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„Performance appraisal and procrastination at work:
Examining the role of threatened egotism and close
supervision in relation to work performance“

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Abstract

The present study investigated associations between evaluation by the supervisor, threatened egotism and occupational procrastination in a cross-sectional online survey. The sample consisted of 161 U.S. American employees. Threatened egotism was assumed to mediate the association between evaluation by the supervisor and procrastination, and furthermore a moderation of subjective meaning of the job on the association between evaluation by the supervisor and threatened egotism, as well as a moderation of occupational self-efficacy on the association between threatened egotism and procrastination were expected. Although these hypotheses could not be confirmed, a subsequent explorative analysis revealed that occupational self-efficacy moderates the association between evaluation and procrastination. Evaluation by the supervisor and procrastination are negatively associated for subjects reporting high occupational self-efficacy. The results affirm self-efficacy's importance as a resource against procrastination and they show that feedback in general is not associated with threat or increased procrastination.

Zusammenfassung

Diese Studie untersuchte Zusammenhänge zwischen Bewertung durch die Führungskraft, bedrohtem Selbstwert und Prokrastination am Arbeitsplatz im Rahmen einer online durchgeführten Querschnitts-Fragebogenstudie. Die Stichprobe setzte sich aus 161 U.S.-amerikanischen Berufstätigen zusammen. Eine Mediation von bedrohtem Selbstwert zwischen Bewertung durch die Führungskraft und Prokrastination wurde erwartet. Des Weiteren wurde angenommen, dass subjektive Bedeutung des Berufs den Zusammenhang zwischen Bewertung durch die Führungskraft und bedrohtem Selbstwert moderiert, und dass berufliche Selbstwirksamkeitserwartung den Zusammenhang zwischen bedrohtem Selbstwert und Prokrastination moderiert. Diese Hypothesen konnten allerdings nicht bestätigt werden. Im Rahmen einer im Anschluss durchgeführten explorativen Analyse zeigte sich, dass berufliche Selbstwirksamkeitserwartung den Zusammenhang zwischen Bewertung durch die Führungskraft und Prokrastination moderiert. Demzufolge hängt bei jenen Teilnehmern, die von hoher beruflicher Selbstwirksamkeitserwartung berichten, Bewertung durch die Führungskraft mit geringerer Prokrastination zusammen. Die Ergebnisse unterstützen die Wichtigkeit von Selbstwirksamkeitserwartung als Ressource gegen Prokrastination und zeigen darüberhinaus, dass Feedback im Allgemeinen nicht mit bedrohtem Selbstwert oder steigender Prokrastination einhergeht.

1. Introduction

Putting off tasks, especially unpleasant ones, is something most people do every once in a while. Even though you know you are going to be worse off, perhaps even in serious trouble if you do not get started immediately on an overdue responsibility, you may sometimes find yourself browsing the Internet, cleaning your room, or watching just one more episode of your favourite TV show before finally getting to work. This perplexing phenomenon that caused so many of us serious amounts of distress is called procrastination.

In a study conducted by McCown and Johnson (1989) in an adult non-student population, 25% of participants stated that procrastination was a significant problem in their lives, and among students procrastination is even more prevalent: Schouwenburg (2004) reports that procrastination scores among students are normally distributed, which means that most everyone procrastinates at least occasionally.

Procrastination is associated with various negative results across numerous domains. Not only does it lead to poorer performance in both academic achievement (Tice & Baumeister, 1997) and workplace productivity (Lonergan & Maher, 2000), it is also linked to a decline in subjective well-being and in physical health (Tice & Baumeister, 1997; Lay & Schouwenburg, 1993). A recent study dealing with the impact of procrastination in the workplace found that high levels of procrastination were associated with lower income, shorter periods of employment and also a greater likelihood of being unemployed (Nguyen, Steel, & Ferrari, 2013).

And even on a broader level effects of procrastination can be observed. Investors procrastinated responding to an impending change in capital gains taxation in Germany in 2009, which led to an increased number of transactions shortly before the new laws came into effect. Such last minute responses might be associated with heightened market-volatility (Eichfelder & Lau, 2014). Also, particularly negative consequences are attached to procrastinating retirement savings or health-related behaviours (Akerlof, 1991; White, Wearing, & Hill, 1994; see Steel, 2007, for an overview).

The phenomenon of procrastination has been thoroughly investigated during the last 40 years, however mostly in academic settings. The majority of research on the subject has assessed procrastinatory behaviour of students on academic tasks (e.g. Solomon & Rothblum, 1984; Klassen, Krawchuk, & Rajani, 2008; Ferrari, Driscoll, & Díaz-Morales, 2007; Lay, Edwards, Parker, & Endler, 1989; etc.), whereas a relatively small amount of studies has paid attention to procrastination in the workplace (e.g. Harris & Sutton, 1983; Lonergan & Maher, 2000; Ferrari, 1992; Van Eerde, 2003).

Since most of the research on procrastination focuses on dilatory behaviour on academic tasks, the aim of the present study is to further investigate procrastination in the workplace and some of its determinants. In particular the association between feedback and procrastination is examined, with the intention to clarify conflicting results of previous investigations. It will be shown that, contrary to

Senécal, Lavoie, and Koestner's (1997) conclusions, feedback is a helpful tool against procrastination and that particularly subjects with high occupational self-efficacy benefit from it.

2. Theoretical Background

2.1 Definition

Procrastination has not always been consistently defined in previous research. There have been disagreements over whether procrastination is a solely negative phenomenon or if there might be beneficial aspects to procrastinating in certain situations. Either way, the core of these diverging definitions is that an intended activity is put off (Klingsieck & Fries, 2012). Most researchers though have defined procrastination as purely dysfunctional and irrational and thus have excluded functional forms of delay from their definition (Steel, 2007, 2010). Klingsieck (2013) gathered frequently cited definitions and summed up seven relevant components: An intended act (1) is delayed (2), the act is necessary or important to the subject (3), the delay is not caused by external circumstances (4), it is not necessary (5), the person is aware of possible negative consequences of the delay (6), and he or she feels discomfort while delaying (7).

2.2 Changing Work Environments and Occupational Procrastination

The fact that most procrastination research is conducted with student-subjects rather than working people may reflect that procrastination at work is a less significant problem than procrastination at school. And indeed many jobs (think of chefs, bus drivers or hair dressers) will barely allow for any room to procrastinate. However the general working world is currently in a state of flux, according to sociologists and occupational psychologists (Korunka & Kubicek, 2013; Rosa, 2010; Ulferts, Korunka & Kubicek, 2013; Voß, 1998). The main characteristics of this ongoing change process are increasing autonomy and a higher demand for self-control at work. Whereas only one generation ago most every employee was relatively clear about where, when and how they are expected to execute their tasks, modern workers often do not face such explicit guidelines. Projects are assigned to employees and it is up to them to ascertain how to execute them best.

One could argue that these new job demands resemble those that college students face, insofar as both modern employees and students have to monitor goal attainment autonomously and they also both must separate work and leisure time by themselves. If the conditions of occupational work become more and more similar to the conditions of academic tasks, problems that used to be prevalent only in the academic area, such as procrastination, might transfer to the world of employment.

An article by Milgram (1992; as cited in Ferrari, Johnson, & McCown, 1995, p. 3; Steel, 2007, p. 66) deals with the historical development of procrastination and concludes that it is a byproduct of highly developed, modern societies. Technologically advanced societies demand a high degree of labor-division and schedule adherence and these conditions may facilitate procrastination. According to Milgram, this is the reason why technologically less developed, predominantly agricultural societies

are less afflicted by procrastination. These statements are somewhat consistent with the results of a study by Hammer and Ferrari (2002) which showed that blue-collar workers report smaller amounts of procrastination than their more educated counterparts, white-collar workers. It appears that the way a society and its workforce is organized, influences whether and to what extent its members procrastinate.

2.3 Determinants of Procrastination

As for most psychological phenomena, the occurrence of procrastination is determined by multiple causes. Factors within the person, such as self-efficacy and conscientiousness play a role (Steel, 2007), as well as situational factors, for example aversiveness of the task (Ackerman & Gross, 2005; Blunt & Pychyl, 2000; Senécal et al., 1997; Steel, 2007).

Many studies approach procrastination as trait, as a person's inherent tendency to put off tasks across various situations and domains. "Chronic procrastination" (e.g. Ferrari, Driscoll et al., 2007) is a frequently used concept. However, the present study focuses mostly on the situational determinants of procrastination, with the intention to provide results that will allow practitioners to adjust working conditions accordingly. So even though this study's focus does not lie on personality, a brief introduction on the overlap of procrastination and personality is presented, before moving on to the situational determinants.

