# Learning from the Happiness Experts:
## Business, Positive Psychology, and Well-Being
## In Copenhagen, Denmark

Eileen N. Hoedebeck

*"Does physical health and productivity follow the same relationship?*
*In a corporation, is productivity a function of positive emotion, engagement, and meaning?*
*Is health a function of positive emotion, engagement, and meaning?*
*There is reason to think the answer to both of those is yes."*

Martin Seligman, February 2004
TED Talk: The New Era of Positive Psychology

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For this research project, I have chosen to investigate Danish managerial techniques and the relationship between these techniques and worker well-being. I want to use the theories and concepts laid out by positive psychology as a framework for assessing levels of well-being of Danish workers and how those levels are affected by different workplace practices. I would hope to find a correlation between certain practices utilized in Danish work environments and a greater sense of well-being of the worker. This research could suggest applications for businesses and mangers on how to sustain happier and healthier employees, benefiting the workforce, the company, and the economy. It is my hope that this research would attract the attention of academics, laborers, businesses, and policy makers. I have chosen this topic and location for various reasons, which will be explained in the following proposal.

**On the Hunt for Happiness**

For many years and by many different sets of data, the citizens of Denmark have been dubbed the happiest people on Earth. Gallup researchers, experts creating the first World Map of Happiness at the University of Leicester, and researchers for the World Database of Happiness at the University of Rotterdam all concur.[1] It is not visitors to Disneyland but the people of Denmark that live in the happiest place on Earth. So when I arrived to Denmark to spend a semester there with this expectation, I was not prepared for the stark, all-black sporting, no-nonsense Danes I encountered. I began to wonder if Danes really were the happiest people on Earth, and if they were, where did that happiness come from?

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[1] http://www.huffingtonpost.com/2010/07/03/worlds-happiest-countries_n_633814.html#s109416&title=Denmark_77, http://www2.le.ac.uk/ebulletin/news/press-releases/2000-2009/2006/07/nparticle.2006-07-28.2448323827, http://worlddatabaseofhappiness.eur.nl

One answer to that question could lie with the field of positive psychology and Danish business environments. As its two founders describe, "The aim of positive psychology is to begin to catalyze a change in the focus of psychology to {…} building positive qualities. The field of positive psychology at the subjective level is about valued subjective experiences: well-being, contentment and satisfaction (in the past); hope and optimism (for the future); and flow and happiness (in the present)."[2] It is the study of what makes people happy, by focusing on a person's well-being, a construct of happiness. The field has grown since its birth in 1998 when Martin Seligman selected it as the American Psychological Association's theme for the year. Since that time, many theories about positive psychology have emerged. From various research, the consensus is that there are several different components that contribute to a person's well-being, including positive emotions, character strengths, self-determination, and psychological capital. According to positive psychology, improving upon these components will help maximize well-being, resulting in happier people.

Could Danish workplaces offer evidence of these psychological theories? Are Danish work environments, Danish happiness, and positive psychology all connected to each other? Could this evidence be applied to work environments on a more global level?

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[2] Seligman, Martin and Mihaly Csikszentmihalyi. (2000). Positive Psychology: An Introduction. *American Psychologist, 55(1)*, 5-14.

**Positive Psychology**

As previously described, positive psychology is one of the newest emerging fields within psychology. It focuses not on the mentally ill, but making the mentally well even better. Within the discipline, many different theories, philosophies, models and hypotheses have been developed; however, there is a general agreement of a few distinct and often interrelated theories that categorically contribute to greater well-being: positive emotions, character strengths, self-determination and psychological capital. It is important to offer a detailed explication of these theories to facilitate an understanding of what my research methodology will measure and the correlations and conclusions I hope to find.

*Positive emotions*

The concept of positive emotions encompasses increasing ones own emotional intelligence and having greater positive affect, or the increased feelings of positive emotions. Emotional intelligence involves the "abilities to perceive, appraise, and express emotion; to access and/or generate feelings when they facilitate thought; to understand emotion and emotional knowledge; and to regulate emotions to promote emotional and intellectual growth"[3] Increased emotional intelligence means having a better awareness about emotions and how those emotions relate to a person's behavior. Here, positive emotions include feelings of joy, interest, contentment, pride, and love.[4] Positive emotions have been found to contribute to well-being in many ways. The most prominent theory surrounding this is Barbara Fredrickson's broaden-and-build theory, that states that

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[3] Mayer John and Peter Salovey. "What is emotional intelligence?" in *Emotional Development and Emotional Intelligence: Educational Implications*, edited by Peter Salovey and David Sluyter. New York: Basic Books, 1997.
[4] Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist, 56*(3), 218-226.

