 and 5 addresses the impact of valence and emotion regulation strategies in response to vignettes at Time 1 (level 1 variables) on emotional exhaustion at Time 2 (a level 2 variable). To justify the aggregation of valence and emotion regulation responses across vignettes, intraclass correlation coefficients (ICCs) were calculated (see Table 8). Affective valence had an. ICC of 0.374, indicating comparatively low reliability. Similarly, the ICCs for behavioral distraction (ICC = .341), avoidance (ICC = 0.374) emotional suppression (ICC = 0.391), problem solving (ICC = 0.247) reappraisal (ICC = 0.296), rumination (ICC = 0.426) were also comparatively low. The following results should be interpreted with caution.

Table 8

Intraclass Correlation Coefficients for Emotion Regulation Strategies

Variable	ICC
Valence	.374
Behavioral distraction	.341
Avoidance	.374
Emotional suppression	.391
Problem solving	.247
Reappraisal	.296
Rumination	.426

The fourth hypothesis addressed the influence of average levels of valence and emotional exhaustion at Time 1 on emotional exhaustion at Time 2. A linear regression indicates a significant effect of emotional exhaustion at Time 1 on emotional exhaustion at Time 2 ($b = 0.94$, $p < 0.01$), indicating a persistent effect of emotional exhaustion over time. However, average valence at Time 1 did not predict emotional exhaustion at Time 2 ($b = -0.033$, $p = 0.47$). Therefore, hypothesis 4 was not supported.

Hypothesis five addresses the moderating influence of emotion regulation behaviors the relationship between affect valence at Time 1 and emotional exhaustion at Time 2. A series of linear regressions were conducted to explore (a) the main effect of emotion regulation strategy

and (b) the interactive effect of emotion regulation strategy and valence on emotional exhaustion at Time 2 (see Table 9). No significant main effects for the approach emotion regulation strategies of problem solving (b = -0.088, p = 0.662) and reappraisal (b = -0.009, p = 0.944) were found for predicting emotional exhaustion at Time 2. Similarly, no significant interaction effects were found between valence at Time 1 and approach emotion regulation strategies like problem solving (b = -0.08, p = 0.388) or reappraisal (b =-0.077, p = 0.207) for predicting emotional exhaustion at time 2. Hypothesis 5a was not supported.

For the avoidance emotion regulation strategies, a significant main effect of experiential avoidance was found for predicting emotional exhaustion at Time 2. Specifically, the use of experiential avoidance was related to increased emotional exhaustion at Time 2 (b = 0.235, p = 0.0232). However, the other avoidance coping strategies of behavioral avoidance, suppression, and rumination were not significantly related to emotional exhaustion at Time 2. Similarly, no interactive effects were found between any of the avoidance emotion regulation strategies and affective valence for predicting emotional exhaustion at Time 2. Hypothesis 5b was not supported.

Table 9

Regression Model

	Problem Solving		Reappraisal		Experiential Avoidance		Behavioral Avoidance		Suppression		Rumination	
	B	SE	B	SE	B	SE	B	SE	B	SE	B	SE
Intercept	0.43	0.89	0.096	0.58	-0.46	0.31	0.22	0.37	-0.12	0.38	0.011	0.37
Valence	0.31	0.40	0.26	0.24	-0.14	0.11	-0.039	0.15	0.09	0.16	-0.18	0.17
Emotional Exhaustion	0.95*	0.04	0.95*	0.04	0.94*	0.04	0.95*	0.04	0.94*	0.04	0.96*	0.05
Emotion Regulation Strategy	-0.08	0.20	-0.009	0.13	0.24*	0.10	-0.062	0.11	0.06	0.09	-0.003	0.10
Valence*Emotion Regulation Strategy	-0.08	0.09	-0.077	0.06	0.05	0.04	0.002	0.05	-0.04	0.05	0.04	0.05

Note: * $p < .05$

CHAPTER FOUR: DISCUSSION

This study aimed to assess the cyclical relationship between burnout and the appraisal of acute emotional events and subsequent coping behaviors at work. To do so, vignettes were developed with the intent to evoke emotions associated with typical role characteristics. Following the selection of vignettes, a lagged study was conducted to assess how burnout impacts the appraisal of work events, subsequent emotions and emotion regulation strategies, and the development of burnout over time.

Results found that individuals high on emotional exhaustion and cynicism viewed work-relevant events as more goal incongruent and that goal incongruent antecedent events resulted in more negatively valanced and highly arousing emotions. Additionally, those experiencing burnout implemented more avoidance emotion regulation strategies than approach emotion regulation strategies. However, affective valence and emotion regulation strategies were not related to the development of burnout one week later.

The current work illustrates a fundamental difference in how people view and appraise work-relevant events depending on their burnout levels. Individuals who are more burned out are more likely to appraise work events as more problematic than individuals who are lower on burnout. Additionally, those experiencing burnout may lack the personal resources needed to engage in approach emotion regulation strategies like problem solving or reappraisal, and instead use more avoidance strategies such as rumination or behavioral avoidance. The increased use of these avoidance emotion regulation strategies provides additional support for the loss-cycle of

burnout; individuals may become stuck in a cycle of experiencing negative emotions and using avoidance emotion regulation strategies to attempt to cope. The use of avoidance emotion regulation strategies may, in turn, lead to increased feelings of stress and burnout, thus completing the loss cycle.