2.3.1 Personality and procrastination

There is evidence for some stability over time in the tendency to procrastinate. A recent study by Gustavson, Miyake, Hewitt, and Friedman (2014) comparing procrastination scores of identical and fraternal twins indicates that genetic contributions play a role in the emergence of procrastination and that the tendency to procrastinate is therefore inherited to a certain degree.

Watson (2001) investigated the relationship between procrastination and the five-factor personality model by Costa and McCrae (1992) and found that lack of conscientiousness was the strongest predictor accounting for 25% of the variance in procrastination scores, followed by neuroticism accounting for 10%. In total, the big five model explained 35% of the variance in procrastination. In an earlier work by Schouwenburg and Lay (1995) on the same topic strong negative relationships with the facets of conscientiousness were found as well, but the variance accounted by neuroticism was distinctively lower at only one percent.

2.3.2 Situational factors

In the following, results of a literature research on task characteristics linked to procrastination are presented.

2.3.2.1 Task aversiveness

A well-studied predictor of procrastination is aversiveness of the task. Aversiveness is defined as the opposite of pleasantness. Many studies (Ackerman & Gross, 2005; Alexander & Onwuegbuzie,

2007; Blunt & Pychyl, 2000; Ferrari, Keane, Wolfe, & Beck, 1998; Ferrari, Parker, & Ware, 1992; Fischer, 2001; Senécal, Lavoie, & Koestner, 1997; Sigall, Kruglanski, & Fyock, 2000; Solomon & Rothblum, 1984; Thakkar, 2009; Zarick & Stonebraker, 2009) investigated the effects of task aversiveness on procrastination and in Steel's (2007) meta-analysis it is regarded a "strong and consistent predictor" of procrastination (p. 65). The direction of the association is of course positive: The more aversive a task, the more it will be delayed.

2.3.2.2 Timing of rewards and punishments

The second important task feature related to procrastination according to Steel (2007) is timing of rewards and punishments. As Ainslie (2008) argues, humans are naturally inclined to choose small and immediate rewards over larger long-term aims. This occurs due to hyperbolic discounting, which means that less weight is placed on future events than on present ones when decisions are being made. If one decides between either working on a paper that is due in one month or playing a video game instead, the immediate gratification of playing the game may outweigh the future benefit of finishing the paper on time. Hence, unpleasant tasks, motivated by a temporally far away aim will make the acting person susceptible to procrastination.

2.3.2.3 Lack of clear instructions

Ackerman and Gross (2005) asked students to think of an assignment they had to complete for one of their college courses. They were told to indicate how much time they were given to complete the assignment and how long before the deadline they began working on it. This way a measure of actual procrastination was constructed. The participants rated the assignments on several features and it turned out that procrastination was higher on tasks with unclear or ambiguous instructions. They conclude that an understanding of what measures are required to successfully finish an assignment counteracts the fear of starting and therefore reduces procrastination.

2.3.2.4 Motivational aspects of the job

Nguyen et al. (2013) provide support for the notion that procrastination can be caused by certain jobs. They showed that different occupational groups display different scores in procrastination and that procrastinators tend to hold jobs that are low in features fostering intrinsic motivation, such as the possibility of achievement, acknowledgement and recognition, or good working conditions.

2.3.2.5 White-collar work

As mentioned before Hammer and Ferrari (2002) found that white-collar workers report more procrastination than blue-collar workers do. Trying to explain these results, Hammer and Ferrari argue that blue-collar workers are more afraid of losing their job, because they are less skilled and it is more difficult for them to find a new occupation, should they get laid off. It is emphasized though that this explanation is purely speculative and needs further investigation. Unfortunately, no further research on possible reasons for this difference has been conducted to my knowledge. As hinted at earlier in this

text, the difference in procrastination may rather occur due to a difference in scope of action. While less educated professions such as hairdressers or bus drivers face tasks that give little room for hesitation, more educated employees often work on bigger projects over extended periods of time, with no external control in between. The latter circumstances conceivably provide fertile soil for procrastination.

2.3.2.6 Autonomy

The relationship between autonomy and procrastination is not straightforward. Generally it can be argued that a certain amount of autonomy is necessary for a subject to even have the possibility to procrastinate, but autonomy also enriches the job and fosters motivation (Hackman & Oldham, 1976). Lonergan and Maher (2000) investigated the relationship between several task characteristics and procrastination moderated by locus of control (LOC). They found that subjects with low autonomy report the most procrastination, followed by subjects with an external LOC and high autonomy. Internal LOC subjects with high autonomy reported the least procrastination. These results illustrate that predominantly people who believe in their competence benefit from high autonomy.

2.3.2.7 Anticipated evaluation

Senécal, Lavoie, and Koestner (1997) investigated the effects of anticipated evaluation on procrastination. Also, their study is one of the few to operationalize procrastination behaviorally by measuring subjects' time to begin and complete a task instead of assessing it exclusively by self-report measures.

Undergraduate psychology students were given four different tasks to complete within an hour. The four tasks differed in level of interest and difficulty insofar as one task was interesting and easy, one was interesting and difficult, one was boring and easy, and one was boring and difficult. Procrastination was assessed by measuring how long subjects took before beginning the boring and difficult task and how much time they needed to complete all four tasks together. Anticipated evaluation was manipulated by telling some of the subjects that they would receive detailed feedback after the examination on how they performed compared to other participants and that these results would indicate how well they are suited for a career as a psychologist. Participants who previously self-rated as high procrastinators on a questionnaire delayed working on the boring and difficult task the most, especially if they expected to be evaluated. They also took the most time to complete all four tasks. The authors concluded that the fear of being negatively evaluated causes the subjects' procrastination. Bui (2007) obtained similar results in a comparably designed experimental study. Subjects who self-identified as procrastinators delayed writing an essay significantly longer when they expected public evaluation of their work.

These results are inconsistent with Hackman and Oldham's (1976) Job Characteristics Model. In this classic occupational psychological model feedback is regarded a crucial condition for the motivating potential of a job. They define feedback as how much an individual obtains "direct and

clear information about the effectiveness of his or her performance” (Hackman & Oldham, 1976, p. 258). According to the Job Characteristics model, feedback enables the working person to gain knowledge about the results of his or her occupational efforts, which contributes to intrinsic motivation, good performance and personal satisfaction with the job. Intrinsic motivation in turn is associated with reduced procrastination (Lee, 2005).

Another study by Fritzsche, Rapp Young, and Hickson (2003) also obtained results that contradict Senécal et al. (1997) and Bui (2007): They conclude that feedback is a helpful tool against procrastination.

So there are two conflicting attitudes towards feedback. It is either viewed as motivator that should counteract procrastination, or it is considered as something that causes fear and increases procrastination. In order to clarify these contrary results and depict both negative and positive associations with procrastination the following research model is presented.

2.4 The Research Model

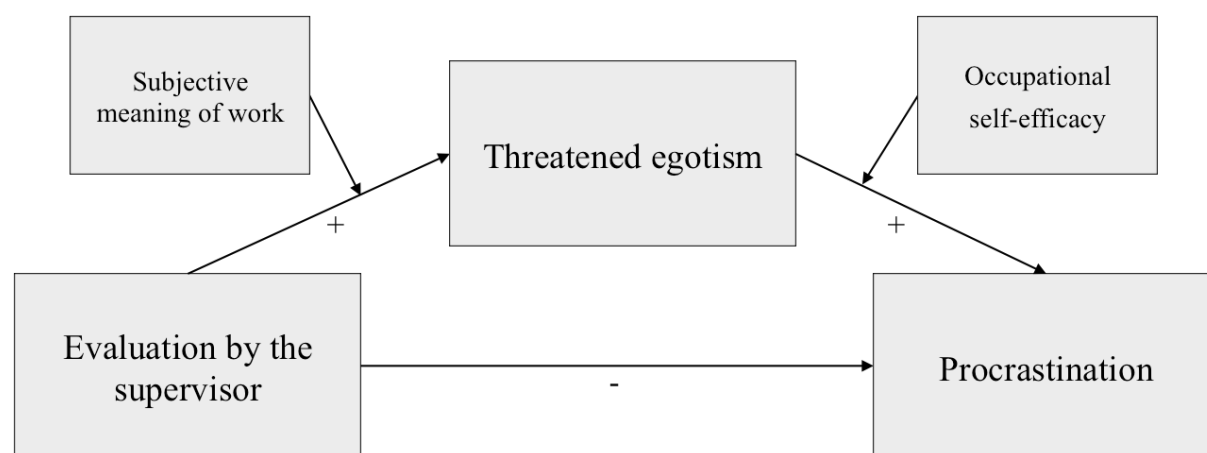


Figure 1. The research model.