"experiences of positive emotions broaden people's momentary thought action repertoires, which in turn serves to build their enduring personal resources, ranging from physical and intellectual resources to social and psychological resources."[5] In the process of developing her theory, Frederickson found that positive emotions have long-lasting effects on an individual's well-being by fostering individual growth and social connections.

Along with this theory, there are many other findings about the effects of positive emotions on well-being. Positive effects also increase intuition as well as creativity.[6] More interestingly, positive emotions appear to have influence over bodily system and health. They have been found to accelerate recovery from the cardiovascular after affects from negative affect increase immune functioning, reduce stress induced inflammation, increase resistance to rhinoviruses and reduce stroke.[7] Positive emotions also increase life expectancy.[8] Living a life that fosters joy, interest, contentment, pride and love is a happy, healthy life. Based on the profusion of research about the effects of positive emotions, one can understand how important this aspect of positive psychology is to both the physical and psychological aspects of well-being.

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[5] Fredrickson, B. L. (2001).

[6] Bolte, Annette, Thomas Goschke and Julius Kuhl. (2003). Emotion and Intuition: Effects of Positive and Negative Mood on Implicit Judgments of Semantic Coherence. *Psychological Science, 14(5),* 416-421.
Isen, Alice, Kimberl Daubman and Gary Nowicki. (1987). Positive Affect Facilities Creative Problem Solving. *Journal of Personality and Social Psychology, 52(6),* 1122-1131.

[7] Frederickson, Barbara, Roberta Mancuso, Christine Branigan and Michele Tugade. (2000). The Undoing Effect of Positive Emotions. *Motivation and Emotion 24(4),* 237-258.

[8] Danner, Deborah, David Snowdon and Wallace Friesen. (2001). Positive Emotions in Early Life and Longevity: Findings from the Nun Study. *Journal of Personality and Social Psychology 80(5),* 804-813.

*Character strengths*

Character strengths are at the core of positive psychology. Character, in positive psychology, extends beyond the definition of character as moral or ethical quality or integrity as it can be defined and commonly used. Instead, within this field of psychology, character strengths are present but different in all people, varying in degree from one human to the next.

Overall, there are three main approaches to assessing character strengths. First, there is the VIA assessment developed by Chris Peterson and Nansook Park.[9] This approach is comprised of twenty-four strengths divided among categories of virtues. Here, strengths are separate from the concepts of talents. Second, there is the Gallup Strengths finder. Here, strengths are understood as thirty-four different talents that can produce strengths.[10] Third, is the Linley assessment that accepts over fifty strengths.[11] Here, strengths are evaluated based on energy, performance, and use. Despite the differing definitions of strengths in each approach, all strengths must be fulfilling, intrinsically valuable, trait like, contain no combination of other strengths, personified, absent in some individuals, and nurtured by societal norms and institutions.

As positive psychology focuses on increased well-being and optimal functioning, one should understand the link between how strengths help achieve these goals. Strengths contribute energy, motivation, and meaning to one's life. More specifically, there are many

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[9] Peterson, Christopher and Nansook Park. "Character Strengths and Virtues: Their Role in Well-Being" In *Applied Positive Psychology: Improving Everyday Life, Health, Schools, Work and Society,* edited by Stewart Donaldson, Mihaly Csikszentmihalyi and Jeanna Nakmura, 49-62. New York: Routledge/Taylor & Francis Group, 2011.
[10] Rath, Tom. *Strengths Finder 2.0.* New York: Gallup Press, 2007.
[11] Linley, Alex and Susan Harrington. (2006). Playing to Your Strengths. *The Psychologist 19(2).*

benefits from understanding and utilizing strengths, including increased happiness, confidence, self-esteem, energy, resilience, goal achievement, performance, engagement and personal development and decreased stress. For example, Linley demonstrates that using strengths results in goal progress, which then enhancs need satisfaction and well-being.[12] Evidently, using strengths helps individuals achieve their goals better. Goal achievement has many positive outcomes, including increased perception of oneself, confidence and ultimately well-being and functioning. Related to positive emotions, utilizing character strengths can increase an individual's positive emotions, which leads to the many physical and psychological benefits found from increasing positive emotions.