The current work also further supports the Job Demands-Resources model. Those experiencing high levels of burnout did not have the sufficient resources to engage in approach coping or emotion regulation behaviors. This may indicate that these emotion regulation strategies require more of a cognitive load or mental work on the part of the individual. Such findings may highlight intervention points for individuals – additional resources might give the individual the necessary tools or energy to engage in more approach emotion regulation strategies, thus breaking the loss cycle and decreasing levels of burnout.

Theoretical and Practical Contributions

The current work makes a number of poignant theoretical and practical contributions. The first theoretical contribution that can be drawn from this study is the addition of knowledge to the Job Demands-Resources (JD-R) model. Our results supported the idea that burnout affects the appraisal of work-relevant events and subsequent felt emotions. Prior research rarely included burnout as a predictor variable. We now have a better understanding of how burnout, stressors – particularly role stressors – and appraisals of events interact. Our results support the idea that those experiencing burnout are fundamentally different than those not experiencing burnout when it comes to appraising work-related situations. Burnout may be changing the way individuals view and appraise events so they are viewed as more negative or problematic. These views take a toll on the mental and emotional wellbeing of the employee. Prior research has shown that high levels of burnout are linked to increased mental and physical illness such as

alcohol use, depressive disorders, heart disease, and other somatic complaints like headaches or gastrointestinal issues (Ahola, 2007). Such symptoms may be costly for both the employee and the organization. Thus, finding ways to reduce burnout and have individuals be able to reappraise situations using more approach emotion regulation strategies and reducing burnout is beneficial to all parties involved.

The second theoretical contribution of this study includes our findings that outline the impact burnout has on the psychological construction process and resulting felt emotions. Prior to this paper, there had been very little work linking burnout to the experience of emotions. We now know that those experiencing high levels of burnout are more likely to experience more negatively valanced and more highly arousing emotions – including feeling stressed, tense, nervous, or upset. In addition to adding to our understanding of how burnout impacts the experience of emotions, we found support for how people are coping with these emotions. Those experiencing high levels of burnout were more likely to employ avoidance emotion regulation strategies. People lack the resources needed to engage in approach emotion regulation strategies like problem solving and reappraisal. Instead, they are stuck in a cycle of avoidance coping strategies like rumination due to their burnout. These avoidance strategies may be adding to felt burnout, thus increasing support for models like the JD-R model or Conservation of Resources theory – particularly the idea of a loss cycle.

Practically, this study gives us more information on potential intervention points. Namely, because we have a better idea of this loss cycle and how it works, we may be able to more accurately and effectively target potential intervention points in how people experience these initial adverse events. Interventions at the person level, particularly around role stressors

and the appraisal process of emotions, may be an effective way to break the loss cycle of burnout and negative emotions.

Limitations and Future Directions

While this study had quite a few strengths, there were a few limitations. One such limitation was time. Results did not support our hypotheses surrounding the development of burnout across limited length of the study with only a one-week lag between Time 1 and Time 2. A longer longitudinal study following burnout in these participants could provide a longer-term view of the impact of burnout and affective appraisals in the proposed loss cycle and development of future burnout. With the comparatively short time frame in the current study, we are unable to fully test the impact of the loss cycle over longer periods of time, which may be important to see a significant change in burnout levels. A second limitation is that of our sample. My sample was largely comprised of white women. While these results highlight an interesting phenomenon, future work should aim to secure a more representative and diverse sample to ensure the generalizability of these findings to other groups – particularly traditionally marginalized people.

A third limitation of the current work is use of vignettes to study work stressors. Vignettes were chosen to precisely manipulate the presentation of work-related stressors to assess the appraisal process. However, as described in the results for study one, an unexpected limitation of this study was the overlap between role overload and the other manipulated role stressors. Ratings for role overload were high across all manipulated role stressors. While this was not ideal, the selected vignettes still showed appropriate manipulation of their unique role stressor. Future studies should continue to improve vignettes to more accurately measure each role stressors. Additionally, future research should assess the appraisal process on work stressors

as they naturally occur over the course of the workday, perhaps using an ESM approach. This would allow for more development in this area of research and a more naturalistic assessment of the appraisal process.

Conclusion

The aim of this study was to assess the cyclical relationship between burnout and the appraisal of acute emotional events and subsequent coping behaviors at work. The findings showed that individuals experiencing burnout viewed work events as more problematic and were more likely to engage in avoidance emotion regulation strategies. Future research should take a longitudinal approach to assess the impact of the loss cycle on burnout, appraisals, and emotions over a longer period of time to assess the long-term effects we observed.

REFERENCES

Ahola, K. (2007). *Occupational burnout and health*. 119.