2.4.1 Evaluation by the supervisor and procrastination

In line with the Job Characteristics Model (Hackman & Oldham, 1976) a negative association between evaluation by the supervisor and procrastination is expected. The more feedback is given, the less likely it should be for procrastination to occur.

H₁: Evaluation by the supervisor is negatively associated with procrastination.

2.4.2 Evaluation as a threat

However, being evaluated may also involve the threat of not having met the evaluator’s expectations. Baumeister (1997) investigated this *ego threat* or *threatened egotism*, which mainly occurs if other people or events put a subject’s favorable attitudes regarding their self into question. In this case the term *egotism* refers to all positive views a person has about their self, whether they are justified or not. It also summarizes qualities that are regarded both as desirable (e.g., confidence or self-esteem), as well as qualities that are generally regarded undesirable (e.g., narcissism or arrogance). The *threat* part in threatened egotism implies that the self-esteem of the acting person is

not necessarily lowered. A person might as well shrug off a negative evaluation, but he or she would have encountered an ego threat nonetheless.

Baumeister (1997) argues that threatened egotism is one of the main reasons for a diverse range of self-defeating behaviors, such as gambling, drug abuse or procrastination. These behaviors have in common that they lead to greater costs than benefits and/ or have negative effects on a person's plans. Procrastination research has addressed threatened egotism mostly under the label "fear of failure", the present study uses these two terms interchangeably.

Flett, Hewitt, and Martin (1995) conducted studies on the relationship between different kinds of perfectionism and procrastination. They distinguished between *self-oriented* and *socially prescribed perfectionism* among other types. The former type refers to a drive to meet one's own standards whereas the latter is used to describe high standards placed upon an individual by other people. They found that predominantly socially prescribed perfectionism correlates positively with procrastination. Baumeister (1997) concludes that the fear of not being able to meet others' high expectations and losing public esteem is responsible for these results. They are consistent with the already mentioned findings of Senécal et al. (1997) according to which student-procrastinators put off tasks particularly if they expect to be evaluated later on. Senécal and colleagues interpret that the procrastinator tries to protect his or her endangered self-esteem by delaying work. On top of that, they conclude that said mechanism might also explain the higher prevalence of procrastination in academic contexts, where "feedback and thus fear of failure, are always imminent." (Senécal et al., 1997, p. 901).

The connection between threatened egotism and self-defeating behavior is paradox at first glance. One might expect that if a person's positive self-appraisal were put into doubt by an outside force, he or she would be zealous to prove the source of doubt wrong. Supposedly, subjects would try to maintain their self-appraisal by putting extra effort into displaying favorable qualities. However, this is often not the case, as Baumeister (1997) argues. People are driven to maintain a favorable view regarding their self and when this favorable view is at stake, intense negative emotions arise (Baumeister, 2010; Crocker & Park, 2004). As a consequence, people are inclined to seek immediate reinforcements in order to reduce their aversive emotional state as quickly as possible, instead of putting effort into "doing the right thing", such as sitting down and completing their work.

So the second hypothesis is intended to depict the association between evaluation, fear of failure and procrastination. It is hypothesized that in addition to the motivating potential of feedback, as described by Hackman and Oldham (1976), it may also be positively associated with fear of failure and thus procrastination.

H₂: The association between evaluation by the supervisor and procrastination is mediated by threatened egotism. Positive associations between evaluation, threatened egotism and procrastination are expected.

2.4.3 Moderators

Flett et al. (1995) did not only investigate associations between different types of perfectionism and procrastination, they also varied the degree of their participants' ego involvement across several studies. It turned out that the negative effects of socially prescribed perfectionism on procrastination disappear when subjects' involvement is low. It appears that being negatively evaluated does not pose a threat when subjects are not personally involved. This argumentation is in line with Baumeister's (1997) explanation of self-defeating behavior. If somebody calls you a bad dancer you will most likely not be affected by it, if being a good dancer is not part of your self-concept. H₂ needs to be adjusted in order to regard the moderating role of involvement.

H₃: Subjective meaning of the job moderates the association between evaluation by the supervisor and threatened egotism. High levels of subjective meaning are expected to be associated with a positive connection between evaluation and threatened egotism.

Self-efficacy is an important resource to counter procrastination. Many studies show an inverse relationship between the two constructs (Sirois, 2004; Klassen et al., 2008; Haycock, McCarthy & Skay, 1998; Ferrari et al., 1992). The concept of self-efficacy dates back to Bandura (1977a) and it is used to describe a person's confidence in his or her own abilities. People with high self-efficacy believe that they have the necessary abilities to cope with difficulties. Bandura (1977b) specified early on that it is important to assess the context of self-efficacy, meaning the specific field in which difficulties can arise. Hence the present study examines occupational self-efficacy, which refers to a person's confidence in their abilities to cope with difficult situations at their job (Rigotti, Schyns, & Mohr, 2008).

It has been shown that the relationship between fear of failure and procrastination is moderated by perceived competence (Hagbin, McAffrey, & Pychyl, 2012). Hagbin et al. (2012) wanted to investigate the relationship between fear of failure and procrastination more closely, because results of previous studies on the magnitude and significance of the correlation were inconsistent. Steel (2007), for example, reports a weak correlation of $r = .18$ whereas other studies attribute more weight to fear of failure (e.g. Solomon & Rothblum, 1984). Hagbin and his colleagues (2012) assumed that these inconsistent results must occur due to moderating processes. They found that the relationship between fear of failure and procrastination was positively significant for subjects with low competence and negatively significant for subjects with high levels of competence. Competence as measured in Hagbin et al.'s study is akin to the concept of self-efficacy (Miserandino, 1996).

Based on these results, the moderating role of self-efficacy on the relationship of ego threat and procrastination needs to be considered:

H₄: Occupational self-efficacy moderates the association between threatened egotism and procrastination. High levels of occupational self-efficacy are expected to be associated with a negative connection between threatened egotism and procrastination and vice versa.

3. Method

3.1 Procedure

In order to investigate the relationship between evaluation by the supervisor, threatened egotism, procrastination, and the suspected moderator variables subjective meaning of the job and occupational self-efficacy an online survey was conducted. 161 participants were recruited via the crowdsourcing service Amazon Mechanical Turk (AMT, e.g., Paolacci, Chandler, & Ipeirotis, 2010). AMT is a forum that provides workers for so-called Human Intelligence Tasks (HITs). An HIT can only be executed by a person and not by a computer program, for example extracting data from images, audio transcription (Mason & Suri, 2012), or as in this case, participating in a psychological survey. Participants of at least 18 years of age who held a job of at least 20 hours per week were recruited by AMT and provided with a link to an external online survey platform. They were offered one dollar for participating and they were informed that completing the survey would require approximately 25 minutes. A screening question was added at the center of the questionnaire to ensure subjects were attentively filling in the questionnaire, and to prevent randomized answers by computer programs. The screening question required participants to indicate in a few sentences how they usually procrastinate and what strategies they use to prevent procrastination.

3.2 Sample

The sample consisted of 60 females (37.3%), 100 males (62.1%) and one person who did not specify their gender (0.6%), which makes a total of $N = 161$. The participants' age ranged from 20 to 68 years with a mean age of 33.1 ($SD = 10.1$) and tenure ranged from 1 to 40 years with a mean tenure of 5.0 years ($SD = 4.8$). Fifty-eight persons (36.0%) held leading responsibilities, 103 (64.0%) did not. The obtained sample was a highly educated one with 59.6% holding a university degree, 30.4% being educated at high school level, 8.1% having completed some form of vocational education and 1.9% only having finished compulsory education.

3.3 Measures

Evaluation by the supervisor was assessed with three items from the subscale *feedback from others* taken from the Work Design Questionnaire (WDQ; Morgeson & Humphrey, 2006) and three items on transactional leadership taken from the Multifactor Leadership Questionnaire (MLQ; Bass, 1991). The WDQ items were adapted so they would specifically measure feedback from the supervisor, instead of feedback from co-workers. A sample item is: "I receive a great deal of information from my supervisors about my job performance." Transactional leadership is a style of leadership mainly characterized by rewarding good and punishing poor performance (Bass, 1991). The items were included to assess these reinforcing aspects of evaluation. A sample item for the transactional leadership subscale is: "My supervisor... expresses satisfaction when I meet

expectations.” A 5-point Likert-scale ranging from (1) “*strongly disagree*” to (5) “*strongly agree*” was used for the combined scale. Cronbach’s Alpha was .91.