Character strengths are one theoretical component that managers can use to promote a better workplace environment for employees. Discovering top character strengths can help employees realize what they are naturally good at, which helps help employees know where in the workplace they can best apply their skills. It will help foster a greater understanding in the office of who might work better in groups, who might work better with deadlines, and more. Also, it can help create confidence among employees. Knowing your own top strengths helps promote confidence because you recognize you are naturally good at something and can use it to help yourself and others. Moreover, if managers demonstrate that they value character strengths, employees will have an increased perception that their employees care about them in a personal way. It shows that employees recognize that workers have specific strengths and needs and that they are cared for. An employee that feels cared for, not just salary wise but also on a personal level,

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[12] Linley, Alex, Karina Gillett, and Robert Raphael Diswas-Diener. Using Signature Strengths in Pursuit of Goals: Effects on Goal Progress, Need Satisfaction and Well-Being, and Implications for Coaching Psychologists. *International Coaching Psychology Review 5(1)*, 6-15.

is certainly a happier and better flourishing employee. This research would discover if Danish supervisors acknowledge and support the character strengths of their employees and in what ways they do so.

*Self-determination*

Self-determination is another theoretical component that can be applied to help work environments. Self-determination means that employees initiate behavior and attempt to achieve goals even when there is not a need deficit. Employees that are high in self-determination do not always require extrinsic motivation and pressures to perform well. Instead, they often rely on intrinsic motivators to get the job done. In this theory, autonomy, competence, and relatedness all improve confidence and motivation that cultivates self-determination. This means that for an employee to be self-determined, they must have confidence and motivation that would come from autonomy, competence, and relatedness. To feel autonomous, employees must believe that they have the freedom to do their job effectively. To feel competent, employees must have confidence in their abilities as an employee. To feel relatedness, employees must feel connected to their employers and coworkers. Based on these findings, managers must find ways to create this autonomy, competence and relatedness to develop intrinsically motivated employees. This research would attempt to uncover whether Danish employers help foster autonomy, competence and relatedness; if so, it would also attempt to determine what techniques create this type of work environment.

*Psychological Capital*

Another theoretical component of positive psychology is psychological capital. An individual's psychological state is determined by their confidence to succeed in any challenging tasks, their optimism about succeeding, persevering towards goals with the hope of succeeding, and having the resilience to sustain and rebound from adversity to achieve success.[13] Luthans demonstrates that self-efficacy, optimism, hope and resilience make up a person's psychological capital and help them become a more flourishing person. Self-efficacy, or more importantly perceived self-efficacy, is the beginning of the process. Self-efficacy means having the confidence at beginning a goal towards success. Using techniques like building character strengths, giving positive feedback, and making employees feel like they belong could all enhance employees' self-efficacy. This research would try to determine the perceived levels of self-efficacy of employees. Furthermore, this research would investigate what techniques Danish employers and businesses use to develop this confidence and self-efficacy.

By increasing psychological capital, employees are flourishing more in their work life, which can spread outside the workplace as well. This means that employees would be healthier physically and mentally and actually like what they are doing. Much of the research conducted as found that increased well-being and flourishing results in better performance at work. However, this process can also be viewed in reverse. Greater workplace happiness from perceived skills and confidence can result in overall well-being and life satisfaction. These elements of positive psychology could help make happier workers ultimately make happier people.

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[13] Luthans, F., Avolio, B.J., & Youseff, C. (2007). *Psychological Capital: Developing the Human Capital Edge*. Oxford, England: Oxford University Press.

**Why Denmark?**

In the hunt for happiness, it seems Denmark is a sure answer. While American managers and psychologists devise and experiment new methods for creating better work environments, sometimes it is beneficial to learn by example. And who better to learn from than the happiest people on Earth? The cultural components I have witnessed there have led me to believe Danes, unknowingly so, are using some concepts of positive psychology to keep their employees motivated and ensure their well-being. Furthermore, Danes have reported the highest percentage of overall satisfaction in their working conditions.[14] Danish work environments are an opportunity for the rest of the world to learn how to make happier and healthier employees.

I have always seen a connection between psychology and business studies to ultimately help people. Unfortunately, I have also seen how disconnected these fields can be and often how ignored by the public they are. Through my course in Denmark on positive psychology and my cultural observations there, I have come to develop this research idea as an interdisciplinary study to connect these fields for a greater combined purpose. I think the Danes can help provide some connections and answers to more effectively link an academic field such as psychology to more real world applications.