Alkraiji, A., Jackson, T., & Murray, I. (2013). Barriers to the Widespread Adoption of Health Data Standards: An Exploratory Qualitative Study in Tertiary Healthcare Organizations in Saudi Arabia. *Journal of Medical Systems*, *37*(2), 9895. https://doi.org/10.1007/s10916-012-9895-2

Bakker, A. B., & Costa, P. L. (2014a). Chronic job burnout and daily functioning: A theoretical analysis. *Burnout Research*, *1*(3), 112–119. https://doi.org/10/gcmdwf

Bakker, A. B., & Costa, P. L. (2014b). Chronic job burnout and daily functioning: A theoretical analysis. *Burnout Research*, *1*(3), 112–119. https://doi.org/10/gcmdwf

Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology*, *22*(3), 309–328. https://doi.org/10/cd5

Barello, S., Caruso, R., Palamenghi, L., Nania, T., Dellafiore, F., Bonetti, L., Silenzi, A., Marotta, C., & Graffigna, G. (2021). *Factors associated with emotional exhaustion in healthcare professionals involved in the COVID-19 pandemic: An application of the job demands-resources model | SpringerLink*. https://link.springer.com/article/10.1007/s00420-021-01669-z

Brotheridge, C. M., & Grandey, A. A. (2002). Emotional Labor and Burnout: Comparing Two Perspectives of "People Work." *Journal of Vocational Behavior*, *60*(1), 17–39. https://doi.org/10/cm4hmz

Brummelhuis, L. L. ten, Hoeven, C. L. ter, Bakker, A. B., & Peper, B. (2011). Breaking through the loss cycle of burnout: The role of motivation. *Journal of Occupational and Organizational Psychology*, *84*(2), 268–287. https://doi.org/10/db7xbn

Chang, M.-L. (2020). Emotion Display Rules, Emotion Regulation, and Teacher Burnout. *Frontiers in Education*, *5*. https://doi.org/10/gh2h5d

Demerouti, E., & Bakker, A. B. (2011). The Job Demands-Resources model: Challenges for future research. *SA Journal of Industrial Psychology*, *37*(2), 01–09.

Demerouti, E., Bakker, A. B., & Bulters, A. J. (2004). The loss spiral of work pressure, work–home interference and exhaustion: Reciprocal relations in a three-wave study. *Journal of Vocational Behavior*, *64*(1), 131–149. https://doi.org/10/fdv6kg

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). *The Job Demands-Resources Model of Burnout*. https://psycnet.apa.org/buy/2001-06715-012

Fiorilli, C., Pepe, A., Buonomo, I., & Albanese, O. (2017). At-Risk Teachers: The Association Between Burnout Levels and Emotional Appraisal Processes. *The Open Psychology Journal*, *10*(1), 127–139. https://doi.org/10/gjjgv2

Folkman, S., Lazarus, R. S., Dunkel-Schetter, C., DeLongis, A., & Gruen, R. J. (1986). Dynamics of a stressful encounter: Cognitive appraisal, coping, and encounter outcomes. *Journal of Personality and Social Psychology*, *50*(5), 992–1003. https://doi.org/10.1037/0022-3514.50.5.992

Frijda, N. H., Kuipers, P., & ter Schure, E. (1989). Relations among emotion, appraisal, and emotional action readiness. *Journal of Personality and Social Psychology*, *57*(2), 212–228. https://doi.org/10/btvdwg

Grandey, A. A. (2015). Smiling for a Wage: What Emotional Labor Teaches Us About Emotion Regulation. *Psychological Inquiry*, *26*(1), 54–60. https://doi.org/10/gf2nf2

Gross, J. J. (2011). *Handbook of Emotion Regulation, First Edition*. Guilford Press.

Gross, J. J., & Feldman Barrett, L. (2011). Emotion Generation and Emotion Regulation: One or Two Depends on Your Point of View. *Emotion Review*, *3*(1), 8–16. https://doi.org/10/bdtqxr

Han, S., D. Shanafelt, T., A. Sinsky, C., M. Awad, K., N. Dyrbye, L., C. Fiscus, L., Trockel, M., & Goh, J. (2019). Estimating the Attributable Cost of Physician Burnout in the United States. *Annals of Internal Medicine*. https://www.acpjournals.org/doi/abs/10.7326/M18-1422

Hillhouse, J. J., Adler, C. M., & Walters, D. N. (2000). A simple model of stress, burnout and symptomatology in medical residents: A longitudinal study. *Psychology, Health & Medicine*, *5*(1), 63–73. https://doi.org/10/fqk97w

Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, *44*(3), 513–524. https://doi.org/10.1037/0003-066X.44.3.513

Hobfoll, S. E., Halbesleben, J., Neveu, J.-P., & Westman, M. (2018). Conservation of Resources in the Organizational Context: The Reality of Resources and Their Consequences. *Annual Review of Organizational Psychology and Organizational Behavior*, *5*(1), 103–128. https://doi.org/10/gfgv4t

Hodgkinson, G. P., & Ford, J. K. (2005). *International Review of Industrial and Organizational Psychology 2005*. John Wiley & Sons.

Jaramillo, F., Mulki, J. P., & Solomon, P. (2006). The Role of Ethical Climate on Salesperson's Role Stress, Job Attitudes, Turnover Intention, and Job Performance. *Journal of Personal*

Selling & Sales Management, *26*(3), 271–282. https://doi.org/10.2753/PSS0885-3134260302

Johnson, E. (2020). *Burnout and Poor Health Resulting from Resource Loss: A Longitudinal Examination of Loss Spirals* [Ph.D., Clemson University]. https://www.proquest.com/docview/2411139471/abstract/768BD6F9C9044629PQ/1

Kahn, R. L., Wolfe, D. M., Quinn, R. P., Snoek, J. D., & Rosenthal, R. A. (1964). *Organizational stress: Studies in role conflict and ambiguity* (pp. xii, 470). John Wiley.

