



universität  
wien

# MASTERARBEIT / MASTER'S THESIS

Titel der Masterarbeit / Title of the Master's Thesis

„Procrastination at Work:  
A Diary Study on Intra-Individual Differences“

verfasst von / submitted by

Camilla Elisabeth Iber

angestrebter akademischer Grad / in partial fulfilment of the requirements for the degree of  
Master of Science (M.Sc.)

Vienna 2017

Studienkennzahl lt. Studienblatt /  
degree programme code as it appears on  
the student record sheet:

A 066 840

Studienrichtung lt. Studienblatt /  
degree programme as it appears on  
the student record sheet:

Masterstudium Psychologie

Betreut von / Supervisor:

Univ.-Prof. Dr. Christian Korunka

Mitbetreut von / Co-Supervisor:

Mag. Dr. Roman Prem



## **Acknowledgements**

I would like to thank everybody who supported and motivated me during the preparation of my masters' thesis.

First of all, I want to thank Mag. Dr. Roman Prem, who supervised my thesis. Thank you for always being supportive when I had questions and giving me helpful tips. Thank you also to Univ. Prof. Dr. Christian Korunka for your proposals.

A sincere Thank you to all the participants of this diary study without whom I could never have written my thesis. I know that the participation was very time-consuming so Thank you very much for your time, interest and comments.

Thank you to my fellow students who especially towards the end helped me with their suggestions, input and knowledge. And Thank you to all acquaintances who showed interest in my study and with whom I had interesting conversations.

A very special Thanks goes out to all my friends, who were always interested in my thesis, who supported me through stressful times and always make me laugh. A special Thanks to Barbara and Benjamin who read through my entire thesis and gave me helpful suggestions.

Finally, I want to thank my entire family for always being there and making my time at home always special. And a special Thank you to my parents who supported me – not only financially – through my entire study and without whom I couldn't have done it.

Thank you very, very much!

**Camilla Iber**

Vienna, 25th of August 2017

*“Nothing is impossible,  
the word itself says  
I’m possible!”*

- Audrey Hepburn

## **Abstract**

This masters' thesis aimed at uncovering factors that are connected with procrastination at the workplace. It was tested if job demands affect workplace procrastination, whether cognitive appraisals mediate that relationship and how workplace procrastination influences mood and unfinished tasks. By conducting a diary study the impact of fluctuation in procrastination within a person over time could be tested. 103 employees took part in this online diary study and filled out questionnaires three times a day for two weeks. Due to missing items a final number of 61 participants was evaluated. Results show that both self-control demands and hindrance appraisals in the morning lead to more procrastination and challenge appraisals lead to less procrastination later in the workday. Additionally, hindrance appraisals mediate the relationship between time pressure in the morning and procrastination later in the workday. Furthermore, it was shown that workplace procrastination has an impact on mood and unfinished tasks. More workplace procrastination leads to more negative mood and unfinished tasks at the end of the workday. The findings highlight the complexity of workplace procrastination and the importance of focusing on further understanding the mechanisms underlying workplace procrastination.

*Keywords:* workplace procrastination, job demands, cognitive appraisal, unfinished tasks, mood, diary study.



## Index

Introduction .....	2
Job demands as antecedents of workplace procrastination .....	4
Self-control demands. ....	5
Planning and decision making demands. ....	6
Time pressure. ....	7
The role of cognitive appraisals.....	9
Challenge appraisal and hindrance appraisal. ....	9
The outcomes of workplace procrastination .....	10
Mood. ....	10
Unfinished tasks.....	11
The model of procrastination at work .....	11
Method.....	13
Participants .....	13
Measures .....	13
Procedure .....	16
Data analysis .....	17
Results.....	17
Preliminary analyses .....	17
Hypotheses testing.....	19
Combined results .....	23
Discussion.....	25
Job demands as antecedents of workplace procrastination .....	25
The role of cognitive appraisals.....	28
The outcomes of workplace procrastination .....	30
Strengths, limitations and future prospects .....	32
Practical implications.....	33
Conclusion .....	34
References .....	36
List of figures .....	41
List of tables .....	41





## Introduction

'In a prosperous society most misery is self-inflicted. We smoke, eat and drink to excess, and become addicted to drugs, gambling, credit card abuse, destructive emotional relationships, and simple procrastination, usually while attempting not to do so' (Ainslie, 2005, p. 635)

Imagine sitting at your desk at work. You have that one assignment you really need to start working on but you just cannot make yourself doing it. Instead you find all these other things to do and probably end up checking your e-mails or mobile phone a huge amount of times – things that are immediately rewarding to yourself and seem like the more pleasant alternatives. In the end, you are under a lot of pressure finishing that one important assignment. You might even end up not getting the results you actually wanted to get, because you just were not as focused as you wanted to be. Most of us have probably been in a similar situation – either at work or at university –, where we just could not make ourselves do what we all knew we had to do and ended up doing anything but working on that one task.

A lot of research has been done on that phenomenon also known as procrastination. Procrastination is defined as 'putting off work-related action by engaging in non-work-related actions during work' (Beutel et al., 2016) or 'a tendency to delay the initiation or the completion of activities' (Kühnel, Bledow, & Feuerhahn, 2016). It is described as a prevalent and pernicious form of self-regulatory failure (Steel, 2007). Approximately 80-95 % of college students engage in procrastination with 50% procrastinating consistently and problematically (Steel, 2007). It is particularly chronic in the working world, with 25% of adults considering procrastination to be a defining personality trait (Nguyen, Steel, & Ferrari, 2013). Additionally, it is not only linked to individual performance and individual well-being – procrastinators perform more poorly overall and are more miserable in the long term – but is also described as negative by people engaging in it themselves. Most procrastinators characterize it as being bad, harmful, and foolish and wish to reduce it (Steel, 2007). Hence, even though we know that procrastination is not good for us and that we will not feel good about it later, we cannot stop ourselves from procrastinating, as the immediately rewarding aspects seem so much more tempting.

Recent studies focus more and more on workplace procrastination (Kühnel et al., 2016; Nguyen et al., 2013, ...). To fully understand the origin and mode of action

of procrastination at work should be of interest to both employees that tend to procrastinate and employers. Employees could work on diminishing their procrastination which would lead to better performances at work. Better performances of employees lead to better outcomes which is why employers would benefit from understanding procrastination, too. Many previous studies focused on correlates and effects of procrastination. The causes of procrastination are highly diverse, with poor time management, a lack of motivation or organizational skills, feelings of being overwhelmed and fear of failure or negative beliefs about one's capabilities being only some examples (Balkis & Duru, 2007). They all seem to root in three basic cognitive styles that involve unrealistic views about the self, others, and the world (Abbasi & Alghamdi, 2015). Strong support has been found for the gravitation hypothesis which says that employers are less likely to keep procrastinators for jobs that need high motivation and that procrastinators tend to work in jobs that provide less motivation (Abbasi & Alghamdi, 2015). But those jobs are exactly the ones that foster procrastination and therefore make it difficult for procrastinators to leave that vicious circle. Additionally, procrastination is associated with more depression, reduced satisfaction across life domains – especially regarding work and income – and higher stress (Beutel et al., 2016). Procrastination can produce stress and stress can produce procrastination. The transactional theory of stress implies that stress is grounded neither in the environment nor the person (Lazarus & Folkman, 1984). It is a reaction of the ongoing transaction between environment and person (Abbasi & Alghamdi, 2015) and therefore an interaction of them both.

Summarizing previous findings procrastination seems to be associated with all kinds of personality traits and situational factors. One essential question that has not been answered yet is how stable behavioral procrastination is within an individual, particularly in the work setting. The aim of this study is to shed light on this question. Most studies on procrastination have been conducted with college and university students and relate to academic procrastination. Until recently very little attention has been paid to procrastination at work mostly because the instruments to test workplace procrastination were lacking. Studies that focused on workplace procrastination confirmed that procrastination varies with task characteristics and that some jobs are more motivationally alienating and therefore more likely to foster procrastination (Nguyen et al., 2013). But it has not yet been tested if and to what

degree intra-individual variations in procrastination at work can be expected. Although procrastination is described as a dispositional trait and therefore an enduring personality trait (Abbasi, & Alghamdi, 2015), it is argued, that individuals' ability to initiate and complete planned actions – and therefore to procrastinate less – varies over time (Kühnel et al., 2016). By conducting a diary study in a work setting one can capture short-term dynamics of experiences within individuals in the work context (Ohly, Sonnentag, Niessen, & Zapf, 2010). While results of a one-time experiment or questionnaire do not allow conclusions on whether procrastination precedes, follows or overlaps with the other variables of the survey (van Eerde, 2003), a diary study with more than one enquiry can provide a clear added value.

The main focus of this study will be on the effect of job demands on procrastination at work. Furthermore, the impact of challenge and hindrance appraisals as mediators between those job demands and procrastination will be tested. To complete the testing of procrastination at work not only triggers but also outcomes of procrastination on employees in the work-setting will be examined by testing mood and performance.

### **Job demands as antecedents of workplace procrastination**

As mentioned before three major dimensions that influence work place procrastination are intra-personal factors, situational factors, and task characteristics (Gupta, Hershey, & Gaur, 2012). Intra-personal factors are related to one's personality with neuroticism being positively and conscientiousness negatively associated with procrastination (Steel, 2007). Situational factors are defined as situations beyond one's control (e.g., ill health or family problems) and task characteristics can for example be divided up into job demands and job resources. This suggests that not only the individual itself but also the surroundings can have an impact on procrastination. Job demands are those task characteristics that call for physical and/or psychological effort (Bakker & Demerouti, 2007). Job resources on the other hand can facilitate work goals, stimulate personal growth and development, and help employees to reduce the negative effects of high job demands (Bakker & Demerouti, 2007). Job demands can consist of all kinds of requirements (mental, emotional, physical) and are associated with physiological and/or physical costs (Bakker & Demerouti, 2007). They exhaust employees' resources and through that may lead to a loss of energy and health. To protect themselves from job demands

individuals use performance-protection strategies that mobilize the sympathetic activation and therefore lead to increased subjective effort. Hence, the more individuals are faced with job demands, the greater is their activation and effort and in conclusion their physiological costs (Bakker & Demerouti, 2007) which may lead to more procrastination.

In a large meta-analytic and theoretical review procrastination as a self-regulatory failure was correlated with – amongst others – task characteristics (Steel, 2007). In this respect, different task characteristics can function as either job demands or job resources. To meet job demands employees need their executive functioning which means, for example, making decisions, initiating and maintaining action, and regulating their self (Baumeister, Bratslavsky, Muraven, & Tice, 1998). The self's executive function relies on a limited resource which means once an employee acts upon any executive activity the resource depletes, which may make it harder to act upon the next executive activity (Vohs, Baumeister, Schmeichel, Twenge, Nelson, & Tice, 2008). This suggests that the more the resource depletes the harder it gets for employees to focus, indicating that intra-individual differences should be expected when conducting job demands and procrastination over several days. In the modern, global working world two job demands that become more and more important are *self-control* and *decision making*. The rising amount of distraction and volume of information an employee faces in the technological and digital world make it challenging to focus (Schmidt & Diestel, 2015; Vohs et al., 2008). Thus, another job demand that gains more attention in a working world that asks for more and more autonomy and responsibility is the factor *time* (Van Eerde, 2003). These three job demands will be explained more closely.