When 78.8% of Danes ages 15-64 are working right now in Denmark, one should consider Danish workplaces as a possible reason for why Danes are so happy.[15] Since positive psychologists have proven their theories promote an individual's happiness, it is

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[14] Canadian Policy Research Networks. "Overall Satisfaction with Working Conditions." Accessed February 10, 2013. http://www.jobquality.ca/indicators/international/satisfaction_main.shtml
[15] Statistics Denmark. "Labour Force Survey." Accessed February 10, 2013. http://dst.dk/en/Statistik/emner/tilknytning-til-arbejdsmarkedet/arbejdskraftundersoegelsen-arbejdsstyrke.aspx

reasonable to assume that if the components of positive psychology are found in Danish workplaces, it could be a basis for their happiness. Well-being at work promotes greater life satisfaction outside of the workplace.[16] One study has found that their model of problem-solving interventions to increase work ability helped explain 68% of general subjective well-being.[17] Based on this notion that well-being at work translates into overall well-being and life satisfaction, it is reasonable to investigate whether the source of Danish happiness comes from their work environments. This research will attempt to find a correlation between employers' management techniques and perceived well-being to uncover if there is a relationship between certain techniques and well-being.

If evidence of positive psychology theories is found in Danish workplaces, it should be studied *how*. Understanding how Danish employers create a workplace filled with autonomy and intrinsically motivated employees that have perceived self-confidence and the opportunity to develop their character strengths can help illuminate how they keep their employees so happy. Extending research to another country and culture will certainly yield creative, new ideas to study that can augment existing research for psychologists and managers.

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[16] Ayres, Jody and John Malouff. (2007). Problem-Solving Training to Help Workers Increase Positive Affect, Job Satisfaction and Life Satisfaction. *Journal of Work and Organizational Psychology, 16(3),* 279-294.
[17] Ayres, Jody and John Malouff. (2007). Problem-Solving Training to Help Workers Increase Positive Affect, Job Satisfaction and Life Satisfaction. *Journal of Work and Organizational Psychology, 16(3),* 279-294.

# Research Questions

Among this exploration of the theories behind positive psychology and the reasons for Danish happiness, many questions need to be answered. My research will focus on assessing whether Danish managers create work environments that work under the framework of positive psychology. While it would be reasonable to examine whether the components of positive psychology are what generate employee well-being, that is not what I am choosing to focus on. Instead, my background research should demonstrate this. Positive psychologists have already been able to demonstrate that the frameworks outlined in this proposal all contribute to a person's greater well-being. Therefore, this project is not attempting to establish that causation. Furthermore, this research is not an attempt to answer why Danes are so happy. However, it could provide reasons in the process. If positive psychologists have demonstrated that their theories produce well-being and happier people, conclusions could be drawn if positive psychology application is found in Danish workplaces. If Danish workplaces provide evidence of some of the theories of positive psychology that result in well-being, it would suggest further research to investigate whether these theories of well-being are what make the Danes such happy people.

Essentially, my research will attempt to relate the two fields between business management and psychology. *Do Danish employees have high levels of positive emotions, self-determination, psychological capital and awareness of character strengths? What management techniques do Danish employers use? Are these techniques correlated to these levels of well-being in employees? Ultimately, how can employers utilize the research in*

*positive psychology to create a more efficient and effective workplace through happier*

*employees?*

        With the increasingly dire situation in the United States regarding our economy and our healthcare system, studying possible solutions to workplace well-being is highly relevant and extremely important. As this proposal has demonstrated, well-being in the workplace, specifically through increased positive emotions, has direct links to improved physical health and productivity of employees.  Applying tools to promote well-being among employees could help promote greater health and happiness among Americans and others around the globe. Research that explains how employees can create the happiest and most satisfied workforce in the world can provide lessons to managers everywhere. Ultimately, this research project is about taking a new field of study beyond academia towards one day becoming a solution to current world dilemmas by focusing on our *human* resources.

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## Methodology

The goal of this research will be to assess different managerial techniques used in Danish work environments on the positive affect, self-determination, use of character strengths, and psychological capital among employed Danes. I will use questionnaires to evaluate employed Danes. These questionnaires will measure positive affect through joy, interest, contentment, pride and friendship; psychology capital through optimism, self-efficacy, resilience, and hope; character strengths through specifically worded questions; and self-determination through autonomy, competence, relatedness, confidence and motivation. The questionnaires are taken mainly from previous research with some modifications and additions necessary for this particular research.