Keller, M. M., Chang, M.-L., Becker, E. S., Goetz, T., & Frenzel, A. C. (2014). Teachers' emotional experiences and exhaustion as predictors of emotional labor in the classroom: An experience sampling study. *Frontiers in Psychology*, *5*. https://doi.org/10/fghr

Kim, H., Ji, J., & Kao, D. (2011). Burnout and Physical Health among Social Workers: A Three-Year Longitudinal Study. *Social Work*, *56*(3), 258–268. https://doi.org/10/fzj35d

Lazarus, R. S. (1991). Cognition and motivation in emotion. *American Psychologist*, *46*(4), 352–367. https://doi.org/10/czd6kp

Lee, R. T., & Ashforth, B. E. (1993). A Longitudinal Study of Burnout among Supervisors and Managers: Comparisons between the Leiter and Maslach (1988) and Golembiewski et al. (1986) Models. *Organizational Behavior and Human Decision Processes*, *54*(3), 369–398. https://doi.org/10/cgvrnw

Leiter, M. P., & Maslach, C. (1988). *The impact of interpersonal environment on burnout and organizational commitment—Leiter—1988—Journal of Organizational Behavior—Wiley Online Library*. https://onlinelibrary.wiley.com/doi/abs/10.1002/job.4030090402

Maslach, C. (1976). Burned-out. *Human Behavior*, *5*, 16–22.

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). *Job Burnout | Annual Review of Psychology*. https://www-annualreviews-org.ezproxy.lib.usf.edu/doi/abs/10.1146/annurev.psych.52.1.397

Merlo, K. L., Conen, K. M., Scott, B. L., Jones, K. C., Dunn, E. A., & Marshall, J. (2021). Burnout in the disaster response workforce: The impact of work roles and the COVID-19 pandemic. *Journal of Emergency Management*, *19*(9), 81–90. https://doi.org/10.5055/jem.0593

Nizielski, S., Hallum, S., Schütz, A., & Lopes, P. N. (2013). A note on emotion appraisal and burnout: The mediating role of antecedent-focused coping strategies. *Journal of Occupational Health Psychology*, *18*(3), 363–369. https://doi.org/10/f442fp

O'Driscoll, M. P., & Beehr, T. A. (1994). Supervisor behaviors, role stressors and uncertainty as predictors of personal outcomes for subordinates. *Journal of Organizational Behavior*, *15*(2), 141–155. https://doi.org/10.1002/job.4030150204

Olk, M. E., & Friedlander, M. L. (1992). Trainees' experiences of role conflict and role ambiguity in supervisory relationships. *Journal of Counseling Psychology*, *39*(3), 389–397. https://doi.org/10.1037/0022-0167.39.3.389

Rizzo, J. R., House, R. J., & Lirtzman, S. I. (1970). Role Conflict and Ambiguity in Complex Organizations. *Administrative Science Quarterly*, *15*(2), 150–163. https://doi.org/10.2307/2391486

Russell, J. A. (2009). Emotion, core affect, and psychological construction. *Cognition and Emotion*, *23*(7), 1259–1283. https://doi.org/10/b6fgn7

Russell, J. A., & Barrett, L. F. (1999). Core affect, prototypical emotional episodes, and other things called emotion: Dissecting the elephant. *Journal of Personality and Social Psychology*, *76*(5), 805–819. https://doi.org/10/fm7t8v

Scanlan, J. N., & Still, M. (2013). Job satisfaction, burnout and turnover intention in occupational therapists working in mental health. *Australian Occupational Therapy Journal*, *60*(5), 310–318. https://doi.org/10/gj87wf

Schaufeli, W. B., Bakker, A. B., & Van Rhenen, W. (2009). How changes in job demands and resources predict burnout, work engagement, and sickness absenteeism. *Journal of Organizational Behavior*, *30*(7), 893–917. https://doi.org/10/fn6jr5

Schaufeli, W., & Enzmann, D. (1998). *The Burnout Companion To Study And Practice: A Critical Analysis*. CRC Press.

Schönbrodt, F. D., & Perugini, M. (2013). At what sample size do correlations stabilize? *Journal of Research in Personality*, *47*(5), 609–612. https://doi.org/10.1016/j.jrp.2013.05.009

Smith, C. A., & Kirby, L. D. (2009a). Relational antecedents of appraised problem-focused coping potential and its associated emotions. *Cognition and Emotion*, *23*(3), 481–503. https://doi.org/10/ct6gzz

Smith, C. A., & Kirby, L. D. (2009b). Putting appraisal in context: Toward a relational model of appraisal and emotion. *Cognition and Emotion*, *23*(7), 1352–1372. https://doi.org/10/fhqfhd

Taris, T. W., Le Blanc, P. M., Schaufeli, W. B., & Schreurs, P. J. G. (2005). Are there causal relationships between the dimensions of the Maslach Burnout Inventory? A review and two longitudinal tests. *Work & Stress*, *19*(3), 238–255. https://doi.org/10/dmqt48

Zhang, Z., Zyphur, M., & Preacher, K. J. (2009). Testing Multilevel Mediation Using Hierarchical Linear Models: Problems and Solutions. *Organizational Research Methods*, *12*(4), 695–719.