**Self-control demands.** Self-control itself is described as a volitional act that involves inhibiting, modifying or overriding spontaneous and automatic reactions that would otherwise interfere with a goal-directed behavior (Baumeister, Heatherton, & Tice, 1994). Self-control demands are task characteristics that are related to burnout, depressive symptoms and absenteeism (Diestel, & Schmidt, 2012). Because procrastination is associated with depression and burn-out as well, self-control demands might also influence the amount of procrastination. Today's work is highly dynamic, employees are expected to be flexible, adaptive, creative and innovative (Diestel, & Schmidt, 2012) which means they must control and regulate their attention, their behavior and their emotions (Prem, Kubicek, Diestel, & Korunka,

2016). Additionally, the globalized and digital society is full of distractions (internet, smartphones). This is why nowadays employees are more and more required to exert self-control to revise their goal-directed behavior, control their emotions and motivate themselves to perform even unattractive tasks (Diestel & Schmidt, 2012). Three forms of job-related situational self-control demands can be distinguished: impulse control (i.e. inhibition of spontaneous, impulsive response tendencies), resisting distractions (i.e. ignoring and resisting distractions that are evoked by task-irrelevant stimuli) and overcoming inner resistance (i.e. overcoming motivational deficits to complete unattractive tasks) (Schmidt & Diestel, 2015). All those examples recall the definition of procrastination. Several studies have found that coping with self-control demands comes with psychological costs. When employees are faced with high self-control demands they perform worse in the next task that requires self-control and are exhausted faster than employees who do not have to exert self-control (Schmidt, & Diestel, 2013). As described by Muraven and Baumeister (2000), different forms of self-control draw on the very same resource. The capacity of this resource is limited which means once it was utilized too often the resource depletes. The state when the resource is depleted is described as *ego depletion* (Baumeister et al., 1998). Once a person reached the state of *ego depletion* and is then faced with another task that demands self-control their resource is diminished and they have a harder time to exert self-control. Frequent use of this resource can lead to a chronic state of exhaustion and therefore might also result in a total loss of self-control (Schmidt, & Diestel, 2013). Considering that self-control is defined as following one's goals by overcoming internal and external resistance and is a resource that depletes when used (Schmidt & Diestel, 2013), employees who are required to exert self-control in the morning should be more likely to procrastinate later in the workday.

*Hypothesis 1a:* The more self-control is required in the morning, the more employees procrastinate later in the workday.

**Planning and decision making demands.** Just like self-control, decision making – for example planning the workday – is a prominent aspect of an executive function. Through globalization and technological development, the working environment has become much faster. Choices have proliferated and the number of decisions people can and must make has risen (Vohs et al., 2008). The paradox of choice is that on one hand people long for choices, on the other hand endless demands for choice and the stress of decision making are tiresome (Vohs et al.,

2008). Making a decision not only leads to reduced self-control but also depletes the very same resource needed for self-control and other executive functions (Vohs et al., 2008). According to the reflective-implemental model (Strack, Werth, & Deutsch, 2005) choosing ties the chosen option to the self through the creation of a mental representation. This initiation of a mental link between the active, intentional part of the self and the desired option is energy-consuming and therefore depletes regulatory resources (Vohs, 2006). As described above, this resource is limited especially as all activities that are described as the self's executive functions (making decisions, initiating and maintaining actions, regulating the self by operating on its inner states) seem to draw on that very same resource (Vohs et al., 2008). As a result, decision making causes subsequent reduction in self-control but also impairs overall subsequent self-regulation (Vohs, 2006). In one experiment Vohs et al., (2008) examined how resisting procrastination was impaired by preceding decision making demands. Psychology students were asked to make choices concerning the courses they would choose to take. They had to write their formal choices down on a response sheet. A control group was instructed to read through some information about possible courses and to think about the courses but not to make any formal decision. Afterwards all participants had to work on an intelligence test. To test their ability to resist procrastination, they were also allowed to read through magazines and play a video game. The results showed that students in the choices condition spent more time reading through magazines and playing the video game and less time on effortful studying (working on the intelligence test) than students in the no-choice condition, supporting the limited resource model. Considering that decision making depletes a resource important for self-regulation and hence for resisting procrastination, decision making demands should influence how much employees procrastinate.

*Hypothesis 1b:* The more decisions employees have to make in the morning, the more they procrastinate later in the workday.

**Time pressure.** Procrastinators tend to have weak, if any, structure in their time use (Chu, & Choi, 2005). In a study by Van Eerde (2003) trainees with various scores in self-reported procrastination that had taken part in a time management training reported a significant decrease in procrastination and worrying. Thus, the perceived time pressure during the day and how employees handle that pressure might also influence the amount of procrastination. In today's society employees are

increasingly required to work at high speed and to tight deadlines (Eurofound, 2015). Hence, effective time management which means structuring one's use of time in combination with a clear sense of purpose is a crucial factor of success. Additionally, perception plays a central role in the experience of time pressure. Depending on the self's belief in one's potential, time pressure can either motivate or discourage (Gevers, van Eerde, & Rutte, 2001). The study that was mentioned before tested the effect of a time management training and reported a significant decrease in avoidance behavior and an increase in the ability to manage time in trainees that took part in the training. Pressure at work on the other hand leads to expressions such as time famine (Perlow, 1999). Time famine is described as a feeling of having too much to do and not enough time to do it. It occurs when employees are faced with too many requirements but also depends on how effective people are in using their time (van Eerde, 2003). Procrastination as part of this vicious circle increases time pressure (van Eerde, 2003) but may also lead to more procrastination in the future as employees procrastinate even – or maybe exactly when – they are under pressure. It is argued that – in most tasks – the relationship between performance and time pressure is curvilinear. Employees should show optimal performance when time pressure is moderate (Gevers et al., 2001). When there is not enough time pressure, employees tend to get bored and they might end up in activities outside their actual tasks. High levels of time pressure on the other hand lead to stress and arousal and might lead to an avoidance reactions (Van Eerde, 2000). Because both, ending up in other activities and avoidance reactions are associated with procrastination the amount of time pressure an employee perceives in the morning should influence procrastination.

*Hypothesis 1c:* The time pressure an employee perceives in the morning has a curvilinear effect on how much an employee procrastinates later in the workday:

Too much or not enough time pressure in the morning leads to more procrastination later in the workday.

An intermediate amount of time pressure in the morning leads to less procrastination later in the workday.

## The role of cognitive appraisals

**Challenge appraisal and hindrance appraisal.** A lot of research has examined the relationship between stress and performance at work. Starting with Lazarus and Folkman (1984) the focus was shifted on the importance of the appraisal of stressors. Stressors are conditions that can evoke stress and thus cause strains such as anxiety, exhaustion and depression (LePine, Podsakoff & LePine, 2005). Demands such as high workload, time pressure, or high responsibility are oftentimes perceived as obstacles that must be overcome in order to learn or achieve and are described as *challenge stressors*. Stressful demands that are unnecessarily thwarting personal growth and goal attainment (organizational politics, concerns about job security, role ambiguity) on the other hand are described as *hindrance stressors* (Searle & Auton, 2015). The appraisal of such stressors varies as a function of individual differences and influences the way individuals cope with stressors (LePine et al., 2005). People evaluate a situation's potential for gain or loss. Potentials for gain or growth are appraised as challenge. Harms or losses that have not taken place yet but are expected are appraised as hindrance. Challenge appraisals activate positive affect and hence stimulate eagerness, excitement and enthusiasm. Hindrance appraisals on the other hand activate negative affect and lead to a state of anger (Searle & Auton, 2015). In previous studies, higher levels of challenge appraisal were associated with more problem-focused coping and less anger whereas higher levels of hindrance appraisal were associated with more venting and anger (Searle & Auton, 2015). Considering that procrastination is – among other things – influenced by task characteristics such as time pressure and self-control demands, appraising a work situation as either challenge or hindrance should act as a mediator between those job demands and procrastination at work. Job demands are the objective components in this scenario. The amount of self-control demands, planning and decision making demands and time pressure in a job is visible. But what matters is how those demands are subjectively interpreted and perceived. The same job demands can be appraised as challenge by one person and as hindrance by the other and therefore lead to more or less procrastination at work. As challenge stressors are associated with high motivation, positive affect and eagerness and hindrance stressors are associated with low motivation, negative affect and anger (LePine, et al., 2005), challenge appraisal should lead to less procrastination and hindrance appraisal should encourage procrastination.



*Hypothesis 2a:* The effects of job demands in the morning on procrastination later in the workday are mediated through the appraisal of the work situation as challenge.

*Hypothesis 2b:* The effects of job demands in the morning on procrastination later in the workday are mediated through the appraisal of the work situation as hindrance.

### **The outcomes of workplace procrastination**

So far only discussed traits and factors that can lead to procrastination were discussed. But because procrastination is associated with diminished overall utility (Steel, 2007) it is also important to examine the outcomes and consequences of procrastination. As mentioned above procrastinators perform more poorly overall and are more miserable in the long term but the immediate effects of procrastination have not been tested in detail before. Looking at effects within a person over a short period of time could shed light to the immediate effects procrastination has. Steel (2007) argues that especially mood and performance are influenced by procrastination.

**Mood.** The paradox considering mood is that procrastination can help employees to temporarily evade anxiety – for example the anxiety of not being able to do a good job. Procrastinators have a preference for immediate positive outcomes and therefore evading aversive tasks and engaging in more pleasant distractions makes them feel better temporarily (van Eerde, 2003). Thus, it is possible that procrastination initially improves mood (Steel, 2007). However, once they realize that procrastination did not solve their problem – which is finishing aversive or difficult tasks – the anxiety becomes compounded and the mood worsens (Steel, 2007). The question that has not been answered yet is: When exactly does their mood change from being positive to negative? By asking employees about their mood after every workday we get a chance to investigate that interaction between procrastination and mood more closely. Because participants will be asked about their mood – and simultaneously about what they learned that day at work and if they got everything done for the day – after finishing work for the day we expect them to reflect on their whole workday. Therefore, participants that procrastinated during the day should have a poorer mood after their workday as they reflect on their performance at work and hence realize that they were not as productive as they wanted to be.

*Hypothesis 3a:* The more an individual procrastinates, the poorer is his/her mood at the end of the workday.

**Unfinished tasks.** Although Kim and Seo (2015) found that the interaction between procrastination and performance outcomes varies depending on the method used to assess both variables most studies show that performance outcomes are negatively related to procrastination (Van Eerde, 2003). One main effect of procrastination is that employees have less time to prepare. That should affect their work (Steel, Brothen, & Wambach, 2001). Hence procrastination can lead to a feeling of 'working under pressure' which may impact performance speed and accuracy (Ferrari, 2001). One way to test performance is to check the degree to which the work goals that were set at the start of the day were in fact completed during the course of the workday (Claessens, van Eerde, Rutte, & Roe, 2010). A reason why people do not complete their planned tasks can, for example, be the job itself. Aspects of the job, i.e. workload, – that can lead to procrastination – differ from one day to the other and may therefore lead to wrong planning of the day or not enough time (Claessens et al., 2010). Procrastination itself leads to an excessive discrepancy between work intentions and work actions, as it leads to a larger than average intention-action gap (Steel et al., 2001). Considering all previous findings procrastination during the workday should lead to more unfinished tasks at the end of the workday.

*Hypothesis 3b:* The more an individual procrastinates, the more unfinished tasks they report at the end of the workday.

### **The model of procrastination at work**

Putting all our hypotheses together leads to our final model of procrastination at work. As seen in Figure 1 we first argue, that job demands (self-control demands, planning and decision making demands, time pressure) in the morning (T1) influence the amount of procrastination later in the day (T2). Additionally, those job demands can be appraised as either challenge or hindrance (T2). Challenge appraisal and hindrance appraisal may each act as mediators between job demands and procrastination. Procrastination subsequently influences how employees feel at the end of the workday (T3, mood) and how well they perform during the workday (T3,

unfinished tasks).