I will use semi-structure interviews to investigate the managerial techniques present in Danish work environments. Here, a semi-structured interview is a more reasonable measure because I want to hear individual answers. These answers will depend on each manager and their own creativity and processes. Therefore, it would not be conducive to attempt to formulate questions or categories beforehand. After I conduct the interviews, I will attempt to categorize the techniques to compare with employee responses.

In conducting my research, language proficiency will not be problematic. English is the second spoken language for Danes and is taught in schools beginning in the first grade. As I never encountered a language barrier during my four months in living there, I do not foresee coming across any problems with communication. In the rare occurrence that this may happen, my many contacts, particularly a fellow psychology student Abigail Samuelsen, can help overcome this barrier.

# Contacts

1. Mads Bab: +45 81 61 39 39, mads@gnist.com
   a. Mads will serve as one of my main contacts while in Copenhagen. Mads is a professor with the Danish Institute of Study Abroad for Positive Psychology but also a consultant specializing in positive psychology applications to businesses. He will be my main connection to more contacts among various businesses and working environments to reach out to for my research.

2. Hans Lauring: Hans@lauring.net

3. Gitte Lauring: gitte@lauring.net
   a. Gitte will serve as another one of my main contacts. Gitte was my "visiting mom" while studying in Copenhagen. She works at two schools in Denmark and can connect me to research within educational working environments.

4. Finn Majlergaard: fm@gugin.com

5. Anne Brandt Christensen: +45 20 22 55 98, abrandtchristensen@gmail.com

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8. Abigail Samuelsen: +45 42 40 51 19

9. Anjila Hjalsted: aah@dis.dk

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12. Torben Jorgensen: +45 26 54 44 04, torbenjorgensen4@hotmail.com

13. Danish Institute of Study Abroad
    a. Vestergade 5-7, 1546 Copenhagen. +45 33 11 01 44
    b. The Danish Institute of Study Abroad will be a very useful connection to finding more work environments to research within. Their extensive connection to Copenhagen, the Danish government, and Danish working professionals as well as their openness to work and host previous students will be extremely valuable.

# Advising and Presentation

I am working closely with Dr. David Crow of SMU's Psychology department for this project. Dr. Crow has been advising me on every aspect of the project, from synthesizing my topic ideas to conducting background research to developing the survey. As a result of my research, I will write an APA styled research report and submit it to relevant academic journals. Some possible journals include *Consulting Psychology Journal: Practice and Research, Industrial and Organizational Psychology, Journal of Applied Psychology, Journal of Occupational and Organizational Psychology, Journal of Personality and Social Psychology, Perception,* or *Psychological Science* to name a few. I also intend on writing shorter, summarized articles to submit to news journals, magazines and papers, including Business Week and presenting my findings to management majors in the SMU Cox Business School.

# Timeline

March-June: finalizing questionnaire and interview guide with Dr. Crow and Richter Committee; ongoing communication with contacts to further develop list of work place environments to conduct interviews and questionnaires

July-August: conduct interviews and questionnaires to determined work places

August-September: data analysis and transcribing interviews; writing draft for research report

# Proposed Budget

## Airfare:

| | | Student universe | |
|---|---|---|---|
| British Airways | 1798 | SAS | 1314 |
| Lufthansa | 1595 | KLM | 1338 |
| Air France | 1359 | American | 1359 |
| United | 1414 | Brussels | 1352 |
| Average | 1541.5 | Average | 1340.75 |

| Statravel | | OneTravel | |
|---|---|---|---|
| KLM | 1435 | American | 1278.95 |
| British | 1374 | United | 1278.95 |
| Austrian | 1364 | Air France | 1345.22 |
| United | 1424 | British | 1334.36 |
| Average | 1399.25 | Average | 1309.37 |

| | |
|---|---|
| Total Average | $1397.7175 |

## Accommodation: hostels or inexpensive hotels

| | |
|---|---|
| Generator Hostel | 4069.25 |
| Danhostel Copenhagen City | 3571.46 |
| Hotel Loeven | 3085.33 |
| Hotel Nebo | 2125.87 |
| Average | $3212.9775 |