APPENDIX A: VIGNETTES

Role Conflict - *Role conflict occurs when there are incompatible demands placed upon a person relating to their job or position. People experience role conflict when they find themselves pulled in various directions as they try to respond to the many statuses they hold*

12. Beatriz has to pull sales data into an Excel spreadsheet for her bosses. One supervisor wants Beatriz to format the data one way, while another supervisor says the data should be formatted a completely different way.

15. Amelia works as the head of shipping for a large corporation. Her bosses want her to get all packages for the morning shift out by 8:00a.m. However, existing company policies and guidelines make this goal impossible to reach.

13. Danica is a flight attendant. While working, she often has to change the way she interacts with others depending on if she is working with other flight attendants or if she is working with the pilot and navigation team.

14. Felipe was recently promoted as supervisor of his team. Felipe and the other members of his team are all friends both in and out of work. Now that he has been promoted, Felipe's friends still expect him to act as a friend at work rather than as a supervisor.

20. Josh works at a convenience store where part of his job is selling lottery tickets. Josh personally objects to gambling but has to sell the lottery tickets or he could lose his job.

21. Darren works at a car dealership as a salesman. When he makes a sale, he is supposed to report his sale to the finance manager and the sales manager. After a few weeks on the job, Darren has realized that both the finance and sales managers get upset with him if he does not go to them first. However, Darren cannot go to the two managers at the same time, so he is often getting reprimanded by the one he reported the sale to second.

18. Ron is a firefighter and has agreed to a social role to protect society from danger. One day, a fire breaks out on his own block a few houses down from where he lives. Ron considers whether or not he should fulfil his role even while off duty or protect his family.

17. Lorena works on a production line. One of her supervisors has asked her to increase production output. Her other supervisor asks Lorena to focus on quality control, even if production takes longer. Lorena is not able to do fulfill both of these requests with the time she has available at work.

16. Gabriel works at his office's front desk. His work duties typically involve answering phones, greeting visitors, and scheduling meetings. When he was hired, his job was described as a typical

secretary job. However, his boss will make him unload products that are being delivered from trucks when that was not in his job description. He has no time left over for tasks in his job description.
19. Fatima works as a barista at Starbucks. Her supervisor prioritizes customer connections and encourages her to make meaningful connections with customers. However, she told by the store's manager to cut down the time customers spend waiting for their coffee. To cut down on times, Fatima would have to spend less energy focusing on the customer and more energy completing other tasks at work.

Role Ambiguity - *Role ambiguity is a term used to describe the lack of clarity, certainty and/or predictability one might have expected with regards to behavior in a job (due, perhaps to an ill-defined or ambiguous job description and/or uncertain organizational objectives).*
23. Jay is joining a new team in a new department at his job. His team leader only tells him to "get to work" without any further direction of specific tasks to complete. Jay is not sure of what his new role is on the team.
27. Shawna was recently promoted in her job and is still working with many of the same coworkers. Her boss has not told Shawna what her new role entails and how much authority she has over her coworkers in her new position.
31. Frida has weekly meetings with her supervisor. These meetings are meant to go over Frida's progress on current projects and outline her next steps. In the last three meetings, Frida's supervisor spends the allotted time catching up on what is going on in each other's lives rather than going over projects. Frida is unsure of what next steps to take for projects she is working on.
25. Jaxx is working in a billing department for a large health insurance provider. They are asked by their boss to complete a task using ADP payroll software. Jaxx was never trained on how to use this software and is unsure of how to complete the assignment they were given.
28. Oscar just got a job as a management analyst for a bioprocessing company. He needs to complete tasks like analyzing data and talking to people whose job it is to ensure the successful functioning of new systems and procedures for the company. Oscar is having a hard time making connections between his different job tasks and is not sure who he should go to so he can clarify his position.
26. Donna's manager gave her team the task of marketing a new company product. Her manager wanted them to get as many sales as possible within the first week of the launch. Donna and her team were not told who the target audience was or what the marketing budget was for this project.
22. Marco's manager requested he undertake an important task for her while she was away on a vacation. Marco needed to find a new supplier for his office's resources that was more reliable and cost effective. However, Marco's manager did not provide the necessary information needed to find and get quotes from alternative suppliers.
29. Anita has her first annual performance review scheduled with her boss. There has been very little opportunity to receive feedback on her work and she is unsure of what behaviors she should be doing to effectively complete her job and is unsure of how her job performance is being measured prior to the meeting.
30. Roger was unable to complete a report for his boss due to a family emergency. He was unable to get in contact with his boss to inform her that he would not be able to complete the report in the timeframe he was given. Roger was never informed of the process to change deadlines or the potential consequences of not performing his role at work.

24. Clark works at a meat packing facility as a member of a team who was originally formed to seal the boxes where the meat is transported. At the end of the day, Clark and his team are assigned to clean the meat packing machine- a piece of equipment handled by a different team- with no explanation why they are given that assignment.

Role Overload - *Role overload exists when an individual fulfills multiple roles simultaneously and lacks the resources to perform them. It can evolve from both excessive time demands and excessive psychological demands. Role strain is an outcome of role conflict and overload*

1. Patrick is an elementary school teacher. His class size was just increased, so he is responsible for nearly double the number of students as he usually teaches without additional resources. Patrick goes to his principal to ask for help. When he explains how he needs more resources to effectively do his work, the principal says that there are no additional resources available for Patrick's classes.