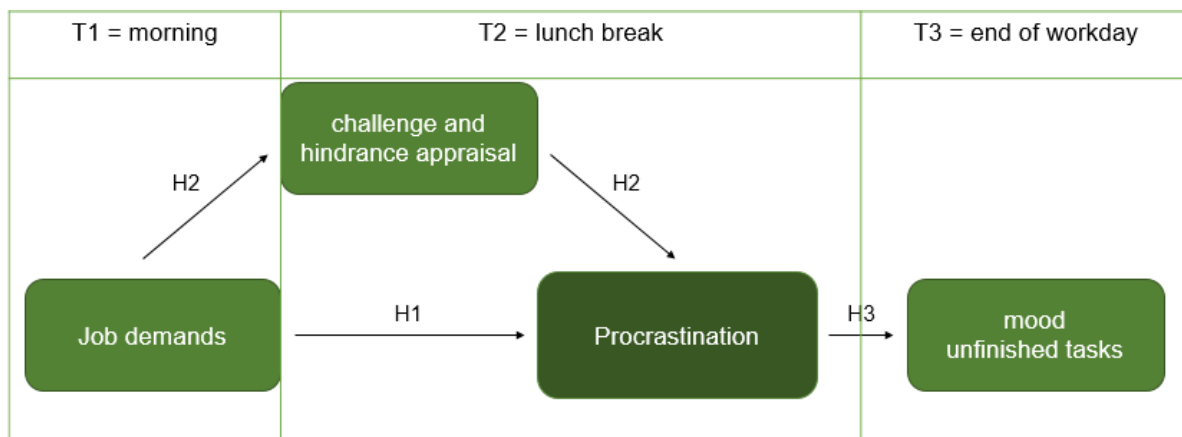


Figure 1. The Model of Procrastination at Work

## Diary study

As mentioned before, a lot of research has been done examining procrastination, but diary studies are still very rare. They are more time-consuming and complex and therefore most researchers decide against them, even though they offer a clear added value. Diary studies in a work-setting allow to study thoughts, feelings and behaviors within a work context and can capture short-term dynamics (Ohly et al., 2010). Asking the same people that often in such a short time frame will help to shed light especially to the immediate triggers and outcomes of procrastination and to the question if the amount of procrastination by the very same person varies over time. This reduces the retrospective bias, as questions refer to things that are not too far back and is an advantage when aggregating data to the person level (Ohly et al., 2010). Analyzing the impact of fluctuation in procrastination within a person over time could not only help designing interventions, trainings, and coachings for (specific types of) procrastination. It would get us closer to the bottom of an actual model of procrastination, as we could distinguish between factors that have a stable impact and factors whose impact varies over time.

## Method

### Participants

The study included 103 participants from Austria and Germany. As 42 participants were excluded due to missing items, data of 61 participants (24 men, 37 women) could be evaluated. The age ranged from 16 to 59 ( $M = 34,79$ ,  $SD = 12,17$ ). Considering their highest completed level of education 4 participants (6,56 %) had completed compulsory school, 9 (14,75 %) had a high-school degree, 10 (16,39 %) had completed an apprenticeship, 12 (19,67 %) had been to college and 26 (42,62 %) had a university degree. They had been employed in their current job between 0 and 39 years ( $M = 9,28$ ,  $SD = 11,45$ ) and were working an average of 40,41 hours ( $SD = 7,64$ ) per week. Only 1 participant (1,64 %) was exclusively self-employed, whereas 4 (6,56 %) reported being both self-employed and working in a company and 56 (91,80 %) solely worked in a company. 10 participants (16,39 %) were working in leading positions, but the majority (51 (83,61 %)) didn't have any leadership responsibility. Prerequisites for taking part in this study were at least 30 working hours a week and access to the internet during work. Otherwise there were no further restrictions. Participants were recruited in various ways. First, we – a colleague who conducted the study with me and I – asked personal contacts, especially family and friends, to take part in our diary study. As not enough participants were found this way we wrote emails to potential companies and posted an information sheet on social networks (Facebook and Twitter). Additionally, we went to different companies in Vienna in person. We looked up potential companies on the internet and then went to the branches where we asked for the manager, presented the study design, and asked if anyone was interested. Especially branch banks were open-minded and interested and after two days of recruitment in the city of Vienna enough potential participants were found.

### Measures

The present masters' thesis consisted of a baseline questionnaire and the diary study, both in German. In the baseline questionnaire socio demographics were inquired. Participants had to state their age, sex, highest completed level of education, professional title, job tenure and average working hours per week (including overtime). They were asked if they are self-employed (no; yes, but I also work in a company (where I am not self-employed); yes, I am exclusively self-

employed) and if they are working in a management / leadership position (when self-employed if they employ staff members).

For the diary study following measurement instruments were used:

**Day-specific self-control demands.** To measure self-control demands three items of an adapted version of the self-control demands questionnaire by Schmidt and Neubach (2010) were used. The questionnaire consists of three scales that assess different forms of self-control demands at work (impulse control, overcoming inner resistance, resisting distractions). In this study items from the scale 'overcoming inner resistance' were adapted for the diary study (e.g., "Today, starting certain tasks requires me to use a lot of willpower"). Participants rated their answer on a 5-point Likert scale ranging from 1 = *does not apply* to 5 = *fully applies*. The average Cronbach's alpha over the ten days of measurement was  $\alpha = .85$ .

**Day-specific planning and decision making demands.** An adapted version of the Intensification of Job Demands Scale (IDS, Kubicek, Paskvan & Korunka, 2015) that had previously been used in diary studies (e.g. Prem et al., 2016) was used to measure day-specific planning and decision making demands. The IDS is an instrument that assesses job demands arising from accelerated change. The adapted scale consisted of three items that were answered on a 5-point Likert scale ranging from 1 = *does not apply* to 5 = *fully applies*. A sample item was "Today, my job requires me to make decisions on the priority of tasks on my own". The average Cronbach's alpha over the ten days of measurement was  $\alpha = .91$ .

**Day-specific time pressure.** An adapted version of the *Instrument zur stressbezogenen Tätigkeitsanalyse* (ISTA 6.1, Semmer, Zapf, & Dunckel, 2007) that had previously been used in diary studies (e.g. Prem, Ohly, Kubicek, & Korunka, 2017) was used to measure day-specific time pressure. The ISTA analyses typical stress-related work characteristics. The adapted scale consisted of three items (e.g., "Today, I am pressed for time.") that had to be answered on a 5-point Likert scale ranging from 1 = *does not apply* to 5 = *fully applies*. The average Cronbach's alpha over the ten days of measurement was  $\alpha = .93$ .

**Challenge appraisal and hindrance appraisal.** Challenge and Hindrance appraisals were measured with the validated new measures by Searle and Auton (2015). A German translation that was adapted for day-specific appraisals was used.

The challenge appraisal and the hindrance appraisal scale both consisted of four items and had to be answered on a 5-point Likert scale ranging from 1 = *completely disagree* to 5 = *completely agree*. An example for challenge appraisal was “The circumstances and events of today show me I am capable of doing something new.”. An example for hindrance appraisal was “The circumstances and events of today prevent me from mastering difficult aspects of the work.”. The average Cronbach's alpha over the ten days of measurement was  $\alpha = .86$  for challenge appraisal and  $\alpha = .87$  for hindrance appraisal.

**Procrastination.** An adapted version of the condensed version of the Tuckman Procrastination Scale (TPS, Tuckman, 1991) was used to measure procrastination. The adapted version has previously been used by Kühnel et al. (2016) and was further adjusted to fit into the diary study. The scale consisted of six items (e.g., “Today, I needlessly delay finishing jobs, even when they're important.”). Participants rated their answer on a 5-point Likert scale ranging from 1 = *does not apply* to 5 = *fully applies*. The average Cronbach's alpha over the ten days of measurement was  $\alpha = .87$ .

**Unfinished tasks.** Unfinished tasks as an aspect of performance were measured with the unfinished tasks items by Syrek, Weigelt, Peifer, & Antonin (2017). The items were rephrased to fit into the diary study and introduced with the sentence ‘To what extent do following statements apply to your current workday?’. Participants rated six items (e.g., “I have not even started with important tasks, I wanted to fulfill.”) on a 5-point Likert scale ranging from 1 = *does not apply* to 5 = *fully applies*. The average Cronbach's alpha over the ten days of measurement was  $\alpha = .93$ .

**Mood.** To measure the mood of the participants the short form of the State-Trait Anxiety Inventory (STAI, Marteau & Bekker, 1992) was used. The questionnaire has adequate reliability and offers a brief and acceptable scale for participants. The six items (e.g., “I am relaxed.”) had to be rated on a 4-point Likert scale ranging from 1 = *not at all* to 4 = *very much*. The average Cronbach's alpha over the ten days of measurement was  $\alpha = .66$ . As this indicated less than acceptable reliability of the scale I decided to perform a principal component analysis on the data.

The extraction method for the factor analysis was the principal component analysis and rotated was via the Oblimin-method. Results suggested to split the

mood items into the first three items (*negative mood* = tense, upset, worried) and the last three items (*positive mood* = calm, relaxed, content) (Table 1). This also led to better alphas. Cronbach's alpha over the ten days of measurement was  $\alpha = .70$  for negative mood and  $\alpha = .81$  for positive mood.

Table 1

*Pattern Matrix*

Mood Items	<u>Component</u>	
	1	2
1: Now, at the end of today's workday I am tense.	.065	.760
2: Now, at the end of today's workday I feel upset.	-.042	.807
3: Now, at the end of today's workday I am worried.	-.021	.833
4: Now, at the end of today's workday I feel calm.	.870	-.006
5: Now, at the end of today's workday I am relaxed.	.859	.085
6: Now, at the end of today's workday I feel content.	.831	-.069

*Note.* Rotation converged in 3 iterations.

Because the survey was conducted together with another student who also wrote his masters' thesis at the University of Vienna participants also had to answer additional questions considering perfectionism, vitality, sleep quality and sleep duration, rumination, self-efficacy and self-compassion. All items can be found in German language in the Appendix.

## Procedure

We conducted a study using the online platform SoSci Survey. Participants received the links to the questionnaires on their work e-mail address. To begin with, participants received a first e-mail on the Thursday before the actual diary study started. This email contained the link to the baseline questionnaire which took approximately 10 minutes to fill out. Participants had to complete the questionnaire before Monday morning. If they had not completed the questionnaire yet they were informed via two more e-mails on Friday and – if they still had not filled out the baseline questionnaire – on Sunday. All participants that had filled out the baseline questionnaire automatically took part in the diary study. The diary study started on the following Monday and lasted for 10 work days. Hence, for two work weeks participants received three links via e-mail each day from Monday through Friday.

The first e-mail was sent at 8 am (some groups of participants received the first e-mail at 9 am), the second at 12 pm, and the last one of the day at 4 pm. Participants were asked to fill out the first questionnaire of the day sometime in the morning, the second during or after lunch break and the third after they had finished work for the day. The average amount of time they needed to fill out the questionnaires were approximately 2 minutes for the morning questionnaire, the midday questionnaire and the evening questionnaire each.

### **Data analysis**

The data from SoSci Survey was downloaded and all participants that did not fill out at least three full days were excluded from analyses. To evaluate the data, SPSS and the SPSS Macro Process (Hayes, 2015) were used. Cronbach's Alpha was evaluated by splitting the data by days (1 to 10) and then testing the reliability for each questionnaire per day. Afterwards scales were built for each questionnaire by transforming all related items from one questionnaire into one new variable, whereas data was only included when all relevant items were answered. To test the hypotheses person-mean-centered (PMC) data was needed as we wanted to find out how day-specific fluctuations interact with each other.

The option of calculating with multi-level models was rejected as it would have been too time-consuming and elaborate for a masters' thesis.

## **Results**

### **Preliminary analyses**

Before testing the hypotheses, all relevant study variables were correlated with one another to get a first picture of the relationships between the variables. Table 2 shows all correlations. Additionally, the means, standard deviations and Cronbach's Alpha of all relevant study variables are pictured.



Table 2

*Means, standard deviations (SD) and intercorrelations between study variables*

Variable	<i>M</i>	<i>SD</i>	$\alpha$	1	2	3	4	5	6	7	8	9
1. Self-Control Demands	1.93	0.86	.85	1								
2. Planning and Decision Making Demands	3.89	1.00	.91	.19**	1							
3. Time Pressure	2.26	1.12	.93	.16**	.13*	1						
4. Challenge Appraisal	2.97	0.90	.86	-.04	-.08	-.04	1					
5. Hindrance Appraisal	1.57	0.75	.87	.03	.04	.15**	-.24**	1				
6. Procrastination	1.47	0.61	.87	.22**	.08	.01	-.24**	.21**	1			
7. Unfinished Tasks	1.87	0.87	.93	.16**	.10	.23**	-.17**	.28**	.31**	1		
8. Negative Mood	1.72	1.20	.70	.05	.00	.14**	-.06	.21**	.15**	.14**	1	
9. Positive Mood	2.20	0.73	.81	-.01	-.07	.15**	.08	.03	-.02	.02	.18**	1

*Note.* \*  $p = .01$ , \*\*  $p < .01$

## Hypotheses testing

Hypothesis 1a and therefore the main effect of self-control demands on procrastination was tested with a linear regression. H1a was accepted as there was a significant main effect of self-control demands in the morning on procrastination later in the day,  $R^2 = .05$ ,  $\beta = .22$ ,  $t(375) = 4.38$ ,  $p < .001$ , suggesting that the more self-control employees have to exert in the morning the more they procrastinate.