Subjective meaning of the job was measured with three items taken from the subscale *meaning* from Spreitzer’s (1995) Empowerment in the Workplace-scale and one item on the importance of work in general which was used by Isaksson, Johansson, Bellaagh, and Sjöberg (2004). A sample item of the Empowerment in the Workplace-scale is “The work I do is meaningful to me.” The item taken from Isaksson et al. (2004) is: “Work in general is important to me”. A 7-point Likert-scale ranging from (1) “*very little*” to (7) “*very much*” was used. Cronbach’s Alpha was .95.

For the assessment of *threatened egotism* three out of five items taken from a study on coping with stressful events by Folkman, Lazarus, Dunkel-Schetter, DeLongis, and Gruen (1986) were selected and adapted for an occupational context. The items are based on Lazarus’ (1966) stress model and refer to the primary appraisal of a threat. Not meeting work objectives was selected as the source of threat and three negative outcomes were presented. Participants indicated whether each of the possible outcomes is likely to occur on a 5-point Likert-scale ranging from (1) “*does not apply*” to (5) “*applies a great deal*”. “If I do not meet the work objectives it is possible that I ... appear incompetent”, is a sample item. Cronbach’s Alpha was .78.

Occupational self-efficacy was measured with three items taken from the respective scale by Rigotti et al. (2008), for example “I can remain calm when facing difficulties in my job because I can rely on my abilities”. Scale rating was obtained in 7-point Likert-scale format ranging from (1) “*not at all*”, to (7) “*completely*”. Cronbach’s Alpha was .85.

Procrastination was measured with nine items selected by Klingsieck and Fries (2012) from Lay’s (1986) General Procrastination Scale. Two of the items were adapted for the current study so they would specifically measure procrastination of work-related tasks instead of private matters. “I usually take care of all the things I plan to do in a day” and “I usually take care of all the tasks I have to do before I settle down and relax for the evening” were altered into “I usually take care of all the things I plan to do in a work day” and “I usually take care of all the tasks I have to do before I finish my work day.” A 4-point Likert-scale ranging from “extremely uncharacteristic” to “extremely characteristic” was used. Cronbach’s Alpha was .89.

Control Variables: Age, sex and education level were taken into consideration as controls. The participants entered their age numerically and sex was assessed with a dichotomous item (1 = female, 2 = male). Education level was coded as “1=Compulsory Education”, “2=Apprenticeship Diploma”, “3=Vocational School”, “4=High School Level”, and “4=University Level”. Sex and age usually show weak to modest associations with procrastination (Steel, 2007). Women appear to procrastinate slightly less than men and procrastination decreases with age. Education level was also assessed in order to compensate possible effects of different educational backgrounds as Hammer and Ferrari (2002) suggest. As can be seen in Table 1, the data only show a significant connection between

procrastination and age, but not sex or education level. For this reason only age was regarded in the analyses.

3.4 Data Analyses

A varimax rotated factor analysis was conducted and the scales proved to be one-dimensional. See Table 1 for zero-order correlations and internal reliabilities.

For the main analysis a moderated mediation analysis was conducted using the PROCESS Macro for SPSS (Model 21, Hayes, 2013). The scales of the independent variables and moderators were mean centered to avoid multicollinearity. Three cases were excluded from the analysis due to missing data, which left $n=158$ cases regarded in the analysis. Model 2 of the PROCESS Macro was used for the subsequent explorative analysis in which two cases were dismissed, which leaves $n=159$ cases regarded.

4. Results

4.1 Correlations

Table 1 shows that evaluation by the supervisor was weakly correlated with threatened egotism, $r(156) = .17, p = .031$. Also, evaluation by the supervisor showed a moderate negative correlation with procrastination $r(157) = -.29, p < .001$. Threatened egotism showed no significant correlation with procrastination $r(156) = -.06, p = .438$.

4.2 Hypotheses Testing

The control variable age displayed a significant influence on the dependent variable procrastination ($B = -.01, SE < .01, p = .040$), however not on the mediator threatened egotism ($B = .00, SE = .01, p = .980$). Contrary to my expectations, no significant association between evaluation by the supervisor and procrastination was found ($B = -.09, SE = .05, p = .074$; Hypothesis 1, see Figure 2 and Table 2 for standardized regression coefficients, β). Also, there were no indications for a mediation by threatened egotism (Hypothesis 2): Evaluation by the supervisor was not significantly associated with threatened egotism ($B = .12, SE = .08, p = .137$) and threatened egotism was not significantly associated with procrastination ($B = -.04, SE = .05, p = .375$) either. Furthermore, no significant estimate for an indirect effect of evaluation on procrastination could be determined using bias corrected bootstrapping with 5000 resamples (see Table 3).

Subjective meaning of the job did not moderate the association between evaluation by the supervisor and threatened egotism ($B = -.04, SE = .04, p = .337$; Hypothesis 3) and occupational self-efficacy did not moderate the association between threatened egotism and procrastination ($B = .08, SE = .06, p = .212$; Hypothesis 4).

For the independent variable threatened egotism R^2 was .06 and $F(4, 153)$ was 2.55 ($p = .042$). For the independent variable procrastination R^2 was .22 and $F(5, 152)$ was 8.55 ($p < .001$).

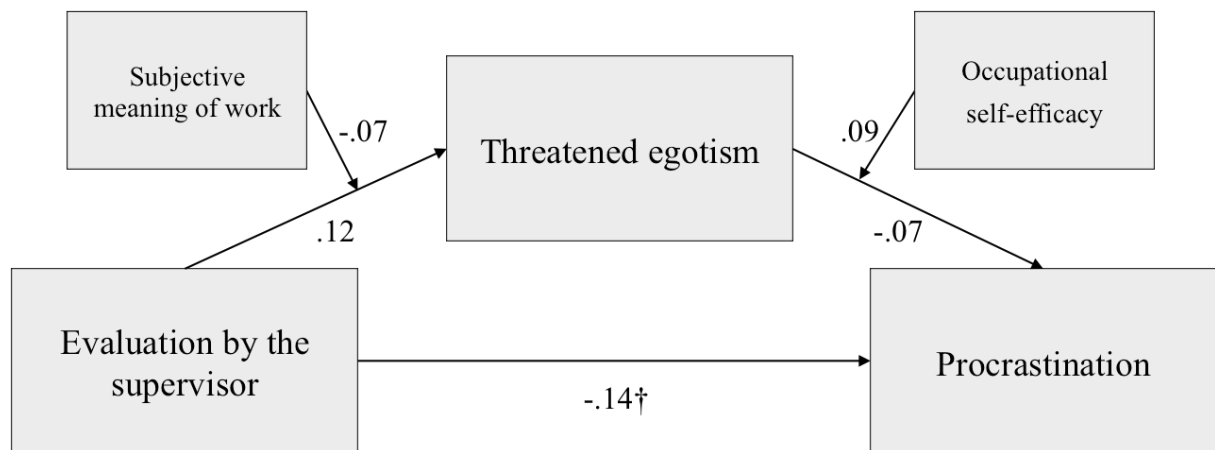


Figure 2. The research model with standardized regression coefficients (β). None of the associations are of statistical significance below the .05 level. $\dagger p < .1$.

Table 1

Correlations and variable descriptives

	<i>M (SD)</i>	1	2	3	4	5	6	7	8
1. Age	33.16 (10.15)	-							
2. Sex	1.61 (.50)	-.03	-						
3. Education level	4.43 (4.43)	.01	.27**	-					
4. Evaluation by the supervisor	3.16 (.92)	.02	-.09	.04	(.91)				
5. Subjective Meaning	2.65 (.88)	.11	-.05	.03	.25**	(.95)			
6. Threatened egotism	3.18 (1.00)	.02	.01	.09	.17*	.21**	(.78)		
7. Occupational self-efficacy	4.19 (0.66)	.07	.15	.00	.38***	.36***	-.01	(.85)	
8. Procrastination	1.91 (0.60)	-.19*	.08	.14	-.29***	-.25**	-.06	-.41***	(.89)

Note. $N = 159$ -161. Pearson Correlation, two sided. Reliabilities (Cronbach's α) on the diagonal in parentheses.

* $p < .05$, ** $p < .01$, *** $p < .001$.