10. Vanya works as a dog trainer for an organization specializing in puppy training. While she loves working with the puppies, Vanya's boss keeps assigning her new puppies to train. Because Vanya is in charge of training so many puppies, she is unable to train them on as many skills as she normally does.

5. Leslie is the head of her city's City Planning Department. City budget cuts have increased her workload, and she is unable to finish many of the projects on her docket in a timely manner. She feels as though she does not have enough time to get everything she needs to do, done. Leslie often finds herself wishing there was more time in the day or more days in the week.

4. Jerry, a lawyer, just received a load of new cases at work. He's been having to stay at work longer to manage these new cases and not fall behind in his work. Even with additional hours, he is not able to complete all of his job tasks.

9. Alison works as a waitress at a restaurant. Over the past month, half of the wait staff quit, and there have not been enough new hires to run the restaurant. Alison has had to act as a waitress and hostess most nights she is working and has had trouble keeping up with all of the things she needs to do for work.

7. Klaus is an athletic trainer for a water polo team. After a particularly rough game, a number of the athletes on the team came to the office with injuries. Klaus cannot treat all of these athletes by himself, but there are not many other trainers available to help so he does the minimum for each injury so that he can get to all the athletes.

3. Ashish is a director of an educational program at a community college. Because of a lack of program funding, he cannot hire additional teachers and has to complete both duties of a program director and as a teacher in the program.

11. Diego was just promoted to shift lead at a popular coffee chain. He now has to manage the schedule, breaks, and ordering inventory in addition to tasks he had to do when he was only a barista. Diego feels like he did not get enough training and does not have enough resources to be able to effectively complete all of these new tasks for his job.

6. Bernard's company just went through a series of layoffs where around half of Bernard's team was let go. Because of this, Bernard and each member of his team have to complete two peoples' worth of work each day He did not receive any additional resources or a raise to offset the demands of the additional workload.

8. Inez and a group of her friends started their own business. They do not have enough money to hire more employees to do the work that needs to be done, so Inez has to take on extra

responsibilities to make sure the company can continue to run. Inez does not have enough time to do everything she needs to do.

2. One of Abdoul's coworkers quit, and his manager failed to find a new employee in time to replace the coworker who left. Because of this, Abdoul now needs to take on additional responsibilities at work. He does not have the manpower to effectively complete his work.

APPENDIX B: DEMOGRAPHIC ITEMS

1) What is your age? Open ended
2) What is your sex?
    a. Male
    b. Female
    c. Other
3) What is your race?
    a. White
    b. Black of African American
    c. American Indian or Alaska native
    d. Asian
    e. Native Hawaiian or Pacific Islander
    f. Other
4) What is your ethnicity?
    a. Hispanic or Latino or Spanish Origin
    b. Not Hispanic or Latino or Spanish Origin
5) What is the highest degree of school you have completed?
    a. Less than a high school diploma
    b. High school degree or equivalent
    c. Bachelor's degree (e.g., BA, BS)
    d. Master's degree (e.g., MA, MS, Med)
    e. Doctorate (e.g., PhD, EdD)
    f. Other
6) What is your household income?
    a. Less than $20,000
    b. $20,000-$34,999
    c. $35,000-$49,999
    d. $50,000-$74,999
    e. $75,000-$99,999
    f. Over $100,000
7) What is your marital status?
    a. Single
    b. Married
    c. Living with a partner
    d. Divorced
    e. Widowed
8) What is your job title? Open ended
9) How long have you been working in your current position? Open ended
10) What is your employment status?
    a. Unemployed

b. Employed part-time
c. Employed full-time
d. Retired
e. Disability
f. Other

APPENDIX C: MASLACH BURNOUT INVENTORY – GENERAL SURVEY

Instructions: Please read each statement carefully and decide if you ever feel this way about your job.

1) I feel emotionally drained from my work.
    a. Never
    b. A few times a year or less
    c. Once a month or less
    d. A few times a month
    e. Once a week
    f. A few times a week
    g. Every day
2) I feel used up by the end of the work day.
    a. Never
    b. A few times a year or less
    c. Once a month or less
    d. A few times a month
    e. Once a week
    f. A few times a week
    g. Every day
3) I feel tired when I get up in the morning and have to face another day on the job.
    a. Never
    b. A few times a year or less
    c. Once a month or less
    d. A few times a month
    e. Once a week
    f. A few times a week
    g. Every day
4) Working all day is really a strain for me.
    a. Never
    b. A few times a year or less
    c. Once a month or less
    d. A few times a month
    e. Once a week
    f. A few times a week
    g. Every day
5) I can effectively solve the problems that arise in my work.
    a. Never
    b. A few times a year or less
    c. Once a month or less
    d. A few times a month

e. Once a week
f. A few times a week
g. Every day

6) I feel burned out from my work.
   a. Never
   b. A few times a year or less
   c. Once a month or less
   d. A few times a month
   e. Once a week
   f. A few times a week
   g. Every day
7) I feel I am making an effective contribution to what this organization does.
   a. Never
   b. A few times a year or less
   c. Once a month or less
   d. A few times a month
   e. Once a week
   f. A few times a week
   g. Every day
8) I have become less interested in my work since I started this job.
   a. Never
   b. A few times a year or less
   c. Once a month or less
   d. A few times a month
   e. Once a week
   f. A few times a week
   g. Every day
9) I have become less enthusiastic about my work.
   a. Never
   b. A few times a year or less
   c. Once a month or less
   d. A few times a month
   e. Once a week
   f. A few times a week
   g. Every day
10) In my opinion, I am good at my job.
   a. Never
   b. A few times a year or less
   c. Once a month or less
   d. A few times a month
   e. Once a week
   f. A few times a week
   g. Every day
11) I feel exhilarated when I accomplish something at work.
   a. Never
   b. A few times a year or less

c. Once a month or less
d. A few times a month
e. Once a week
f. A few times a week
g. Every day