Hypothesis 1b predicted a main effect of planning and decision making demands on procrastination and was also tested with a linear regression. H1b was rejected because results were not significant,  $R^2 = .01$ ,  $\beta = .08$ ,  $t(375) = 1.47$ ,  $p = .14$ , indicating that the amount of decisions an employee has to make in the morning does not affect procrastination.

To eliminate the possibility of a linear effect of time pressure in the morning on procrastination a linear regression was performed on the data. No significant main effect of time pressure on procrastination was found,  $R^2 = .00$ ,  $\beta = .01$ ,  $t(375) = 0.17$ ,  $p = .87$ ) indicating that there is no linear connection between day-specific time pressure and procrastination. Hypothesis 1c and therefore the curvilinear connection between day-specific time pressure and procrastination was measured next. In a first step time pressure was squared, as the interaction of a variable with itself (the squared variable) describes a curvilinear interaction. The regression model with both time pressure variables was by a narrow margin not significant,  $F(2,373) = 2.69$ ,  $p = .07$ , which indicates that no connection can be found between time pressure and procrastination. Though what is worth mentioning is that the regression of procrastination on the interaction (time pressure<sup>2</sup>) was significant,  $R^2 = .01$ ,  $\beta = -.12$ ,  $t(375) = -2.31$ ,  $p = .02$ , and can be interpreted as a tendency towards hypothesis 1c.

Three mediation analyses were performed on the data to test hypothesis 2a that suggested a mediating effect of challenge appraisals on the relationship between job demands (self-control demands, planning and decision making demands, time pressure) and procrastination. For each mediation analysis, the other two job demands were added to the model as control variables. As the significance of the regression of mediator  $M$  (challenge appraisal) on predictor  $X$  (job demands) is required to allow a mediation, hypothesis 2a could not be confirmed, indicating that challenge appraisal does not predict procrastination while controlling for job demands. For all three job demands the regression was not significant (Table 3 & 4).

Table 3

*Results of mediation analyses of the effect of job demands on procrastination via challenge appraisal and hindrance appraisal*

Variables	$R^2$	$F$	$p$	$b$	$SE$	$t$	$p$
Predicting challenge appraisal	.01	0.98	.401				
Self-control demands				-0.02	0.05	-0.43	.67
Planning and decision making demands				-0.06	0.05	-1.39	.17
Time pressure				-0.12	0.04	-0.50	.62
Predicting hindrance appraisal	.02	3.07	<b>.028*</b>				
Self-control demands				0.00	0.05	0.07	.99
Planning and decision making demands				0.02	0.05	0.45	.65
Time pressure				0.12	0.04	2.88	<b>.004*</b>
Predicting Procrastination	.13	10.98	<b>&lt; .001*</b>				
Challenge Appraisal				-0.14	0.04	-3.84	<b>&lt; .001*</b>
Hindrance Appraisal				0.12	0.04	3.25	<b>.001*</b>
Self-control demands				0.14	0.03	4.29	<b>&lt; .001*</b>
Planning and decision making demands				0.02	0.03	0.45	.65
Time Pressure				-0.03	0.03	-1.20	.23
Total effect on procrastination							
Self-control demands	.05	19.20	<b>&lt; .001*</b>	0.15	0.03	4.38	<b>&lt; .001*</b>
Planning and decision making demands	.01	2.15	.144	0.05	0.04	1.47	.14
Time pressure	.00	0.03	.868	0.00	0.03	0.17	.87

Note. \* = statistically significant

Still a direct effect of self-control demands on procrastination was found (Table 3), suggesting that self-control demands in the morning lead to more procrastination later in the workday. Another interesting finding was that challenge appraisal predicted procrastination ( $r = -.24, p < .001$ ), suggesting that the appraisal of the situations in the morning as challenge leads to less procrastination later in the workday.

Table 4

*Indirect effects of mediation analyses on the effect of job demands on procrastination via challenge appraisal and hindrance appraisal*

Variables	<i>b</i>	<i>SE</i>	<i>bootstrapped 95% CI</i>
Self-control demands → challenge appraisal → procrastination	0.00	0.01	[-0.01, 0.03]
Planning and decision making demands → challenge appraisal → procrastination	0.01	0.01	[-0.00, 0.03]
Time Pressure → challenge appraisal → procrastination	0.00	0.01	[-0.01, 0.02]
Self-control demands → hindrance appraisal → procrastination	0.00	0.01	[-0.02, 0.02]
Planning and decision making demands → hindrance appraisal → procrastination	0.00	0.01	[-0.01, 0.02]
Time Pressure → hindrance appraisal → procrastination	<b>0.01*</b>	0.01	[0.00, 0.03]

*Note.* *CI* = confidence interval \* =  $p < .001$

For hypothesis 2b that suggested a mediating effect of hindrance appraisals on the relationship between job demands (self-control demands, planning and decision making demands, time pressure) and procrastination the procedure was almost the same as for hypothesis 2a except that the mediator variable was not challenge appraisal but hindrance appraisal. The results were similar for self-control demands and planning and decision making demands. Those two mediation

hypotheses had to be rejected, indicating that challenge appraisal does not predict procrastination when controlling for self-control demands and planning and decision making demands (Table 3 & 4). The third mediation hypothesis – the mediating effect of hindrance appraisals on the relationship between linear time pressure and procrastination – was confirmed. The mediation hypothesis was computed with both curvilinear and linear time pressure. The regression of hindrance appraisal on curvilinear time pressure,  $R^2 = .00$ ,  $\beta = -.06$ ,  $t(375) = -1.19$ ,  $p = .24$ , was not significant, therefore the mediation was computed with linear time pressure. Both, the regression of hindrance appraisal on linear time pressure and the regression of procrastination on hindrance appraisal were significant (Table 3 & 4), suggesting that the appraisal of a situation as hindrance mediates the relationship between time pressure and procrastination. Furthermore, equal to hypothesis 2a, the regression analysis of procrastination on hindrance appraisal was significant ( $r = -.21$ ,  $p < .001$ ), indicating that the appraisal of the situations in the morning as hindrance leads to more procrastination.

Hypothesis 3a, stating that the amount of procrastination during the workday influences mood at the end of the workday, was tested with two regression analyses as the factor analysis of the six mood items led to the conclusion that results would be more accurate when the *negative mood* and *positive mood* items are tested separately. The hypothesis for positive mood was rejected as no significant main effect of procrastination on positive mood was found,  $R^2 = .00$ ,  $\beta = -.02$ ,  $t(375) = -0.38$ ,  $p = .71$ , indicating that procrastination does not affect positive mood after the end of the workday. The hypothesis for negative mood, however, was accepted as a significant main effect of procrastination on negative mood was found,  $R^2 = .02$ ,  $\beta = .15$ ,  $t(375) = 2.84$ ,  $p < 0.01$ , suggesting that procrastination leads to more negative mood after the end of the workday.

To test hypothesis 3b and therefore the interaction of procrastination during the workday and unfinished tasks at the end of the workday a linear regression was performed on the data with unfinished tasks being the dependent variable. The independent variable was procrastination. H3b was accepted as a significant main effect of procrastination on unfinished tasks could be found,  $R^2 = .09$ ,  $\beta = .31$ ,  $t(375) = 6.26$ ,  $p < .001$ , suggesting that the more employees procrastinate during the work day the more unfinished tasks they report after the end of the workday.

### **Combined results**

Figure 2 shows all results put together in one chart. The dashed lines represent hypotheses that were not statistically significant and therefore no statistical values are stated. The continuous arrows on the other hand show the hypotheses that could be confirmed. Of all job demands only self-control demands showed a significant interaction with procrastination. The more self-control demands in the morning, the more procrastination later in the workday. The mediator hypotheses could only be confirmed for time pressure and hindrance appraisal, but it was shown, that the appraisal of a situation as challenge or hindrance influences the amount of procrastination. Challenge appraisal leads to less procrastination, hindrance appraisal leads to more procrastination at work. Procrastination does not influence positive mood at the end of the workday, but leads to more unfinished tasks and more negative mood at the end of the workday.

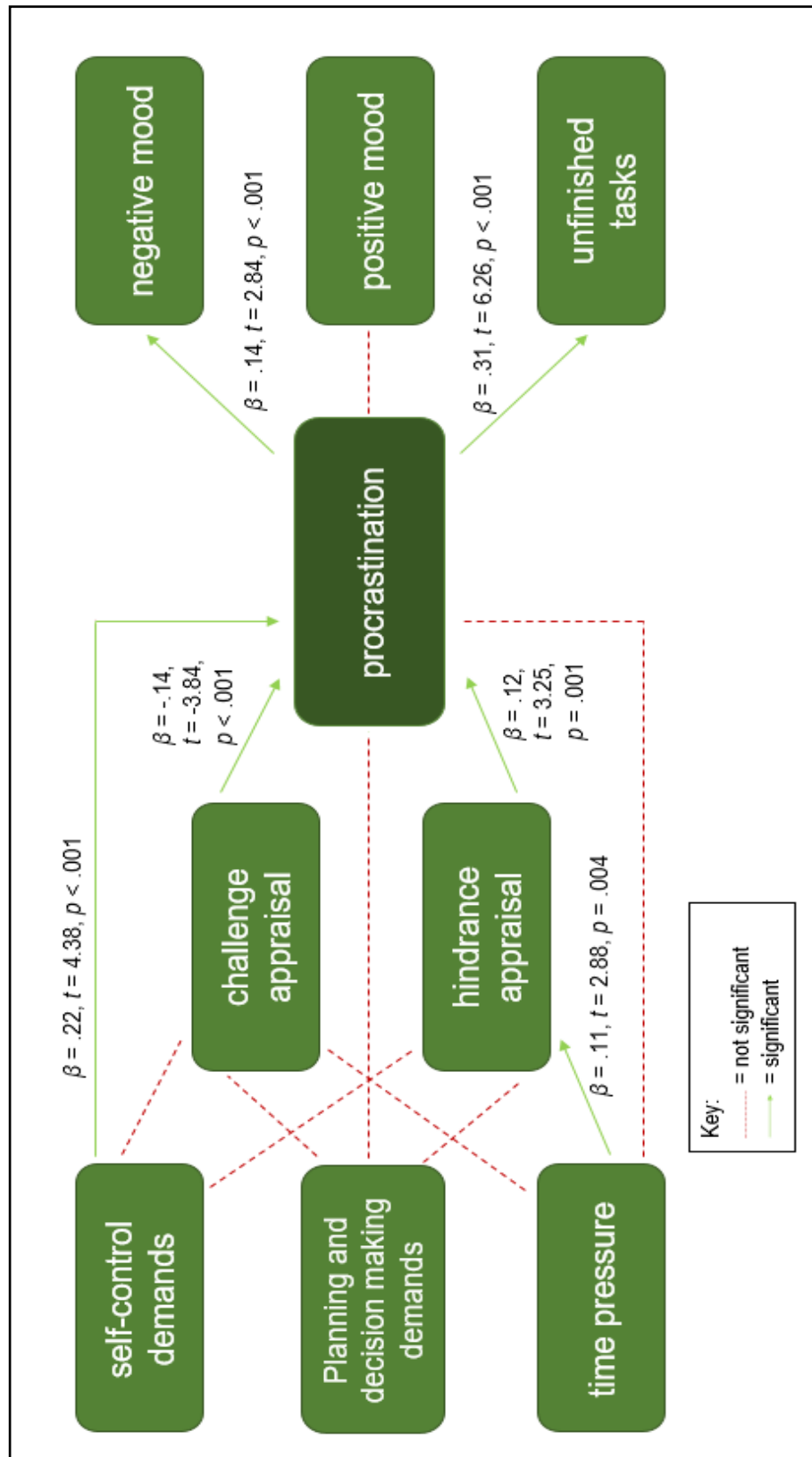


Figure 2. Results of all different statistical tests put together

## Discussion

In the last few years the phenomenon procrastination got more and more attention (Kühnel et al., 2016; Nguyen et al., 2013; Steel, 2007; ...). A lot of studies focused on procrastination at the workplace and tried to figure out the mystery behind the fact that most people procrastinate in their daily work life, even if – or maybe especially when – they need to work on really important tasks. The aim of this study was to analyze the mechanisms of procrastination at work more closely, to understand how employees end up procrastinating and how this impacts their performance and mood. Measured were job demands in the morning, procrastination and challenge and hindrance appraisal at lunchtime and mood and unfinished tasks (performance) at the end of the workday.