## Food:

| | DKK | USD |
|---|---|---|
| Breakfast | 60 | 10.75268817 |
| Lunch | 100 | 17.92114695 |
| Dinner | 150 | 26.88172043 |
| Total | | 55.55555556 |

## Transportation:

| | DKK | USD |
|---|---|---|
| Cab from airport | 250 | 44.80286738 |
| Cab to airport | 250 | 44.80286738 |
| Transportation Pass | 350 | 62.72401434 |
| Klipperport | 365 | 65.41218638 |
| Bike | 1500 | 268.8172043 |
| Total | | 486.5591398 |

## Miscellaneous:

| | |
|---|---|
| Recorder | 50 |
| Interview Copies | 20 |
| Notebooks and pens | 15 |
| Survey book | 25 |
| Total | $110 |

## Total Proposed Budget: $5263.00

# Appendix A

## Questionnaire to Employees

### Positive Affect

Please respond to each of the following items in terms of how true it is for you as an employee. Use the scale:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| Not | | | Somewhat | | | Very |
| At All | | | True | | | True |
| True | | | | | | |

My work environment makes me feel interested.
My work environment makes me feel excited.
My work environment makes me feel happy.
My work environment makes me feel strong.
My work environment makes me feel energetic.
My work environment makes me feel calm.
My work environment makes me feel cheerful.
My work environment makes me feel active.
My work environment makes me feel proud.
My work environment makes me feel fearless.
My work environment makes me feel delighted.
My work environment makes me feel daring.
My work environment makes me feel lively.
I feel good about doing well at work.
I have fun at work.
I consistently attempt something new at work.
I get excited about things at work.
I like being with people at work.
I take chances at work.
I feel energized when good things happen at work.
I have friends at work.

## Character Strengths

Please respond to each of the following items in terms of how true it is for you as an employee. Use the scale:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| Not At All True | | | Somewhat True | | | Very True |

I feel I have a thorough understanding of my individual character strengths.
I feel I use my character strengths in my work.
I feel my coworkers and superiors are aware of my individual character strengths.
I feel I am supported by my coworkers and superiors to use my character strengths at work.
I feel I am recognized by my character strengths at work.
I am aware of my coworkers and superiors character strengths.
I feel tasks are often assigned at work based on individual character strengths.

## Self-Determination

Instructions: Please read the pairs of statements, one pair at a time, and think about which statement within the pair seems more true to you at this point in your life. Indicate the degree to which statement A feels true, relative to the degree that Statement B feels true, on the 5-point scale shown after each pair of statements. If statement A feels completely true and statement B feels completely untrue, the appropriate response would be 1. If the two statements are equally true, the appropriate response would be a 3. If only statement B feels true and so on.

1. A. I always feel like I choose the things I do.
B. I sometimes feel that it's not really me choosing the things I do.
**Only A feels true** 1 2 3 4 5 **Only B feels true**

2. A. My emotions sometimes seem alien to me.
B. My emotions always seem to belong to me.
**Only A feels true** 1 2 3 4 5 **Only B feels true**

3. A. I choose to do what I have to do.
B. I do what I have to, but I don't feel like it is really my choice.
**Only A feels true** 1 2 3 4 5 **Only B feels true**

4. A. I feel that I am rarely myself.
B. I feel like I am always completely myself.
**Only A feels true** 1 2 3 4 5 **Only B feels true**

5. A. I do what I do because it interests me.
B. I do what I do because I have to.
**Only A feels true** 1 2 3 4 5 **Only B feels true**

6. A. When I accomplish something, I often feel it wasn't really me who did it.
B. When I accomplish something, I always feel it's me who did it.
**Only A feels true** 1 2 3 4 5 **Only B feels true**

7. A. I am free to do whatever I decide to do.
B. What I do is often not what I'd choose to do.
**Only A feels true** 1 2 3 4 5 **Only B feels true**

8. A. My body sometimes feels like a stranger to me.
B. My body always feels like me.
**Only A feels true** 1 2 3 4 5 **Only B feels true**

9. A. I feel pretty free to do whatever I choose to.
B. I often do things that I don't choose to do.
**Only A feels true** 1 2 3 4 5 **Only B feels true**