Table 2

Moderated mediation regression analysis predicting threatened egotism and procrastination

	Dependent variables					
	First analysis				Explorative analysis	
	Threatened egotism		Procrastination		Procrastination	
	<i>B</i> (<i>SE</i>)	β	<i>B</i> (<i>SE</i>)	β	<i>B</i> (<i>SE</i>)	β
Control variable						
Age	.00 (.01)	.00	-.01 (.00)*	-.15*	-.01 (.00)*	-.17*
Independent variables						
Evaluation by the supervisor	.12 (.08)	.12	-.09 (.05) †	-.14†	-.08 (.05) †	-.14†
Meaning	.10 (.05)†	.16†	-	-	-.02 (.03)	-.06
Evaluation x meaning	-.04 (.04)	-.07	-	-	.03 (.02)	.07
Threatened egotism	-	-	-.04 (.05)	-.07	-	-
Occupational self-efficacy	-	-	-.30 (.07)***	-.34***	-.39 (.08)***	-.42***
Threatened egotism x occ. self-efficacy	-	-	.08 (.06)	.09	-	-
Evaluation x occ. self-efficacy	-	-	-	-	-.19 (.07)*	-.21**
Full model statistics	$F(4, 153) = 2.55^*$		$F(5, 152) = 8.55^{***}$		$F(6, 152) = 8.84^{***}$	
	$R^2 = .062$		$R^2 = .220$		$R^2 = .259$	

Note. $n = 158$ for the first analysis, $n = 159$ for the explorative analysis. Unstandardized regression coefficients (B) and standardized regression coefficients (β). Unstandardized regression coefficients (B) are presented with standard errors (SE) in parentheses. Control variable: Age.

† $p < .1$, * $p < .05$, ** $p < .01$, *** $p < .001$.

Table 3

Estimates for an indirect effect of evaluation by the supervisor on procrastination via the mediator threatened egotism

Subjective meaning of the job	Occupational efficacy	self	Unstandardized estimate (SE)	effect	CI
-1.60	-.66		-.02 (.02)		-.06, .00
-1.60	.00		-.01 (.01)		-.04, .00
-1.60	.66		.00 (.01)		-.02, .03
.02	-.66		-.01 (.01)		-.06, .00
.02	.00		-.00 (.00)		-.03, .00
.02	.66		.00 (.01)		-.01, .02
1.63	-.66		-.01 (.02)		-.06, .01
1.63	.00		-.00 (.01)		-.03, .01
1.63	.66		.00 (.01)		-.01, .02

Note: $n=158$. Unstandardized effect estimates for the indirect effects are displayed with standard errors (SE) in parentheses. Effect estimates are presented for the moderators at the mean value and plus/minus one standard deviation from the mean (Hayes, 2013). Confidence intervals were computed for 5000 resamples using the bias-corrected bootstrapping method. 95% confidence intervals (CI) are displayed. Indirect effects can be observed reliably when the confidence interval does not include zero, which is for no combination of moderator value the case.

4.3 Explorative Analysis

In summary it can be said that none of the initial research hypotheses panned out as expected. Possible explanations for these results will be argued in detail in the discussion section. In an explorative next step threatened egotism was discarded from the analysis, because it did not show any signs of association with procrastination. Instead, the direct relationship between evaluation by the supervisor and procrastination moderated by subjective meaning of the job and occupational self-efficacy was examined. Again Hayes' (2013) Process Macro for SPSS was used for the analysis. Model 2 was utilized.

See Figure 3 for the standardized regression coefficients (β) and Table 2 for unstandardized regression coefficients (B), standard errors (SE), standardized regression coefficients (β) as well as the full model statistics.

Again, the control variable age displayed a small but significant influence ($B = -.01$, $SE = .00$, $p = .024$; see Table 2). No significant association between evaluation by the supervisor and procrastination was found ($B = -.08$, $SE = .05$, $p = .076$; see Table 2, Figure 3). The data do not display a significant interaction of subjective meaning and evaluation ($B = .03$, $SE = .02$, $p = .305$), however a significant interaction between evaluation and occupational self-efficacy was found ($B = -.19$, $SE = .07$, $p = .004$; see Table 2, Figure 3, Figure 4). R^2 for the entire model was .26 and $F(6, 152)$ was 8.84 ($p < .01$) for the model summary and the increase in R^2 due to the moderation of occupational self-efficacy was .04, $F(1, 152) = 8.55$ ($p < .001$).

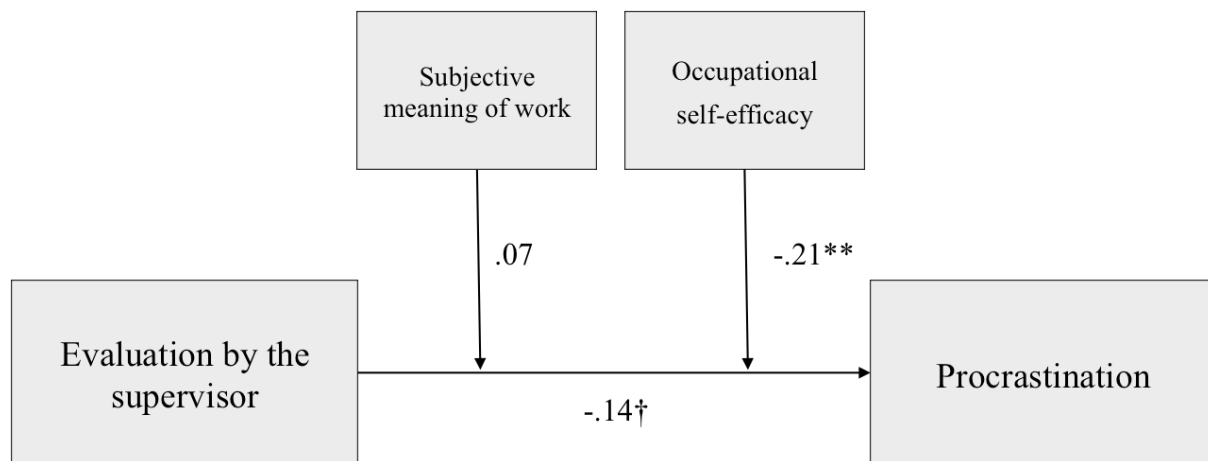


Figure 3. The explorative model after threatened egotism was discarded from the analysis, with standardized regression coefficients (β). $\dagger p < .1$, $**p < .01$.

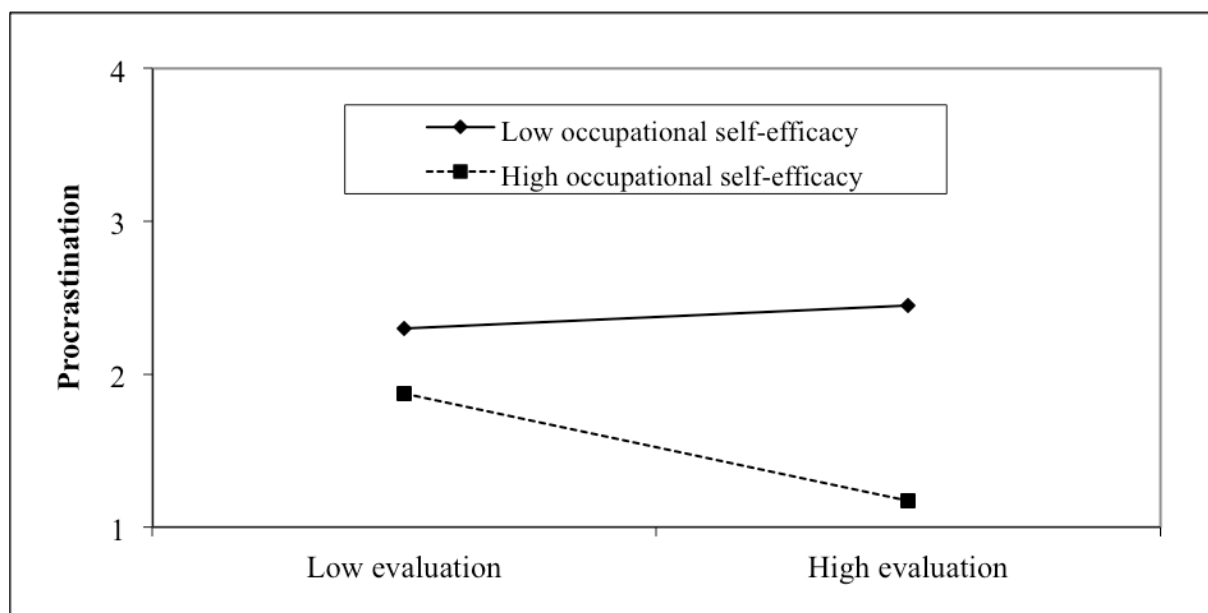


Figure 4. Interaction between evaluation by the supervisor and occupational self-efficacy plus/minus one *SD* on the dependent variable procrastination.

5. Discussion

The purpose of this study was to investigate the relationship between evaluation by the supervisor and occupational procrastination mediated by threatened egotism. Evaluation was expected to show a negative direct association with procrastination, whereas a positive indirect association mediated by threatened egotism was expected. In other words, it was assumed that evaluation by the means of feedback generally reduces procrastination, but that feedback is also associated with threatened egotism, which was expected to show a positive association with procrastination.