### Job demands as antecedents of workplace procrastination

The first set of hypotheses focused on the daily job demands at work and how they might lead to procrastination at work. The hypotheses concerning planning and decision making demands and time pressure could not be confirmed. But results showed that more self-control demands in the morning lead to more procrastination later in the workday. The theory behind those hypotheses derives from Muraven and Baumeister et al. (2000) who state that different forms of job demands draw on a common regulatory resource. This resource is limited and therefore depletes when used, leading to a state of *ego depletion*. Ego depletion is described as a state of diminished self-control strength. The results considering self-control demands are in line with this theory leading to the assumption that self-control demands in the morning have a direct and short-time effect on employees, leading them to procrastinate more later in the workday. After executing a lot of self-control in the morning, the regulatory resource of employees is depleted, they are in a diminished self-control state and therefore fall for procrastination more easily. Procrastinating which is described as doing something that seems to be way more fun than the task one actually has to work on is always really tempting but once employees are in a state where their regulatory source is depleted it is even harder not to procrastinate and those employees end up procrastinating more.

So why does the same thing not happen when employees have to make a lot of decisions in form of planning their workday in the morning? Decision making and self-control are both prominent aspects of the self's executive functioning. They draw



on the same psychological resource and should therefore influence procrastination in the same way (Vohs et al., 2008). The reason for those results is probably due to the paradox of choice itself. On one hand the desire for choice seems ubiquitous, people long for freedom and want to maintain a feeling of having choices (Ariely, 2000). On the other hand, too much choice can be counterproductive and leave the decision maker overwhelmed (Iyengar & Lepper, 2000). Additionally, some choices are more depleting than others. Participants who had freely chosen their favorite option showed no signs of depletion, suggesting that autonomous choices might not be depleting (Moller, Deci, & Ryan, 2006). What might have happened in this study is that some of the choices people had to make were autonomous choices or/and choices they enjoyed making and some were more difficult and exhausting choices. Those two types of choices influence the regulatory resource in different ways and therefore no statistically significant connection between planning and decision making demands and procrastination could be found. For future studies, it might be better to distinguish the types of choices and ask more detailed questions about the decision-making process, like asking the participants if they enjoyed making those decisions or how exhausting it was. In that way one can get a more profound understanding of the mechanisms behind the complex function of decision making.

A similar problem might have occurred with time pressure. Because we had three surveys per day we tried to keep them as short as possible. Therefore, participants were asked if they had a lot of time pressure in the morning but what was not asked was how they felt about the time pressure. Still, even though the model was not statistically significant, the interaction between time pressure with itself and procrastination was statistically significant and can be interpreted as a tendency towards hypothesis 1c. Also, the model was only slightly not statistically significant. Therefore, it would seem to be worthwhile to test time pressure again but with more participants. To further take different aspects of time pressure into account – for example how a person feels about time pressure – testing with more items might give a clearer image of the connection between time pressure and procrastination. As mentioned before time pressure cannot simply be described as a good or a bad thing. The relationship between time pressure and performance is argued to be curvilinear. Employees tend to get bored when there is not enough time pressure. Too much time pressure can lead to stress and a feeling of overstraining which then leads to avoidance reactions (Van Eerde, 2000). As a result, optimal performance

should occur when time pressure is moderate (Gevers et al., 2001). But every employee probably has a different understanding of moderate time pressure, which is why it would be helpful in future studies to also ask about the subjective perception. An interesting finding considering time pressure was the positive link between time pressure in the morning and hindrance appraisal later in the workday, indicating that employees who have a lot of time pressure appraise the work situations as more of a hindrance than employees who have less time pressure. Hindrance stressors are those stressors that are unnecessarily thwarting personal growth and goal attainment (Cavanaugh, Boswell, Roehling, & Boudreau, 2000). Hindrance stressors are often perceived as stressors that are hard to cope with and activate negative affect (Searle & Auton, 2015). Considering these findings, it would mean that employees that have more time pressure in the morning observe time pressure as a hindrance stressor and thus appraise their work situation as more of a hindrance. The link between time pressure and challenge appraisal on the other hand was not statistically significant, suggesting that perceived time pressure does not influence how much work situations are appraised as challenge.

A final explanation on why only self-control demands were statistically significant could be that self-control demands are really strong demands that are ubiquitous. They include regulating one's emotions, suppressing spontaneous impulses, and overcoming inner motivational resistances (Schmidt & Diestel, 2015). I only tested the aspect of overcoming inner motivational resistance, so for future studies it would be interesting to focus on all kinds of self-control demands. Pretty much every employee needs to master self-control. Hence, every person is faced with those demands and specifically when emotions or other people are involved it might be not as easy to handle as for example planning the work day or time pressure. Planning the day wrong or not handling time pressure too well can of course also be crucial to work performance, but I would suggest that in most cases it leads to longer working hours and that both demands are easier to change. If an employee realizes he does not get along with the time pressure or planning and decision making demands at his job, he can try to talk to his boss about it or figure out a way how to handle those situations next time. Self-control demands on the other hand are harder to change. Starting with problems from the private life or colleagues that are not likeable, they mostly involve situations that just have to be faced and either an employee can get along with them or not. These results show

how important it is to back up employees in handling self-control demands. For example, by creating a work environment that values its employees and is supportive or by ensuring that employees take breaks, do not overwork themselves. But also by making sure to create working conditions that are as favorable to health as possible.

### **The role of cognitive appraisals**

Further findings consider the mediator hypotheses. Except for time pressure and hindrance appraisal the mediator hypotheses could not be accepted, indicating that the connections between the job demands self-control and planning and decision making and procrastination are not mediated by appraisal of the work situation as either challenge or hindrance. Only the mediator hypothesis regarding *predictor* time pressure and *mediator* hindrance appraisal was statistically significant, suggesting that the appraisal of a situation as hindrance mediates the relationship between time pressure and procrastination. Consequently, the results indicate that the appraisal of a situation as challenge does not mediate the link between job demands and procrastination. This is a surprising finding. As challenge appraisals activate positive affect and stimulate eagerness, excitement and enthusiasm I would have suggested that it can function as a resource that can help to successfully cope with job demands (LePine et al., 2005). Hindrance appraisals on the other hand should intensify the influence of job demands as they activate negative affect and lead to a state of anger (Searle & Auton, 2015). This theory was only confirmed for linear time pressure. For a moment, this might seem strange, as no direct effect could be found between linear time pressure and procrastination. So how is it possible that the indirect effect through hindrance appraisal is statistically significant? An explanation could be that time pressure and procrastination are connected through more than one path and that those paths function in opposite directions, leading to the false appearance that those two variables are not connected at all when testing only direct effects (Hayes, 2009). According to Perlow (1999) pressure at work leads to time famine that is a feeling of having too much to do and not enough time (Perlow, 1999). The feeling of time famine could act as a hindrance stressor and therefore lead to hindrance appraisal. Hindrance appraisal in turn leads to more procrastination. Even though time pressure does not influence workplace procrastination directly, it influences it through the appraisal of work situations as hindrance.

Furthermore, the link between both challenge appraisal and hindrance appraisal with procrastination was statistically significant. While appraising a work situation as a challenge led to less procrastination, appraising a work situation as a hindrance led to more procrastination. Because the results show that the appraisal of a situation as both challenge and hindrance has an impact on procrastination, the aim of an employer should be to promote challenge appraisals and prevent hindrance appraisals. This is easier said than done, as some stressors can function as both challenge and hindrance and every employee appraises the same stressor in a different way. The very same stressor can be appraised as challenge by one employee and as hindrance by another as one always evaluates one's own capacity to cope with a situation (Searle & Auton, 2015). Still there are some things employers can do. Regarding challenge appraisals, the aim should be to make the employees feel like they are important and have a certain responsibility. Challenge stressors are all those work characteristics that are associated with potential personal gain, i.e. responsibility (Searle & Auton, 2015). But to really figure out challenge and hindrance appraisals in a particular company a first good step would probably be to ask employees themselves and then depending on those results try to enhance stressors that lead to challenge appraisal and inhibit stressors that lead to hindrance appraisal. Examining challenge and hindrance appraisals could also be helpful considering the gravitational hypothesis. Employees tend to seek jobs in accordance with their abilities (Nguyen et al., 2013). This might sound like the perfect match but sometimes people end up in positions where they foster their vices. Considering procrastination, for example, procrastinators tend to work in jobs that are lower in inherent rewarding attributes, amongst others, because employers are less likely to retain procrastinators for jobs requiring high motivation (Abbasi & Alghamdi, 2015). As a result, employees that tend to procrastinate end up in positions that provide less motivation, but those are exactly the jobs that foster procrastination (Abbasi & Alghamdi, 2015). By looking at challenge and hindrance appraisals instead of immediately terminating a contract a company can consider the reasons why employees are not getting along with their job. Maybe they really are not suitable for the job, but perhaps just some small changes in the work environment can lead to a greater and satisfying outcome.

### **The outcomes of workplace procrastination**

The final set of hypotheses focused on the outcomes of procrastination and the question how employees feel at the end of the workday. As employees were expected to reflect upon their workday in the third and last survey of the day, it was assumed that once they realize that they had procrastinated and therefore could not get as much done as they had planned this would lead to a poorer mood and more reported unfinished tasks. Interestingly not all hypotheses could be accepted. Indeed, results showed that the more employees procrastinated during the day the more unfinished tasks they reported at the end of the workday. This makes sense, as procrastination is described as a tendency to delay the initiation or the completion of activities and often leads to a fail in meeting deadlines (Kühnel et al., 2016). Again, as participants were questioned with a diary study, the added value of these results is, that it can be said, that intra-individual differences in procrastination lead to intra-individual differences in unfinished tasks. Steel (2007) has suggested that the procrastination outcomes of poorer mood and worse performance are more distal causes of procrastination, but results show that there is a clear direct and short-time effect of procrastination on unfinished tasks. This underlines once more the importance of employers taking action to ensure that their employees procrastinate as little as possible. The results of Kim and Seo (2015) found, that the connection between procrastination and performance outcomes varies depending on the method used to assess both variables. So maybe procrastination does not immediately mean that all performance outcomes of an employee are worse. Steel (2007) discovered that some people even use procrastination as a performance-enhancing strategy. There may be employees that need pressure to do a good job and therefore get lost in unimportant things until the very last minute. This might mean that they report more unfinished tasks that day but maybe end up doing twice as much work the day after to make up for their lost time. To understand the relationship between procrastination and unfinished tasks even better it would be interesting to further look into the connection between those variables. For example, asking the employees about the consequences of those unfinished tasks. How important were those tasks, do they have time to catch up on their work or did they miss out on a really important chance? In that way, inconsistent findings might become clearer and the difference between *planned procrastination* and *unwanted procrastination* might further help to improve employees' performance.

The findings considering mood at the end of the workday varied. As explained in the method section, the six mood items were split into *negative mood* (feeling tense, upset, worried) and *positive mood* (feeling calm, content, relaxed). In accordance with the hypothesis more procrastination during the day lead to more negative mood, meaning that employees felt more tense, upset, and worried at the end of the workday. Again, as I expected employees to reflect upon their workday when answering the questions at the end of the workday, those findings are plausible. If an employee procrastinated a lot during a workday she/he probably realized that she/he could not get everything done that was planned by the end of the workday, leading her/him to feel more tense, upset, and worried than that very same employee on a day when she/he procrastinated less. Steel (2007) suggested that procrastination temporarily evades anxiety and therefore initially improves mood. My findings now indicate that those positive feelings of procrastination really do not last very long. As soon as an employee faces the consequences – and most of the time that might be the end of a working unit – she/he regrets her/his behavior and the negative feelings outweigh the advantages of procrastination.