10. A. Sometimes I look into the mirror and see a stranger.
B. When I look into the mirror I see myself.

**Only A feels true** 1 2 3 4 5 **Only B feels true**

**Scoring Information for the SDS**. First, items 1, 3, 5, 7, 9 need to be reverse scored so that higher scores on every item will indicate a higher level of self-determination. To reverse score an item, subtract the item response from 6 and use that as the item score. Then, calculate the scores for the Awareness of Self subscale and the Perceived Choice subscale by averaging the item scores for the 5 items within each subscale. The subscales are: Awareness of Self: 2, 4, 6, 8, 10 Perceived Choice: 1, 3, 5, 7, 9

Please respond to each of the following items in terms of how true it is for you as an employee. Use the scale:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| Not | | | Somewhat | | | Very |
| At All | | | True | | | True |
| True | | | | | | |

    I feel confident in my ability to learn at work.
    I am capable of learning the new tasks at work.
    I am able to achieve my goals at work.
    I feel able to meet the challenge of performing well at work.
    I feel confident in my ability to complete tasks at work.
    I feel others are confident in my ability to complete tasks at work.
    I feel others are confident in my ability to learn new tasks at work.

This questionnaire contains items that are related to your experience with the manager who is your most immediate supervisor. Managers have different styles in dealing with employees, and we would like to know more about how you have felt about your encounters with your manager. Your responses are confidential. Please be honest and candid.

Please respond to each of the following items in terms of how true it is for you as an employee. Use the scale:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| Not At All True | | | Somewhat True | | | Very True |

I feel that my manager provides me choices and options.
I feel understood by my manager.
I am able to be open with my manager at work.
My manager conveyed confidence in my ability to do well at my job.
I feel that my manager accepts me.
My manager made sure I really understood the goals of my job and what I need to do.
My manager encouraged me to ask questions.
I feel a lot of trust in my manager.
My manager answers my questions fully and carefully.
My manager listens to how I would like to do things.
My manager handles people's emotions very well.
I feel that my manager cares about me as a person.
I don't feel very good about the way my manager talks to me.
My manager tries to understand how I see things before suggesting a new way to do things.
I feel able to share my feelings with my manager.

This questionnaire contains items that are related to your experience with the manager who is your most immediate supervisor. Managers have different styles in dealing with employees, and we would like to know more about how you have felt about your encounters with your manager. Your responses are confidential. Please be honest and candid.

Please respond to each of the following items in terms of how true it is for you as an employee. Use the scale:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| Not | | | Somewhat | | | Very |
| At All | | | True | | | True |
| True | | | | | | |

**Interest/Enjoyment**

I enjoy my job very much
My job is fun to do.
I think my job is boring. (R)
My job does not hold my attention at all. (R)
I would describe my job as very interesting.
I think my job is quite enjoyable.
While at my job, I think about how much I enjoy it.

**Perceived Competence**

I think I am pretty good at my job.
I think do pretty well at my job, compared to other students.
After working at my job for a while, I feel competent.
I am satisfied with my performance at my job.
I am pretty skilled at my job.
My job is something I cannot do very well. (R)

**Effort/Importance**

I put a lot of effort into my job.
I do not try very hard to do well at my job. (R)
I try very hard at my job.
It is important to me to do well at my job.
I do not put much energy into my job. (R)

**Pressure/Tension**

I do not feel nervous at all while doing my job.
I feel very tense while doing my job. (R)
I am very relaxed in doing my job.
I am anxious while working at my job. (R)
I feel pressured while doing my job.

**Perceived Choice**

I believe I have some choice about doing my job.
I feel like it is not my own choice to do tasks at my job. (R)
I do not really have choices at my job. (R)
I feel like I have to do things at my job. (R)
I do things at my job because I have no choice. (R)
I do my job because I want to.
I do tasks at my job because I have to. (R)

**Value/Usefulness**

I believe my job could be of some value to me.
I tasks are my job are important.

**Relatedness**

I feel really distant to my supervisor. (R)
I really doubt that my supervisor and I will ever be friends. (R)
I feel like I can really trust my supervisor.
I would like a chance to interact with my supervisor more often.
I would really prefer not to interact with my supervisor in the future. (R)
I do not feel like I could really trust my supervisor. (R)
I feel close to my supervisor.

**IMI.** To score this instrument, you must first reverse score the items for which an (R) is shown after them. To do that, subtract the item response from 8, and use the resulting number as the item score. Then, calculate subscale scores by averaging across all of the items on that subscale. The subscale scores are then used in the analyses of relevant questions.