12) I have accomplished many worthwhile things in this job.
a. Never
b. A few times a year or less
c. Once a month or less
d. A few times a month
e. Once a week
f. A few times a week
g. Every day

13) I just want to do my job and not be bothered.
a. Never
b. A few times a year or less
c. Once a month or less
d. A few times a month
e. Once a week
f. A few times a week
g. Every day

14) I have become more cynical about whether my work contributes anything.
a. Never
b. A few times a year or less
c. Once a month or less
d. A few times a month
e. Once a week
f. A few times a week
g. Every day

15) I doubt the significance of my work.
a. Never
b. A few times a year or less
c. Once a month or less
d. A few times a month
e. Once a week
f. A few times a week
g. Every day

16) At my work, I feel confident that I am effective at getting things done.
a. Never
b. A few times a year or less
c. Once a month or less
d. A few times a month
e. Once a week
f. A few times a week
g. Every day

APPENDIX D: ROLE STRESS MEASURE

Instructions for pilot: Imagine the scenario happening in the above vignette is happening to you. Please read each statement carefully and select which option best describes how the scenario read made you feel.

Instructions for main study: Please read each statement carefully and select which option best describes how the statement relates to you.

1) I know what my responsibilities are. (Role Ambiguity)
    a. Strongly Disagree
    b. Disagree
    c. Somewhat Disagree
    d. Neutral
    e. Somewhat Agree
    f. Agree
    g. Strongly Agree
2) Explanation is clear of what has to be done. (Role Ambiguity)
    a. Strongly Disagree
    b. Disagree
    c. Somewhat Disagree
    d. Neutral
    e. Somewhat Agree
    f. Agree
    g. Strongly Agree
3) I receive an assignment without the manpower to complete it. (Role Overload)
    a. Strongly Disagree
    b. Disagree
    c. Somewhat Disagree
    d. Neutral
    e. Somewhat Agree
    f. Agree
    g. Strongly Agree
4) I receive incompatible requests from two or more people. (Role Conflict)
    a. Strongly Disagree
    b. Disagree
    c. Somewhat Disagree
    d. Neutral
    e. Somewhat Agree
    f. Agree
    g. Strongly Agree
5) I have too much work to do, to do everything well. (Role Overload)

a. Strongly Disagree
b. Disagree
c. Somewhat Disagree
d. Neutral
e. Somewhat Agree
f. Agree
g. Strongly Agree

6) I never seem to have enough time to get everything done. (Role Conflict)
a. Strongly Disagree
b. Disagree
c. Somewhat Disagree
d. Neutral
e. Somewhat Agree
f. Agree
g. Strongly Agree

APPENDIX E: EMOTION REGULATION STRATEGY ITEMS

Instructions: Imagine you are the person in the scenario above. Please indicate how you would react in that scenario and what you would do if you were in that position.

1. I would find an activity to keep myself busy and distracted. (Behavioral avoidance)
    a. Strongly Agree
    b. Agree
    c. Neither Agree Nor Disagree
    d. Disagree
    e. Strongly Disagree
2. I would ignore my feelings. (Experiential avoidance)
    a. Strongly Agree
    b. Agree
    c. Neither Agree Nor Disagree
    d. Disagree
    e. Strongly Disagree
3. I would control my emotions by not showing them. (Expressive suppression)
    a. Strongly Agree
    b. Agree
    c. Neither Agree Nor Disagree
    d. Disagree
    e. Strongly Disagree
4. I would make a plan to make the situation better. (Problem solving)
    a. Strongly Agree
    b. Agree
    c. Neither Agree Nor Disagree
    d. Disagree
    e. Strongly Disagree
5. I would think about the situation in a different way. (Reappraisal)
    a. Strongly Agree
    b. Agree
    c. Neither Agree Nor Disagree
    d. Disagree
    e. Strongly Disagree
6. I would think over and over again about the situation and my feelings. (Rumination)
    a. Strongly Agree
    b. Agree
    c. Neither Agree Nor Disagree
    d. Disagree
    e. Strongly Disagree