I think it is important to raise awareness on this effect of procrastination. Many people that procrastinate may not realize how fast the positive feelings of procrastination turn into negative feelings. I would have expected positive mood to be statistically significant, too, meaning that the more people procrastinate the less positive emotions (feeling calm, content and relaxed) they report at the end of the workday. Surprisingly, this was not the case. If employees procrastinated, it did not impact their positive mood at the end of the workday. A possible explanation for that is that employees were asked directly after their workday and therefore too early for them to really reflect their feelings after work. They finished work and immediately afterwards answered the questions of the survey and they answered them at their workplace, not at home. They had finished work physically but probably not yet psychologically. Especially because they sat at their work desk they probably still had their heads full of work and therefore feelings like calm, relaxation, or contentment had not yet settled in yet. For future studies, it should be considered to send the last survey of the day not directly after finishing work but instead approximately 2 hours after work. This of course makes it more difficult to gather the data as it is easier to test participants when they are still at work, but it might offer a certain added value.

### **Strengths, limitations and future prospects**

One definite strength of this study is the fact that it was conducted as a diary study. As mentioned before, diary studies are rare because they are more time-consuming than one-time studies. The added values of a diary study are wide-ranging. Short-term dynamics can be tested, retrospective bias is reduced and the relationships between variables can be evaluated more closely. Additionally, we evaluated our data on a person mean centered base, which allowed us to interpret intra-personal variations over time. Another strength of this study is that participants were employed in various companies and therefore had different work foci. Also, the age range and range of job tenure were broad. All these facts indicate that the results of this study are generally valid and not limited to specific jobs, age ranges or job tenures.

Still, several potential limitations of the study should be noted. First of all, finding enough participants that meet all our sample criteria – working in an office with internet access at least 30 hours a week – was really difficult as students could not be asked and getting in contact with companies was not that easy. Therefore, we – my colleague and I – only found a limited number of participants and out of these only 61 filled out at least three full days. 61 is an acceptable number to interpret the results but of course results are always stronger and more applicable if the number of participants is as high as possible. And as our focus was on intra-personal differences it would have been good for the interpretation if participants had filled out at least 5 full days. Also, participants came from different professional backgrounds. As mentioned above this can be interpreted as a strength but it might also influence the statistical significance of results. For future studies a greater number of participants would help making sure the results are reliable and testing employees with similar professional backgrounds could offer a certain added value considering linkages of tested variables in specific occupational fields.

We tried to keep the item list as short as possible as we tested participants three times a day and did not want to interrupt their working day for too long. But, of course, results are always more reliable if a specific variable is tested more closely. Maybe the reason why some of the results were not statistically significant is due the fact that the variables were not tested precise enough. Planning and decision making demands for example were tested with only three items and therefore maybe not all

facets of that job demand were taken into account. As this was the first diary study to focus on both triggers and outcomes of procrastination it made sense to test several triggers and outcomes. My goal was to look at a wider picture and get a first impression of procrastination at the workplace. But I would suggest that future studies not study several job demands but instead focus on one specific job demand in order to examine that demand more closely.

As mentioned above I decided to evaluate my findings with SPSS. Another possibility would have been to perform multilevel analyses. Those analyses are more complicated and would have been too time-consuming for a masters' thesis. But as multilevel analyses are just a bit more precise future study should try to evaluate results with those analyses instead of just SPSS.

Additionally, not all potential triggers and outcomes of procrastination were tested. So maybe there are other variables that impact the amount of procrastination or are influenced by procrastination. Because results were interpreted on an intra-personal base, testing personality traits probably would not have been of added value. But there are so many other potential variables. One participant for example noted that she thinks she was immensely influenced by the weather. Of course, one study never has the capacity to test all possible variables but as we know of the importance of procrastination I find it essential to keep on examining all potential variables. Especially diary studies are still rare because they are more complex and costly, but there is no denying of the added value of diary studies. For future research, I hope that more research will focus on diary studies and explain at least parts of the 'mystery' of procrastination.

### **Practical implications**

Despite these limitations, the present study offers practical implications for organizations considering procrastination and its triggers and outcomes. Results showed that, within individuals, both self-control demands and cognitive appraisals of work situations influence procrastination in different ways. To help employees reduce procrastination employers should therefore focus on both aspects. As previously stated it is not easy to reduce self-control demands as self-control is needed in most job situations, so, as a start employers could offer support to their employees in handling those demands. For example, they could create an appreciative and respectful environment or could make sure that employees are comfortable in their



working environment and take enough breaks during the day. If employees can settle down for just a while during the workday they can gather new energy and thereby restore the resources they need to face job demands. Another idea is to provide trainings that help employees to get along with specific job demands, like for example the time management training to help employees to handle time pressure (Van Eerde, 2003). On the other hand, a company should focus on the amount of challenging and hindering situations at the workplace. To do that they should first find out which stressors can act as challenge or hindrance in their specific surroundings and then try to promote challenge appraisal and prevent hindrance appraisal. Some of those stressors concern the organization itself and can therefore be changed quite easily. Often a lot is done by providing employees with clear information about their work tasks and by making sure employees have everything they need to get those tasks done. Finally, as results showed that procrastination leads to more negative mood, companies could think about offering programs that help employees to rest and get their minds off of work – for example recovery trainings (see Hahn, Binnewies, Sonnentag, & Mojza, 2011). In this case employees get a chance to relax and do not take the negative emotions into the next (working) day which will probably lead to better performance and mood the next day.

## **Conclusion**

The present masters' thesis contributes to the procrastination research by showing that both self-control demands and the appraisal of a working situation as either challenge or hindrance have a statistically significant impact on daily workplace procrastination. The impact of time pressure on procrastination was only marginally statistically significant but should be further examined. Added value was offered as data was collected with a diary study and results were interpreted on an intra-individual base. Hence, short term effects could be recorded. Even though the mediator hypotheses could only be accepted for time pressure and hindrance appraisal, results show that self-control demands and hindrance appraisal lead to more procrastination and challenge appraisal leads to less procrastination. Additionally, it was shown that procrastination leads to more negative mood and more unfinished tasks at the end of the workday. Future research should keep on conducting diary studies and surveying potential triggers and outcomes of

procrastination even more closely to fully understand the mechanisms underlying workplace procrastination.

## References

- Abbasi, I. S., & Alghamdi, N. G. (2015). The prevalence, predictors, causes, treatment, and implications of procrastination behaviors in general, academic, and work setting. *International Journal of Psychological Studies*, 7(1), 59-66.
- Ainslie, G. (2005). Précis of breakdown of will. *Behavioral and Brain Sciences*, 28(5), 635-650.
- Ariely, D. (2000). Controlling the information flow: Effects on consumers' decision making and preferences. *Journal of Consumer Research*, 27(2), 233-248.
- Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309-328.
- Balkis, M., & Duru, E. (2007). The evaluation of the major characteristics and aspects of the procrastination in the framework of psychological counseling and guidance. *Educational Sciences: Theory & Practice*, 7(1), 376-385.
- Baumeister, R. F., Heatherton, T. F., & Tice, D. M. (1994). *Losing control: How and why people fail at self-regulation*. San Diego, CA: Academic Press.
- Baumeister, R. F., Bratslavsky, E., Muraven, M., & Tice, D. M. (1998). Ego depletion: Is the active self a limited resource? *Journal of Personality and Social Psychology*, 74(5), 1252-1265.
- Beutel, M. E., Klein, E. M., Aufenanger, S., Brähler, E., Dreier, M., Müller, K. W., Quiring, O., Reinecke, L., Schmutzer, G., & Wölfling, K. (2016). Procrastination, distress and life satisfaction across the age range – a German representative community study. *PloS one*, 11(2), e0148054.
- Chu, A. H. C., & Choi, J. N. (2005). Rethinking procrastination: Positive effects of “active” procrastination behavior on attitudes and performance. *The Journal of Social Psychology*, 145(3), 245-264.
- Claessens, B. J., Van Eerde, W., Rutte, C. G., & Roe, R. A. (2010). Things to do today...: A daily diary study on task completion at work. *Applied Psychology: An International Review*, 59(2), 273-295.

- Diestel, S., & Schmidt, K. H. (2012). Lagged mediator effects of self-control demands on psychological strain and absenteeism. *Journal of Occupational and Organizational Psychology*, 85(4), 556-578.
- Eurofound: European Foundation for the Improvement of Living and Working Conditions. (2016). Sixth European Working Conditions Survey. Available at: [https://www.eurofound.europa.eu/sites/default/files/ef\\_publication/field\\_ef\\_document/ef1634en.pdf](https://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef1634en.pdf). [03.08.2017].
- Ferrari, J. R. (2001). Procrastination as self-regulation failure of performance: Effects of cognitive load, self-awareness, and time limits on 'working best under pressure'. *European Journal of Personality*, 15(5), 391-406.
- Gevers, J. M., van Eerde, W., & Rutte, C. G. (2001). Time pressure, potency, and progress in project groups. *European Journal of Work and Organizational Psychology*, 10(2), 205-221.
- Gupta, R., Hershey, D., & Gaur, J. (2012). Time perspective and procrastination in the workplace: An empirical investigation. *Current Psychology*, 31(2), 195-211.
- Hahn, V. C., Binnewies, C., Sonnentag, S., & Mojza, E. J. (2011). Learning how to recover from job stress: effects of a recovery training program on recovery, recovery-related self-efficacy, and well-being. *Journal of Occupational Health Psychology*, 16(2), 202.
- Hayes, A. F. (2009). Beyond Baron and Kenny: Statistical mediation analysis in the new millennium. *Communication monographs*, 76(4), 408-420.
- Hayes, A. F. (2015). The PROCESS macro for SPSS and SAS. *Computer software*]. Retrieved from [http://www. processmacro. org](http://www.processmacro.org).
- Iyengar, S. S., & Lepper, M. R. (2000). When choice is demotivating: Can one desire too much of a good thing? *Journal of Personality and Social Psychology*, 79(6), 995-1006.
- Kim, K. R., & Seo, E. H. (2015). The relationship between procrastination and academic performance: A meta-analysis. *Personality and Individual Differences*, 82, 26-33.

- Kubicek, B., Paškvan, M., & Korunka, C. (2015). Development and validation of an instrument for assessing job demands arising from accelerated change: The Intensification of Job Demands Scale (IDS). *European Journal of Work and Organizational Psychology, 24*(6), 898-913.
- Kühnel, J., Bledow, R., & Feuerhahn, N. (2016). When do you procrastinate? Sleep quality and social sleep lag jointly predict self-regulatory failure at work. *Journal of Organizational Behavior, 37*(7), 983-1002.
- Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York, NY: Springer.
- LePine, J. A., Podsakoff, N. P., & LePine, M. A. (2005). A meta-analytic test of the challenge stressor-hindrance stressor framework: An explanation for inconsistent relationships among stressors and performance. *Academy of Management Journal, 48*(5), 764-775.
- Marteau, T. M., & Bekker, H. (1992). The development of a six-item short-form of the state scale of the Spielberger State-Trait Anxiety Inventory (STAI). *British Journal of Clinical Psychology, 31*(3), 301-306.
- Moller, A. C., Deci, E. L., & Ryan, R. M. (2006). Choice and ego-depletion: The moderating role of autonomy. *Personality and Social Psychology Bulletin, 32*(8), 1024-1036.
- Muraven, M., & Baumeister, R. F. (2000). Self-regulation and depletion of limited resources: Does self-control resemble a muscle? *Psychological Bulletin, 126*(2), 247-259.
- Nguyen, B., Steel, P., & Ferrari, J. R. (2013). Procrastination's impact in the workplace and the workplace's impact on procrastination. *International Journal of Selection and Assessment, 21*(4), 388-399.
- Ohly, S., Sonnentag, S., Niessen, C., & Zapf, D. (2010). Diary studies in organizational research. *Journal of Personnel Psychology 9*(2), 79-93.
- Perlow, L. A. (1999). The time famine: Toward a sociology of work time. *Administrative Science Quarterly, 44*(1), 57-81.