The following is a 22 item version of the scale that has been used in some lab studies on intrinsic motivation. It has four subscales: interest/enjoyment, perceived choice, perceived competence, and pressure/tension. The interest/enjoyment subscale is considered the self-report measure of intrinsic motivation; perceived choice and perceived competence are theorized to be positive predictors of both self-report and behavioral measures of intrinsic motivation. Pressure tension is theorized to be a negative predictor of intrinsic motivation. Scoring information is presented after the questionnaire itself.

Please respond to each of the following items in terms of how true it is for you as an employee. Use the scale:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| Not At All True | | | Somewhat True | | | Very True |

While work at my job, I think about how much I enjoy it.
I did not feel at all nervous about doing my job.
I felt that I have choices of what tasks to do at my job.
I think I am pretty good at my job.
I find my job very interesting.
I feel tense while doing tasks at my job.
I think I do pretty well at my job, compared to other employees.
Doing my job is fun.
I felt relaxed while doing my job.
I enjoy doing my job very much.
I do not really have choices about my job.
I am satisfied with my performance at my job.
I am anxious while doing my job.
I think my job is very boring.
I feel like I am doing what I want to do when I am working at my job.
I feel pretty skilled at my job.
I think my job is very interesting.
I feel pressure while doing my job.
I feel like I have no choice about doing my job.
I would describe my job as very enjoyable.
I do tasks at work because I have no choice.
After working at my job for awhile, I feel pretty competent.

**Scoring information**. Begin by reverse scoring items # 2, 9, 11, 14, 19, 21. In other words, subtract the item response from 8, and use the result as the item score for that item. This way, a higher score will indicate more of the concept described in the subscale name. Thus, a higher score on pressure/tension means the person felt more pressured and tense; a higher score on perceived competence means the person felt more competent; and so on. Then calculate subscale scores by averaging the items scores for the items on each subscale. They are as follows. The (R) after an item number is just a reminder that the item score is the reverse of the participant's response on that item.
Interest/enjoyment: 1, 5, 8, 10, 14(R), 17, 20 Perceived competence: 4, 7, 12, 16, 22
Perceived choice: 3, 11(R), 15, 19(R), 21(R) Pressure/tension: 2(R), 6, 9(R), 13, 18
The subscale scores can then be used as dependent variables, predictors, or mediators, depending on the research questions being addressed.

## Psychological Capital

For this portion of the questionnaire I will use the 24 item measure Psychological Capital Questionnaire (PCQ) developed by Fred Luthans, Bruce J. Avolio and James B. Avey. This questionnaire is only available through purchase, as noted in my budget.

# Appendix B

## Interview with Managers

Company:
Number of employees at company:
Position:
Length of time in this position:
Number of employees overseeing:
Years experience as a manager:
Age:
Gender:
Ethnicity:

What type of managing techniques do you use to create position emotions in your employees? Specifically, what things do you do to make employees interested, alert, excited, happy, energetic, proud, calm, cheerful, fearless, delighted, daring and lively?

Do you feel you have a thorough understanding of your employees character strengths?

Do you assign tasks based on employees' character strengths?

How do you support employees in discovering and using their character strengths in their work?

How do you recognize employees for the character strengths?

Do you compliment or comment on employees' character strengths?

How do you help employees improve upon their character strengths?

Do you let employees choose what tasks they are going to do sometimes?

How do you give autonomy and freedom to your employees?

Do you trust your employees? Do you employees trust you? How do you show your employees that you trust them?

Where do you have keep a lot of control over employees?

Where is your office in relation to employees?

Give some examples of areas where employees have control over their work.

How do you reward your employees?

Do employees know your or fellow employees salaries?

How do you motivate your employees?

How do you keep your employees optimistic? How do you give your employees hope about their job?

How do you help and support employees overcome obstacles at work?

Do you interact with employees outside of work? If yes, describe your relationship outside of work?

What management techniques to employees best respond to?

What are common complaints for employees about their job?

How do you deliver feedback to employees? Are there scheduled reviews of employees? Please describe these.

What responsibilities have you chosen to give to employees that allow them more control?

What kind of control do employees have over their vacation time, sick days, and work hours and location?

Describe how you communicate with employees. How often do you communicate over email? Over phone? In person? In groups? Individually? What means do you believe works best?

How do you discipline employees?

Describe the different training processes for employees and how you are involved.

How do you attempt to be fair with employees?

What do you do as a manager to create greater well-being among your employees?