Furthermore subjective meaning of the job was assumed to moderate the relationship between evaluation and threatened egotism. It was hypothesized that individuals who regard their job as meaningful would associate more threat with being evaluated. Also occupational self-efficacy was expected to moderate the association between threatened egotism and procrastination. Threatened egotism was hypothesized to be associated with increased procrastination when subjects' occupational self-efficacy is low and vice versa.

These hypotheses were controlled in a moderated mediation design and could not be confirmed. However, a significant moderation of occupational self-efficacy on the association between evaluation by the supervisor and procrastination was found in a subsequent explorative analysis. The results indicate that people who are confident about their occupational skill procrastinate less when they receive feedback at work frequently.

In order to explain these results it is useful to examine the functioning of self-efficacy more closely. In addition to a diverse set of desirable occupational outcomes associated with it, self-efficacy determines whether people give up or increase their efforts when facing difficulties or failures (Bandura, 2009) and clearly this pattern can also be applied on how people deal with criticism in feedback. Whenever feedback calls for improvement, self-efficacy is decisive over whether procrastination will be reduced not.

It is also important to note that feedback does not only bring up problems, it is on the other hand also very helpful in terms of cultivating self-efficacy, provided it is given properly. According to Bandura (2009), people usually cannot monitor every facet of their behavior and in order to master a craft, they need to have their attention drawn to the important facets, which can best be achieved through feedback. In order to foster self-efficacy feedback should focus on previous successes and improvements and address deficiencies in a supporting manner (Bandura, 2009). And indeed, the present data do show a modest correlation of evaluation and occupational self-efficacy (see Table 1).

My findings are not in line with the results of Senécal et al. (1997) and Bui (2007), who associate evaluation with increased procrastination. There are several differences in the methodological design of the present study and the two others named, which may contribute to the diverging results. Specifically the way threatened egotism has been operationalized here differs majorly from how it was done by Senécal et al. (1997) and Bui (2007), as well as in other investigations linking fear of failure to procrastination (e.g. Flett et al., 1995, Solomon & Rothblum,

1984). Senécal et al. (1997) experimentally manipulated an evaluation threat by making subjects believe that their performance on an aversive task would predict how well they were going to do later on in college. Bui (2007) had his participants write essays and told them that some would be selected randomly to present their writings in front of high school students. These two forms of evaluation might be more vivid and visceral threats than expecting to receive feedback on one's work performance by a supervisor. Participants in Senécal et al.'s (1997) study after all were facing nothing less but the prospect of being told that they do not have what it takes to pursue a career in their field of choice, psychology. Of course it is possible to be told similar things by one's supervisor, but the present study did not assess what type of feedback is given. While Senécal et al.'s (1997) feedback boils down to either "you are adequate" or "you are not adequate", feedback at work is likely given in different, more nuanced manners, especially increasing and maintaining employees' motivation is of particular interest to supervisors. This study solely assessed how often subjects receive feedback, not whether they expect the feedback to be positive or negative and also not whether it is given in a constructive manner or not.

Bui's (2007) evaluation threat adds another component that wasn't assessed in the present study: being evaluated *publicly*. Presenting one's work in front of a large crowd and being evaluated by many people simultaneously may pose a greater threat than speaking with your supervisor behind closed doors.

All in all we can conclude, that feedback in general is not immanently detrimental to focused work-behavior without procrastination. Actually, it is rather beneficial, provided subjects are properly equipped with self-efficacy. The positive connection of feedback and procrastination claimed by Senécal et al. (1997) and Bui (2007) may have occurred due to particularly threatening scenarios and their results are not representative for all types of feedback across all types of situations, according to the present investigation.

My results also do not support those of Haghbin et al. (2012), even though the studies are methodically more alike. Haghbin et al. (2012) measured fear of failure with the 25-item-spanning Performance Failure Appraisal Inventory (PFAI; Conroy, 2001), which regards five different dimensions of fear of failure: embarrassment, decrease in self-esteem, uncertain future, loss of interest by important others and important others becoming upset (Conroy, Willow, & Metzler 2002). The PFAI was developed partially based on Lazarus' (1966) stress model and its similarities to the three dimensions of threatened egotism used in the present study (lose self-respect, lose someone else's approval, appear incompetent) are evident. They found that perceived competence, a construct taken from Deci and Ryan's (2000) Self Determination Theory (SDT), moderates the relationship between fear of failure and procrastination and accordingly, I expected a moderation of occupational self-efficacy on the association of threatened egotism and procrastination. The concept of competence overlaps largely with self-efficacy (Miserandino, 1996), and Haghbin et al. (2012) even point out explicitly that future replications of their study may use self-efficacy instead of competence, due to the

high similarity of the two constructs. However, their results could not be replicated in the present study. According to my data there is no connection between participants' perceived ego threat and how much they procrastinate, regardless of how confident they are about their skills. There are three different explanations for this: Perhaps this difference can be ascribed to different samples (subjects of Haghbin et al., 2012, were undergraduate students, whereas exclusively employed people participated in this study), maybe the measure of threatened egotism used in this study did not cover the phenomenon sufficiently (the measure I used covered three different aspects of threat with one item each, whereas Haghbin et al., 2012, used a 25-item-spanning, multidimensional measure covering five types of threat) or maybe the moderation of perceived competence/ self-efficacy cannot be observed reliably. Further research on this matter is in any case required.

The main concern of this study was to clarify the seemingly conflicting attitudes of Hackman and Oldham (1976) and Senécal et al. (1997) towards feedback regarding motivation/ procrastination. Hackman and Oldham (1978) postulate that feedback among autonomy and certain task features is necessary for intrinsic motivation, whereas Senécal et al. (1997) claim that the frequent feedback on academic tasks causes procrastination. These two viewpoints seem difficult to harmonize, but Haghbin et al. (2012) may provide a solution: They point out the ambiguous role of feedback referring to Self Determination Theory (Deci & Ryan, 2000). SDT postulates that three basic needs are crucial for motivation, namely the need for competence, the need for autonomy and the need for relatedness. It is argued that specific types of feedback, such as evaluation under pressure or negative feedback can violate the need for autonomy and in turn decrease intrinsic motivation. Thus again, future investigations need to specify the manner and context in which feedback is given in order to make accurate predictions about its motivational and behavioral consequences.

The results of the present study suggest that frequent feedback by the supervisor can be regarded as favorable timing of rewards and punishments. An employee who frequently receives feedback on his or her goal attainment will be less likely to put off work than somebody who works on a big project which is due at some far-off point in the future. Timing of rewards and punishments is the main situational determinant of procrastination next to task aversiveness (Steel, 2007). While close supervision – depending on the manner of its execution – may make working on a task more unpleasant and hence increase task aversiveness, it possibly weighs more greatly in the opposite direction by reducing procrastination through the steady provision of rewards or punishments.

The amount and regularity in which feedback is given may also be an indicator for how well structured a task is. It is more likely to receive feedback on a task with predictable and clear intermediate goals than on a complex one, whose development is difficult to predict. When a task is well structured, feedback on the attainment of intermediate goals can easily be given, while it is hard to give feedback on an unpredictable task, for which the occurrence of problems cannot be foreseen. This could mean that possibly, it is not feedback per se causing reduced procrastination for individuals with high self-efficacy, but a certain type of well-structured and predictable task that both enables

feedback to be given in the first place and that makes individuals with a good sense of self-efficacy procrastinate less.

5.1 Strengths and Limitations of the Present Study

A cross-sectional design was used in the present study. This means that strictly speaking, no causal inferences can be made. In order to make clear statements as for which variable causally influences the other, a longitudinal design would be required. Furthermore the present study exclusively used self-report measures. Some studies have shown that self-reported behavior is not necessarily the same as actual behavior in specific situations (West & Brown, 1975; Wilson & Gilbert, 2003; Holt & Laury, 2002; for a review on the discrepancy between self-reports and behavior see Baumeister, Vohs, & Funder, 2007) and especially questions regarding procrastination, which can be associated with sloth and other unfavorable qualities, may receive biased answers towards social desirability. However, studies on procrastination employing both self-reports as well as observational measures usually find congruence between the two types of measurement (e.g. Ferrari & Tice, 2000), and other-reports of procrastination are arguably difficult to obtain, because people will likely show less procrastination when being watched by peers or supervisors.

Furthermore it has been shown that self-report methods in organizational research provide valid measurements, which are not inferior to other-reports such as supervisor- or peer-ratings (see Conway & Lance, 2010, for a review on this topic).

Data were obtained using well-established measures with good reliabilities, which ensures that the results can be compared with other researchers' investigations.