- Prem, R., Kubicek, B., Diestel, S., & Korunka, C. (2016). Regulatory job stressors and their within-person relationships with ego depletion: The roles of state anxiety, self-control effort, and job autonomy. *Journal of Vocational Behavior*, 92, 22-32.
- Prem, R., Ohly, S., Kubicek, B., & Korunka, C. (2017). Thriving on challenge stressors? Exploring time pressure and learning demands as antecedents of thriving at work. *Journal of Organizational Behavior*, 38(1), 108-123.
- Schmidt, K. H., & Diestel, S. (2013). Selbstkontrolle: Kosten und Nutzen in unterschiedlichen Settings. [Self-control: Costs and benefits in different settings] In P. Genkova, T. Ringeisen, & F. T. L. Leong (Eds.), *Handbuch Stress und Kultur: Interkulturelle und kulturvergleichende Perspektiven* [Manual stress and culture: Cross-cultural and cultural-comparative perspectives] (pp. 139-150). Wiesbaden: Springer.
- Schmidt, K. H., & Diestel, S. (2015). Self-control demands: From basic research to job-related applications. *Journal of Personnel Psychology*, 14(1), 49-60.
- Schmidt, K. H., & Neubach, B. (2010). Selbstkontrollanforderungen bei der Arbeit [Self-control demands at work]. *Diagnostica*, 56(3), 133-143.
- Searle, B. J., & Auton, J. C. (2015). The merits of measuring challenge and hindrance appraisals. *Anxiety, Stress, & Coping*, 28(2), 121-143.
- Semmer, N. K., Zapf, D., & Dunckel, H. (1999). Instrument zur stressbezogenen Tätigkeitsanalyse ISTA [Instrument for stress-oriented job analysis.]. In H. Dunckel (Ed.), *Handbuch psychologischer Arbeitsanalyseverfahren* (pp. 179–204). Zürich, Switzerland: vdf Hochschulverlag.
- Steel, P., Brothen, T., & Wambach, C. (2001). Procrastination and personality, performance, and mood. *Personality and Individual Differences*, 30(1), 95-106.
- Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133(1), 65-94.
- Strack, F., & Deutsch, R. (2006). Reflective and impulsive determinants of consumer behavior. *Journal of Consumer Psychology*, 16(3), 205-216.

- Syrek, C. J., Weigelt, O., Peifer, C., & Antoni, C. H. (2017). Zeigarnik's sleepless nights: How unfinished tasks at the end of the week impair employee sleep on the weekend through rumination. *Journal of Occupational Health Psychology*, 22(2), 225-238.
- Tuckman, B. W. (1991). The development and concurrent validity of the procrastination scale. *Educational and Psychological Measurement*, 51(2), 473-480.
- Van Eerde, W. (2000). Procrastination: Self-regulation in initiating aversive goals. *Applied Psychology: An International Review*, 49(3), 372-389.
- Van Eerde, W. (2003). Procrastination at work and time management training. *The Journal of Psychology*, 137(5), 421-434.
- Vohs, K. D. (2006). Self-regulatory resources power the reflective system: evidence from five domains. *Journal of Consumer Psychology*, 16(3), 217-223.
- Vohs, K. D., Baumeister, R. F., Schmeichel, B. J., Twenge, J. M., Nelson, N. M., & Tice, D. M. (2008). Making choices impairs subsequent self-control: A limited-resource account of decision making, self-regulation, and active initiative. *Journal of Personality and Social Psychology*, 94(5), 883–898.

### **List of figures**

Figure 1. The Model of Procrastination at Work .....	12
Figure 2. Results of all different statistical tests put together .....	24

### **List of tables**

Table 1: Pattern Matrix .....	16
Table 2: Means, standard deviations (SD), and intercorrelations between study variables .....	18
Table 3: Results of mediation analyses of the effect of job demands on procrastination via challenge and hindrance appraisal .....	20
Table 4: Indirect effects of mediation analyses on the effect of job demands on procrastination via challenge appraisal and hindrance appraisal.....	21



## **Appendix**

**Baseline questionnaire**

**Diary study morning, lunch time, after work**

**Abstract German**

## **TeilnehmerInneninformation und Einwilligungserklärung zur Teilnahme an der Studie:**

### **Selbstmitgefühl im Umgang mit Stress im Arbeitsalltag**

Sehr geehrte Teilnehmerin, sehr geehrter Teilnehmer,

herzlichen Dank für Ihre Bereitschaft an dieser arbeitspsychologischen Tagebuchstudie teilzunehmen. Im Folgenden geben wir Ihnen einen kurzen Überblick über unser Anliegen und die Studie.

#### **1. Zweck der Studie**

Der Tagebuchcharakter der Studie gewährt Einblicke in die täglichen Arbeitsabläufe. Dies ermöglicht genauere Aussagen zu den Effekten von Selbstmitgefühl im Umgang mit Stress im Arbeitsalltag, sowie zu Veränderungen die innerhalb eines Tages oder innerhalb mehrerer Tage stattfinden. Der dadurch entstehende Erkenntnisgewinn trägt zu einem besseren Verständnis des Arbeitserlebens bei und kann zur künftigen Verbesserung von Arbeitsbedingungen beitragen.

#### **2. Verlauf der Studie**

Nach Beendigung des Allgemeinen Fragebogens zur Erfassung demografischer Daten und genereller Merkmale Ihrer Arbeit, bitten wir Sie für zwei Arbeitswochen (Mo-Fr) jeweils drei Mal pro Tag kurze Fragebögen ("Tagebucheinträge") auszufüllen, die wir Ihnen jeweils morgens, mittags und abends per E-Mail zusenden. Die Tagebucheinträge können sowohl am PC oder auch bequem über das Handy ausgefüllt werden und sollten pro Tagebucheintrag etwa drei Minuten in Anspruch nehmen.

#### **3. Nutzen der Studie**

Mit Ihrer Teilnahme unterstützen Sie nicht nur den wissenschaftlichen Erkenntnisgewinn, sondern helfen auch Studierenden im Rahmen ihrer wissenschaftlicher Abschlussarbeiten.

#### **4. Spenden**

Wenn Sie an der Studie teilnehmen, haben Sie die Möglichkeit eine Spende für einen guten Zweck zu ermöglichen. Wenn an mindestens fünf Arbeitstagen alle drei Tagebucheinträge erledigt werden, spenden wir pro Arbeitstag an dem alle drei Tagebucheinträge erledigt wurden 20 Cent. Insgesamt können so bis zu 2 Euro erreicht werden. Eine Auswahl der zur Verfügung stehenden Einrichtungen, finden Sie im weiteren Verlauf des Fragebogens.

#### **5. Anonymität und Datenschutz**

Jegliche Informationen, die wir von Ihnen erhalten, werden vertraulich behandelt und ausschließlich für wissenschaftliche Zwecke verwendet. Dritte haben keinen Zugriff auf Ihre Angaben und Ihre Angaben können nicht mit Ihrer Person in Verbindung gebracht werden. Die gesammelten Daten werden im Rahmen wissenschaftlicher Abschlussarbeiten sowie weiterer wissenschaftlicher Publikationen verwendet.

#### **6. Weitere Fragen?**

Bei weiteren Fragen oder eventuellen Problemen, stehen wir Ihnen gerne zur Verfügung.

Camilla Iber: [a1548709@unet.univie.ac.at](mailto:a1548709@unet.univie.ac.at)

Mario Schuster: [a0408334@unet.univie.ac.at](mailto:a0408334@unet.univie.ac.at)

Roman Prem: [roman.prem@univie.ac.at](mailto:roman.prem@univie.ac.at)

**Ihre Teilnahme an dieser Studie erfolgt freiwillig. Sie können jederzeit, ohne Angabe von Gründen, Ihre Bereitschaft zur Teilnahme ablehnen oder diese auch im Verlauf der Studie zurückziehen. Die Ablehnung der Teilnahme oder ein vorzeitiges Ausscheiden aus dieser Studie hat keine nachteiligen Folgen für Sie.**

- ☐ Ich habe die TeilnehmerInneninformation gelesen und verstanden und willige ein, an dieser Studie teilzunehmen.

**Allgemeiner Fragebogen zu demografischen Daten und Arbeitsmerkmalen**

Sehr geehrte Teilnehmerin, sehr geehrter Teilnehmer,  
wir heißen Sie zum ersten Teil der Studie herzlich willkommen!

Die Folgenden Fragen dienen zur Erfassung demografischer Daten und der generellen Merkmalen Ihrer Arbeit.

Bitte antworten Sie auf alle Fragen spontan, ohne groß nachzudenken, und so vollständig wie möglich.

Vielen Dank vorab für Ihre Unterstützung!

**1. Alter:**

Jahre

**2. Geschlecht:**

- ☐ Weiblich  
☐ Männlich

**3. Höchste abgeschlossene Ausbildung**

- ☐ Pflichtschule  
☐ Lehrabschluss  
☐ Fachschule  
☐ Matura / Abitur  
☐ Universität / Fachhochschule

**4. Welche Tätigkeit üben Sie aus?**

Bitte tragen Sie Ihre Berufsbezeichnung ein.

**5. Wie lange üben Sie Ihre jetzige Tätigkeit schon aus?**

Jahre

**6. Sind Sie selbstständig tätig?**

- ☐ Nein.  
☐ Ja, aber ich bin gleichzeitig auch in einem Unternehmen angestellt (unselbstständig tätig).  
☐ Ja, ich bin ausschließlich selbstständig tätig.

**7. Üben Sie eine leitende Funktion aus (Führungskraft)?**

Bei Selbstständigen: Beschäftigen Sie Mitarbeiter/-innen?

- ☐ Nein.  
☐ Ja.

## 8. Wie viele Stunden arbeiten Sie durchschnittlich pro Woche (inkl. Mehrarbeit/Überstunden)?

Stunden pro Woche.

## 9. Für welches Unternehmen arbeiten Sie?

Bitte beantworten Sie diese Frage, wenn Ihre Organisation eine standardisierte Rückmeldung über die Ergebnisse der Tagebuchstudie erhalten soll.

Ich arbeite für:

## 10. Welche Organisation möchten Sie durch Ihre Teilnahme unterstützen?

Wenn an mindestens fünf Arbeitstagen alle drei Tagebucheinträge erledigt werden, spenden wir pro Arbeitstag an dem alle drei Tagebucheinträge erledigt wurden 20 Cent an eine Organisation aus der Wahl. Es können somit bis zu 2 Euro pro Person erreicht werden.

- ☐ ZARA – Verein für Zivilcourage- und Anti-Rassismus-Arbeit
- ☐ AFS – Flüchtlingshilfe-Stiftung
- ☐ Wiener Tierschutz

---

Seite 04

## 11. Inwieweit treffen die folgenden Aussagen auf Ihre Arbeit im Generellen zu?

	gar nicht	ein wenig	teilweise	überwiegend	völlig
Ich bin frei in der zeitlichen Einteilung meiner Arbeit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich kann selbst entscheiden, in welcher Reihenfolge ich meine Arbeit mache.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich kann meine Arbeit so planen, wie ich es möchte.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meine Arbeit ermöglicht es mir Initiative zu übernehmen und nach eigenem Ermessen zu handeln.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich kann bei meiner Arbeit viele Entscheidungen selbstständig treffen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meine Arbeit gewährt mir einen großen Entscheidungsspielraum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bei meiner Arbeit kann ich oft zwischen verschiedenen Herangehensweisen wählen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich kann selbst entscheiden, mit welchen Mitteln ich zum Ziel komme.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich habe viele Freiheiten in der Art und Weise, wie ich meine Arbeit verrichte.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In meiner Tätigkeit mache ich sehr viele verschiedene Dinge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**12. Inwieweit treffen die folgenden Aussagen auf Ihre Arbeit im Generellen zu?**

	gar nicht	ein wenig	teilweise	überwiegend	völlig
Bei meiner Arbeit mache ich immer mal wieder etwas Neues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bei der Arbeit muss ich eine Vielfalt von Aufgaben bearbeiten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meine Arbeit ist sehr abwechslungsreich.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meine Arbeit wirkt sich bedeutsam auf das Leben anderer Menschen aus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meine Arbeit ist bedeutsam und wichtig in einem größeren Zusammenhang.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meine Arbeit wirkt sich stark auf Menschen außerhalb der Organisation aus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Das Ergebnis meiner Arbeit hat einen großen Einfluss auf andere Menschen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Die Ergebnisse meiner Arbeit sind vollständige, abgeschlossene Produkte/Dienstleistungen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meine Arbeit ist so aufgebaut, dass ich einen vollständigen Arbeitsvorgang von Anfang bis Ende durchführe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bei meiner Arbeit habe ich die Möglichkeit, Produkte/Dienstleistungen, die ich beginne, fertigzustellen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**13. Inwieweit treffen die folgenden Aussagen auf Ihre Arbeit im Generellen zu?**