APPENDIX F: APPRAISAL ITEMS

1. Would the described situation make you feel pleasant or unpleasant?
    a. Very Pleasant
    b. Pleasant
    c. Somewhat Pleasant
    d. Neither Pleasant nor Unpleasant
    e. Somewhat Unpleasant
    f. Unpleasant
    g. Very Unpleasant
2. Would the described situation help your goals or hurt your goals?
    a. Very Helpful
    b. Helpful
    c. Somewhat Helpful
    d. Neither Helpful nor Unhelpful
    e. Somewhat Unhelpful
    f. Unhelpful
    g. Very Unhelpful
3. Based on the described situation, can you affect the cause of your feelings in some way?
    a. Strongly Disagree
    b. Disagree
    c. Somewhat Disagree
    d. Neutral
    e. Somewhat Agree
    f. Agree
    g. Strongly Agree
4. Based on the described situation, do you feel like you can influence the cause of your feelings?
    a. Strongly Disagree
    b. Disagree
    c. Somewhat Disagree
    d. Neutral
    e. Somewhat Agree
    f. Agree
    g. Strongly Agree

APPENDIX G: VIGNETTE DESCRIPTIVE STATISTICS

Means of Variables by Vignette

			$\bar{X}$	SD
Vignette 1				
	Arousal		0.57	2.31
	Valence		-1.73	2.26
	Appraisal Items	1	1.84	0.89
		2	1.77	0.97
		3	3.86	1.59
		4	3.45	1.61
	Emotion Regulation Items	Behavioral Avoidance	2.80	1.11
		Experiential Avoidance	2.47	1.02
		Expressive Suppression	3.32	1.01
		Problem Solving	3.99	0.78
		Reappraisal	3.53	1.02
		Rumination	3.77	0.96
Vignette 2				
	Arousal		1.07	1.93
	Valence		-1.63	1.90
	Appraisal Items	1	2.38	0.98
		2	2.34	1.10
		3	4.38	1.39
		4	4.36	1.45
	Emotion Regulation Items	Behavioral Avoidance	2.59	1.09
		Experiential Avoidance	2.47	1.02
		Expressive Suppression	3.28	1.01
		Problem Solving	4.20	0.82
		Reappraisal	3.69	0.98
		Rumination	3.29	1.07

Vignette 3				
	Arousal		0.99	2.09
	Valence		-1.57	1.97
	Appraisal Items	1	2.50	1.14
		2	2.42	1.23
		3	4.34	1.52
		4	4.36	1.58
	Emotion Regulation Items	Behavioral Avoidance	2.93	1.17
		Experiential Avoidance	2.51	0.98
		Expressive Suppression	3.25	1.05
		Problem Solving	4.21	0.84
		Reappraisal	3.86	0.99
		Rumination	3.33	1.05
Vignette 4				
	Arousal		1.29	2.38
	Valence		-1.99	1.84
	Appraisal Items	1	2.12	1.06
		2	2.32	1.30
		3	3.89	1.61
		4	3.75	1.57
	Emotion Regulation Items	Behavioral Avoidance	2.79	1.22
		Experiential Avoidance	2.56	1.10
		Expressive Suppression	3.27	1.03
		Problem Solving	4.01	0.85
		Reappraisal	3.69	1.04
		Rumination	3.51	1.08
Vignette 5				
	Arousal		0.6	1.89
	Valence		1.01	1.72
	Appraisal Items	1	4.34	1.03
		2	4.49	1.08
		3	5.10	1.28
		4	5.19	1.31
	Emotion Regulation Items	Behavioral Avoidance	2.94	1.12
		Experiential Avoidance	2.68	1.09

		Expressive Suppression	3.38	1.11
		Problem Solving	3.56	0.97
		Reappraisal	3.69	1.00
		Rumination	2.69	1.06
Vignette 6				
	Arousal		1.08	2.31
	Valence		-1.92	2.00
	Appraisal Items	1	2.15	1.17
		2	2.06	1.25
		3	4.23	1.61
		4	4.27	1.57
	Emotion Regulation Items	Behavioral Avoidance	3.48	1.24
		Experiential Avoidance	2.49	1.09
		Expressive Suppression	3.28	1.11
		Problem Solving	4.19	0.77
		Reappraisal	3.69	1.03
		Rumination	3.51	1.07
Vignette 7				
	Arousal		1.58	2.55
	Valence		-2.40	2.01
	Appraisal Items	1	1.80	1.06
		2	2.29	1.34
		3	3.83	1.51
		4	3.76	1.53
	Emotion Regulation Items	Behavioral Avoidance	2.47	1.24
		Experiential Avoidance	2.59	1.13
		Expressive Suppression	3.21	1.14
		Problem Solving	4.04	0.92
		Reappraisal	3.57	1.04
		Rumination	3.52	1.13
Vignette 8				
	Arousal		0.79	1.84
	Valence		-0.24	2.03
	Appraisal Items	1	3.48	1.25
		2	3.63	1.31
		3	5.13	1.24
		4	5.16	1.25

	Emotion Regulation Items	Behavioral Avoidance	2.98	1.17
		Experiential Avoidance	2.39	0.97
		Expressive Suppression	3.19	1.13
		Problem Solving	4.26	0.78
		Reappraisal	4.01	0.88
		Rumination	3.18	1.12
Vignette 9				
	Arousal		0.18	1.94
	Valence		-1.52	1.91
	Appraisal Items	1	2.52	1.11
		2	2.99	1.20
		3	3.97	1.47
		4	3.89	1.51
	Emotion Regulation Items	Behavioral Avoidance	2.96	1.18
		Experiential Avoidance	2.75	1.16
		Expressive Suppression	3.18	1.16
		Problem Solving	3.64	0.98
		Reappraisal	3.45	1.07
		Rumination	3.08	1.09