This study's participants were recruited using the crowdsourcing platform Amazon Mechanical Turk (AMT). This platform is commonly used to recruit participants by behavioral scientists and it has been shown that subjects recruited by AMT generally behave similarly to subjects in laboratory settings (Mason & Suri, 2012). To further ensure quality, a screening question at the center of the questionnaire was installed.

The high education-level of the sample should also be noticed. Fifty-nine percent of participants indicated holding some form of academic degree, whereas - even though at a historic high - only around 30% of U.S. citizens held at least a bachelor's degree in 2011 (Pérez-Peña, 2012). The obtained results might therefore not be representative for the general population of employed adults in the U.S. Nevertheless, a highly educated sample is useful when conducting research on occupational procrastination, since the phenomenon appears to be more prevalent within the white-collar milieu (Hammer & Ferrari, 2002).

5.2 Theoretical Implications

This study's results raise a series of questions for upcoming investigations to address. One of the main conclusions drawn from the present data is that feedback and evaluation at work are attached to different outcomes than specific types of evaluation such as screening tests or public evaluation.

Therefore feedback at work cannot be equated with such. It is up to future research to determine whether the postulated mediation by threatened egotism could apply to specific forms of evaluation, such as feedback under high pressure, or feedback that is exclusively negative.

Another impulse for upcoming research concerns the failed replication of Haghbin et al. (2012). Even though parts of the present model covered fairly similar hypotheses as said investigation, no statistical support for its results could be determined. The most noteworthy disparity of the present investigation is the different sample, which consisted of employees instead of undergraduate students, hence upcoming research could address whether fear of failure is not connected to increased procrastination in the occupational context or whether the effects depicted by Haghbin et al. (2012) cannot be reliably observed in general.

5.3 Practical Implications

The results of the present study indicate that subjects equipped with high occupational self-efficacy not only report less procrastination altogether, they also report particularly little procrastination among subjects that are frequently evaluated at work. This adds to a wide body of work on the organizational benefits of occupational self-efficacy and particularly the result, according to which subjects with high self-efficacy reduce procrastination when receiving feedback, should be of interest to practitioners. As a consequence, techniques to increase self-efficacy on the job, such as the guided mastery approach (Bandura, 2009), should be integrated in all forms of skill-acquisition. This approach relies fundamentally on feedback by more experienced co-workers or supervisors in order to direct the subject's attention to aspects of their behavior that are crucial for successful work-performance. Feedback should thereby focus on previous achievements and touch upon deficiencies in a supporting way.

5.4 Conclusion

According to the present data, feedback at work is not associated with greater fear of failure and there are no indications that feedback can increase procrastination. On the contrary, receiving feedback is a useful tool for subjects with high occupational self-efficacy to counter procrastination. Possible reasons for this result, as well as why connections of fear of failure and procrastination could not be transferred from the academic to the occupational domain, have been thoroughly discussed and comprehensive implications for both theory and practice were presented.

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Appendix

Attached you find the document according to which the online questionnaire was created, an affidavit, and a current CV.

Dear participant,

First of all, we thank you very much for your willingness to take part in this scientific study.

This survey is about your work experiences and work attitudes.

Your participation is completely anonymous and your answers will be treated with absolute confidentiality. Please take into consideration that we can only use consciously and completely filled in questionnaires for the data analysis. We ask you to answer all questions and to respond spontaneously, without deliberating too much over a question.

The survey will take approximately 30 minutes.

We thank you in advance for your participation,

Cornelia Gerdenitsch & Tabea Scheel

Sociodemographic Data

Age _____ years

Gender ☐ female ☐ male

Mother tongue _____

Nationality _____

Highest education level completed

- ☐ compulsory education
- ☐ apprenticeship diploma
- ☐ vocational school
- ☐ high school level
- ☐ university level

How long have you been working in your current organization? _____ years

How many hours do you work on average per week in your job? _____ hours

Do you have a Leading Position? ☐ Yes ☐ No

If you have more than one job, please choose the one with the highest weekly work hours when filling out the survey!

Sector:

- ☐ legislators, senior officials and managers
- ☐ professionals
- ☐ technicians and associate professionals
- ☐ clerks
- ☐ service workers and shop and market sales workers
- ☐ skilled agricultural and fishery workers
- ☐ craft and related trades workers
- ☐ plant and machine operators and assemblers
- ☐ elementary occupations
- ☐ forces
- ☐ other: _____

Employment status

(Please indicate the most applicable option)

- ☐ full-time employee
- ☐ part-time employee
- ☐ self-employed/ freelancer
- ☐ student
- ☐ other: _____

Country you work in:

Work Attitude & Working Conditions

						
How satisfied are you with your current job?	☐	☐	☐	☐	☐	☐

To what degree do the following statements apply to you?	very little	rather little	some-what	pretty much	very much
Considering your workplace in general, how much can you change the sequence of the different steps yourself?	☐	☐	☐	☐	☐
How much influence do you have on the work which is assigned to you?	☐	☐	☐	☐	☐
Considering your work activity in general, how much opportunity is there for you to make your own decisions?	☐	☐	☐	☐	☐
Can you yourself decide on which way to carry out your work?	☐	☐	☐	☐	☐
To what degree is it possible for you to set your own working pace?	☐	☐	☐	☐	☐
To what degree are you able to decide on the amount of time you will be working on a certain task?	☐	☐	☐	☐	☐
To what extent are you able to plan your working day yourself?	☐	☐	☐	☐	☐

How long is it possible for you to put aside work each day and to occupy yourself with other things (i.e. take a break) without falling behind with your work?					
☐ less than 5 minutes a day	☐ between 5 and 15 minutes a day	☐ between 15 and 30 minutes a day	☐ between 30 minutes and 1 hour a day	☐ between 1 and 2 hours a day	☐ more than 2 hours a day

How often are you pressed for time?				
☐ very rarely / never	☐ rarely (approx. once a week)	☐ occasionally (approx. once a day)	☐ often (several times a day)	☐ very often (several times an hour)

How often do you have to work faster than normal in order to complete your work?				
☐ very rarely / never	☐ rarely (approx. once a week)	☐ occasionally (approx. once a day)	☐ often (several times a day)	☐ very often (several times an hour)

How often do you miss or delay a break because of having too much to do?				
☐ very rarely / never	☐ rarely (approx. once a month)	☐ occasionally (approx. once a week)	☐ often (several times a week)	☐ very often (daily)

How often do have to finish work later because of having too much to do?				
☐ very rarely / never	☐ rarely (approx.. once a month)	☐ occasionally (approx.. once a week)	☐ often (several times a week)	☐ very often (daily)

To what degree do the following statements apply to your work?	strongly disagree	moderately disagree	neutral	moderately agree	strongly agree
The job involves solving problems that have no obvious correct answer.	☐	☐	☐	☐	☐
The job requires me to be creative.	☐	☐	☐	☐	☐
The job involves dealing with problems that I have not met before.	☐	☐	☐	☐	☐
The job requires unique ideas or solutions to problems.	☐	☐	☐	☐	☐

To what degree do the following statements apply to your work?	strongly disagree	moderately disagree	neutral	moderately agree	strongly agree
I receive a great deal of information from my supervisors about my job performance.	☐	☐	☐	☐	☐
My supervisor provides information about the effectiveness (e.g., quality and quantity) of my job performance.	☐	☐	☐	☐	☐
I receive feedback on my performance from my supervisor.	☐	☐	☐	☐	☐

My supervisor, ...	never	rarely	occasionally	often	regularly
discusses in specific terms who is responsible for achieving performance targets.	☐	☐	☐	☐	☐
makes clear what one can expect to receive when performance goals are achieved.	☐	☐	☐	☐	☐
expresses satisfaction when I meet expectations.	☐	☐	☐	☐	☐

To what degree do the following statements apply to you?	very little	little	rather little	some-what	pretty much	much	very much
The work I do is very important to me.	☐	☐	☐	☐	☐	☐	☐
My job activities are personally meaningful to me.	☐	☐	☐	☐	☐	☐	☐
The work I do is meaningful to me.	☐	☐	☐	☐	☐	☐	☐
Work in general is important for me.	☐	☐	☐	☐	☐	☐	☐

Work Attitude

To what degree do the following statements apply to you?	never	rarely	occasionally	often	always
If I am feeling depressed at work, I can usually cheer myself up with humor.	☐	☐	☐	☐	☐
If someone makes a mistake at work, I will often tease them about it.	☐	☐	☐	☐	☐
I don't have to work very hard at making my colleagues laugh - I seem to be a naturally humorous person.	☐	☐	☐	☐	☐
When I criticize colleagues, I clad it humorously.	☐	☐	☐	☐	☐
I will often get carried away in putting myself down if it makes my colleagues laugh.	☐	☐	☐	☐	☐
If I am feeling upset or unhappy at work I usually try to think of something funny about the situation to make myself feel better.	☐	☐	☐	☐	☐
I often try to make my colleagues like or accept me more by saying something funny about my own weaknesses, blunders, or faults.	☐	☐	☐	☐	☐
When colleagues do not behave according to our norms, I call attention to this by making a funny comment.	☐	☐	☐	☐	☐
If I'm at work and I'm feeling unhappy, I make an effort to think of something funny to cheer myself up.	☐	☐	☐	☐	☐
I enjoy making my colleagues laugh.	☐	☐	☐	☐	☐
If I don't like someone at work, I often use humor or teasing to put them down.	☐	☐	☐	☐	☐
I usually can think of witty things to say when I'm with my colleagues.	☐	☐	☐	☐	☐
If something is really funny to me at work, I will laugh or joke about it even if someone will be offended.	☐	☐	☐	☐	☐
Letting others laugh at me is my way of keeping my colleagues in good spirits.	☐	☐	☐	☐	☐
About the little faults/ weaknesses of my colleagues I make teasing remarks.	☐	☐	☐	☐	☐

Work Attitude

In the following you find statements about your work. Please indicate to what degree the following statements apply to you.	very little	little	rather little	some- what	pretty much	much	very much
The new things that I discover with this work allow me to appreciate it even more.	☐	☐	☐	☐	☐	☐	☐
I have almost an obsessive feeling for this work.	☐	☐	☐	☐	☐	☐	☐
This work reflects the qualities I like about myself.	☐	☐	☐	☐	☐	☐	☐
This work is the only thing that really turns me on.	☐	☐	☐	☐	☐	☐	☐
My work is well integrated in my life.	☐	☐	☐	☐	☐	☐	☐
I have the impression that my work controls me.	☐	☐	☐	☐	☐	☐	☐
I spend a lot of time doing this work.	☐	☐	☐	☐	☐	☐	☐
I like this work.	☐	☐	☐	☐	☐	☐	☐
This work is important for me.	☐	☐	☐	☐	☐	☐	☐
This work is a passion for me.	☐	☐	☐	☐	☐	☐	☐
This work is part of who I am.	☐	☐	☐	☐	☐	☐	☐

Work Attitude

To what degree do the following statements apply to you?	very little	little	rather little	some-what	pretty much	much	very much
I can remain calm when facing difficulties in my job because I can rely on my abilities.	☐	☐	☐	☐	☐	☐	☐
When I am confronted with a problem in my job, I can usually find several solutions.	☐	☐	☐	☐	☐	☐	☐
Whatever comes my way in my job, I can usually handle it.	☐	☐	☐	☐	☐	☐	☐

People may use the following statements to describe themselves. For each statement, decide whether the statement is characteristic or uncharacteristic of you.	extremely uncharacteristic	moderately uncharacteristic	moderately characteristic	extremely characteristic
I often find myself performing tasks that I had intended to do days before.	☐	☐	☐	☐
I do not do assignments until just before they are to be handed in.	☐	☐	☐	☐
Even with jobs that require little else except sitting down and doing them, I find they seldom get done for days	☐	☐	☐	☐
In preparing for some deadline, I often waste time by doing other things.	☐	☐	☐	☐
I usually start an assignment shortly after it is assigned.	☐	☐	☐	☐
I often have a task finished sooner than necessary.	☐	☐	☐	☐
I usually accomplish all the things I plan to do in a work day.	☐	☐	☐	☐
I am continually saying I do it tomorrow	☐	☐	☐	☐
I usually take care of all the tasks I have to do before I finish my work day.	☐	☐	☐	☐

The following item refers to your current occupation. Please indicate whether you strongly agree, agree, disagree, or strongly agree.	strongly disagree	disagree	agree	strongly agree
If I postpone something that I was supposed to do today I'll have trouble sleeping at night.	☐	☐	☐	☐

Most people procrastinate occasionally (e.g. delay working on tasks until just before the deadline). What about you: What do you do to avoid putting off work until the very last moment? In case you never feel inclined to put off work, what do you think is the reason you handle things timely?

Work Attitude

To what degree do the following statements apply to you? <i>If you do not meet the work objectives it is possible that you ...</i>	does not apply	does barely apply	applies a bit	applies much	applies a great deal
lose your self-respect.	☐	☐	☐	☐	☐
lose the approval of someone important to you.	☐	☐	☐	☐	☐
appear incompetent.	☐	☐	☐	☐	☐

To what degree do the following statements apply to you?	very little	little	rather little	some-what	pretty much	much	very much
I have difficulty relaxing after work.	☐	☐	☐	☐	☐	☐	☐
Even at home I often think of my problems at work.	☐	☐	☐	☐	☐	☐	☐
I get grumpy when others approach me.	☐	☐	☐	☐	☐	☐	☐
Even on my vacations I think about my problems at work.	☐	☐	☐	☐	☐	☐	☐
From time to time I feel like a bundle of nerves.	☐	☐	☐	☐	☐	☐	☐
I anger quickly.	☐	☐	☐	☐	☐	☐	☐
I get irritated easily, although I don't want this to happen.	☐	☐	☐	☐	☐	☐	☐
When I come home tired after work, I feel rather irritable.	☐	☐	☐	☐	☐	☐	☐

Work Attitude

The following statements refer to the way in which you experienced your work during the last two weeks. Please indicate how often you experienced each of the statements	never	almost never	some-times	regularly	often	very often	always
My work gives me a good feeling.	☐	☐	☐	☐	☐	☐	☐
I do my work with a lot of enjoyment.	☐	☐	☐	☐	☐	☐	☐
I feel happy during my work.	☐	☐	☐	☐	☐	☐	☐
I feel cheerful when I am working.	☐	☐	☐	☐	☐	☐	☐

The following statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job.	never	almost never	rarely	some-times	often	very often	always
I feel happy when I am working intensely.	☐	☐	☐	☐	☐	☐	☐
I am immersed in my work.	☐	☐	☐	☐	☐	☐	☐
I get carried away when I am working.	☐	☐	☐	☐	☐	☐	☐

Thinking about yourself and how you normally feel, to what extent do you generally feel:	never	rarely	occasionally	often	always
Upset	☐	☐	☐	☐	☐
Hostile	☐	☐	☐	☐	☐
Ashamed	☐	☐	☐	☐	☐
Nervous	☐	☐	☐	☐	☐
Afraid	☐	☐	☐	☐	☐

Thank you very much for participating in this survey!

Eidesstattliche Erklärung

Ich versichere, dass ich die Diplomarbeit ohne fremde Hilfe und ohne Benutzung anderer als der angegebenen Quellen angefertigt habe, und dass die Arbeit in gleicher oder ähnlicher Form noch keiner anderen Prüfungsbehörde vorgelegen hat. Alle Ausführungen der Arbeit, die wörtlich oder sinngemäß übernommen wurden, sind als solche gekennzeichnet.

Wien, am _____

Unterschrift

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	<i>2011 - 2013</i>	Montagearbeit bei cPoint Webges GmbH, Austria Center Wien.
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Praktika	<i>12/2014 - 02/2015.</i>	HR-Praktikum bei Continental Automotive GmbH, Wien.
	<i>07/2013 - 10/2013.</i>	Uni Wien, Bereich Arbeits- & Organisationspsychologie.
Studium	<i>Seit 2009</i>	Psychologiestudium an der Universität Wien.
	<i>25.04.2014</i>	Präsentation am Kongress der Österreichischen Gesellschaft für Psychologie: Eckert, Scheel, Prem, Gerdenitsch, & Korunka: Prokrastination bei Führungskräften: Die Rolle beruflicher Selbstwirksamkeitserwartung

Zivildienst	<i>2008 - 2009</i>	Pflegeheim Pottendorf (NÖ)
Schulen	<i>2007</i>	Matura mit ausgezeichnetem Erfolg (Notenschnitt unter 1,5)
	<i>1999 - 2007</i>	BRG Gröhrmühlgasse Wiener Neustadt (NÖ)
	<i>1995 - 1999</i>	Volksschule Pottendorf (NÖ)
Sprachen		Deutsch (Muttersprache), Englisch (fließend), Russisch (Grundkenntnisse)
Software		Microsoft Office SPSS Lotus Notes
Sonstiges	<i>2009 - 2010,</i> <i>2013 - 2014.</i>	Leistungsstipendium der Uni Wien
	<i>2007 - 2012</i>	Freiwillige Mitarbeit im Jugend- und Kulturverein Triebwerk, Wiener Neustadt (NÖ)