	gar nicht	ein wenig	teilweise	überwiegend	völlig
Bei meiner Arbeit kann ich zu Ende bringen, was ich begonnen habe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich erhalte unmittelbare und deutliche Informationen darüber, wie gut ich meine Arbeit mache.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Durch die Tätigkeit selbst erhalte ich automatisch Rückmeldung über meine Leistung.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bei der Ausführung meiner Tätigkeit kann ich leicht feststellen, wie gut ich arbeite.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meine Vorgesetzten geben mir häufig Rückmeldung über meine Arbeitsleistung.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich erhalte von KollegInnen Rückmeldung über meine Arbeitsleistung.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Andere Personen aus der Organisation geben mir Rückmeldung über die Effektivität meiner Arbeitsleistungen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich muss bei meiner Arbeit Probleme lösen, für die es keine eindeutige Lösung gibt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kreativität ist sehr wichtig für meine Arbeit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meine Arbeit beinhaltet oft den Umgang mit neuen Problemen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meine Arbeit verlangt ungewöhnliche Ideen oder Problemlösungen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Wie häufig stehen Sie unter Zeitdruck?**

sehr selten/ nie	selten (etwa 1x pro Woche)	gelegentlich (etwa 1x pro Tag)	oft (mehrmals pro Tag)	sehr oft (fast ununterbrochen)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Wie häufig passiert es, dass Sie schneller arbeiten, als sie es normalerweise tun, um die Arbeit zu schaffen?**

sehr selten/ nie	selten (etwa 1x pro Woche)	gelegentlich (etwa 1x pro Tag)	oft (mehrmals pro Tag)	sehr oft (fast ununterbrochen)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Wie oft kommt es vor, dass Sie wegen zuviel Arbeit nicht oder verspätet in die Pause gehen können?**

sehr selten/ nie	selten (etwa 1x pro Monat)	gelegentlich (etwa 1x pro Woche)	oft (mehrmals pro Woche)	sehr oft (täglich)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Wie oft kommt es vor, dass Sie wegen zuviel Arbeit verspätet in den Feierabend gehen können?**

sehr selten/ nie	selten (etwa 1x pro Monat)	gelegentlich (mehrmals pro Monat)	oft (mehrmals pro Woche)	sehr oft (fast täglich)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Wie oft wird bei Ihrer Arbeit ein hohes Arbeitstempo verlangt?**

sehr selten/ nie	selten (etwa 1x pro Woche)	gelegentlich (etwa 1x pro Tag)	oft (mehrmals pro Tag)	sehr oft (mehrmals pro Stunde)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**14. Inwieweit treffen die folgenden Aussagen auf Sie zu?**

	gar nicht	ein wenig	teilweise	überwiegend	völlig
Ich setze mir höhere Ziele als die meisten Menschen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich habe extrem hochgesteckte Ziele.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich erwarte bei meinen täglichen Aufgaben höhere Leistungen als die meisten anderen Menschen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wenn ich bei der Arbeit versage, bin ich als Mensch ein Versager.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wenn ich nur zum Teil versage ist das genauso schlecht, als wenn ich im Ganzen versagt hätte.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wenn ich nicht genauso gut bin wie andere Menschen, bedeutet das, dass ich minderwertig bin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Auch wenn ich etwas sehr sorgfältig mache, habe ich oft das Gefühl, dass es nicht ganz richtig ist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich zweifle normalerweise an den einfachen, alltäglichen Dingen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich neige dazu, mit meiner Arbeit hinterher zu hinken, weil ich alles nochmal und nochmal mache.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es dauert sehr lange bis ich etwas richtig gemacht habe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**15. Inwieweit treffen die folgenden Aussagen auf Sie zu?**

	gar nicht	ein wenig	teilweise	überwiegend	völlig
Ich bin gut darin, Versuchungen zu widerstehen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es fällt mir schwer, schlechte Gewohnheiten abzulegen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich bin faul.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich sage unangemessene Dinge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich tue manchmal Dinge, die schlecht für mich sind, wenn sie mir Spaß machen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich wünschte, ich hätte mehr Selbstdisziplin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Angenehme Aktivitäten und Vergnügen hindern mich manchmal daran, meine Arbeit zu machen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Es fällt mir schwer, mich zu konzentrieren.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich kann effektiv auf langfristige Ziele hinarbeiten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manchmal kann ich mich selbst nicht daran hindern, etwas zu tun, obwohl ich weiß, dass es falsch ist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich handle oft ohne alle Alternativen durchdacht zu haben.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich lehne Dinge ab, die schlecht für mich sind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Andere würden sagen, dass ich eine eiserne Selbstdisziplin habe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 16. Inwieweit treffen die folgenden Aussagen auf Sie zu?

	gar nicht	ein wenig	teilweise	überwiegend	völlig
Wenn ich bei etwas versage, was mir wichtig ist, werde ich von Gefühlen der Unzulänglichkeit aufgezehrt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wenn es mir schlecht geht, neige ich dazu zu glauben, dass die meisten anderen Menschen wahrscheinlich glücklicher sind als ich.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wenn ich eine sehr schwere Zeit durchmache, schenke ich mir selbst die Zuwendung und Einfühlsamkeit, die ich brauche.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wenn mir etwas für mich Wichtiges misslingt, glaube ich oft, dass nur ich allein versage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wenn ich mich niedergeschlagen fühle, neige ich dazu nur noch auf das zu achten, was nicht in Ordnung ist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich missbillige und verurteile meine eigenen Fehler und Schwächen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich bin intolerant und unduldsam gegenüber denjenigen Seiten meiner Persönlichkeit, die ich nicht mag.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wenn etwas Unangenehmes passiert, versuche ich einen ausgewogenen Überblick über die Situation zu erlangen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich versuche, meine Fehler als Teil der menschlichen Natur zu sehen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wenn mich etwas aufregt, versuche ich meine Gefühle im Gleichgewicht zu halten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wenn ich mich auf irgendeine Art unzulänglich fühle, versuche ich mich daran zu erinnern, dass die meisten Leute solche Gefühle der Unzulänglichkeit haben.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ich versuche verständnisvoll und geduldig gegenüber jenen Zügen meiner Persönlichkeit zu sein, die ich nicht mag.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Vielen Dank für Ihre Teilnahme!

Wir möchten uns ganz herzlich für Ihre Mithilfe bedanken.

Am nächsten Montag starten wir mit den täglichen Fragebögen. Dazu bekommen Sie am Morgen (ca. 8:00 Uhr), am Mittag (ca. 12:00) und am Abend (ca. 16:00) jeweils einen kurzen Fragebogen an Ihre E-Mailadresse geschickt.

Bis dahin wünschen wir Ihnen noch eine schöne Woche!

Camilla Iber, Mario Schuster, Roman Prem

Ihre Antworten wurden gespeichert, Sie können das Browser-Fenster nun schließen.

---

**Kontakt:** [Camilla Iber](#), [Mario Schuster](#), [Roman Prem](#), Fakultät für Psychologie, Universität Wien

### **Fragebogen am Vormittag**

Sehr geehrte Teilnehmerin, sehr geehrter Teilnehmer,

wir heißen Sie zum ersten Fragebogen des heutigen Tages herzlich willkommen!

Dieser Fragebogen sollte kurz nach Arbeitsbeginn im Laufe des Vormittags ausgefüllt werden.  
Bitte antworten Sie auf alle Fragen spontan, ohne groß nachzudenken, und so vollständig wie möglich.

Vielen Dank vorab für Ihre Unterstützung!

**1. Wann haben Sie heute mit der Arbeit begonnen?**

Bitte geben Sie die Uhrzeit im folgenden Format ein [hh:mm]

Zum Beispiel: 07:30 Uhr oder 09:42 Uhr

:  Uhr

**2. Inwieweit treffen die folgenden Aussagen auf Ihr momentanes Wohlbefinden zu?**

	gar nicht	ein wenig	teilweise	überwiegend	völlig
Momentan fühle ich mich lebendig und vital.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Momentan habe ich Energie und Schwung.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Momentan fühle ich mich aufmerksam und wach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**3. Wie würden Sie die Qualität Ihres Schlafes in der vergangenen Nacht beurteilen?**

	sehr schlecht	eher schlecht	mittel- mäßig	eher gut	sehr gut
Beurteilen Sie nun die Schlafqualität der vergangenen Nacht:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Wie lange haben Sie in der vergangenen Nacht insgesamt geschlafen?**

Bitte geben Sie die Schlafdauer (exkl. der Dauer bis zum Einschlafen und eventueller Schlafunterbrechungen) im folgenden Format ein [hh:mm].

Zum Beispiel: 07:30 für 7 ½ Stunden oder 8:15 für 8 ¼ Stunden.

:  [hh:mm]

### 5. Inwieweit treffen die folgenden Aussagen auf Ihren heutigen Arbeitstag zu?

	gar nicht	ein wenig	teilweise	überwiegend	völlig
Heute stehe ich unter Zeitdruck.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute muss ich schneller arbeiten, als ich es normalerweise tue, um die Arbeit zu schaffen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute wird bei meiner Arbeit ein schnelles Arbeitstempo verlangt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute ist es aufgrund meiner Tätigkeit erforderlich, die Reihenfolge der Aufgaben selbst festzulegen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute ist es aufgrund meiner Tätigkeit erforderlich, selbst festzulegen, auf welche Art und Weise ich meine Arbeit erledige.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute ist es aufgrund meiner Tätigkeit erforderlich, selbstständig Entscheidungen bezüglich der Priorität von Aufgaben zu treffen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute muss ich mich bei einigen meiner Arbeitsaufgaben richtig darum bemühen, dass ich sie nicht zugunsten attraktiverer Aufgaben unerledigt lasse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute kostet es mich einiges an Überwindung, bestimmte Aufgaben in Angriff zu nehmen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute sind einige meiner Aufgaben so, dass ich mich richtig zwingen muss, sie zu erledigen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 6. Inwieweit treffen die folgenden Aussagen auf Sie während des heutigen Arbeitstages zu?

	gar nicht	ein wenig	teilweise	überwiegend	völlig
Wenn sich heute bei der Arbeit Widerstände auftun, finde ich Mittel und Wege, mich durchzusetzen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wenn heute bei der Arbeit eine neue Sache auf mich zukommt, weiß ich, wie ich damit umgehen kann.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wenn heute bei der Arbeit ein Problem auftaucht, kann ich es aus eigener Kraft meistern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## **Vielen Dank für Ihre Teilnahme!**

Wir möchten uns ganz herzlich für Ihre Mithilfe bedanken. Den nächsten Fragebogen erhalten Sie am Mittag um ca. 12:00 Uhr.

Wir wünschen Ihnen noch einen schönen Arbeitstag!

Ihre Antworten wurden gespeichert, Sie können das Browser-Fenster nun schließen.

---

**Kontakt:** [Camilla Iber](#), [Mario Schuster](#), [Roman Prem](#), Fakultät für Psychologie, Universität Wien



### Fragebogen nach der Mittagspause

Sehr geehrte Teilnehmerin, sehr geehrter Teilnehmer,

wir heißen Sie zum zweiten Fragebogen des heutigen Tages herzlich willkommen!

Dieser Fragebogen sollte kurz nach der Mittagspause im Laufe des Nachmittags ausgefüllt werden.  
Bitte antworten Sie auf alle Fragen spontan, ohne groß nachzudenken, und so vollständig wie möglich.

Vielen Dank vorab für Ihre Unterstützung!

### 1. Inwieweit treffen die folgenden Aussagen auf Ihr momentanes Wohlbefinden zu?

	gar nicht	ein wenig	teilweise	überwiegend	völlig
Momentan fühle ich mich lebendig und vital.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Momentan habe ich Energie und Schwung.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Momentan fühle ich mich aufmerksam und wach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2. Inwieweit treffen die folgenden Aussagen auf Sie heute während der Arbeit zu?

	gar nicht	ein wenig	teilweise	überwiegend	völlig
Heute bin ich bei meiner Arbeit voll Energie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute bin ich von meiner Arbeit begeistert.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute gehe ich völlig in meiner Arbeit auf.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 3. Inwieweit treffen die folgenden Aussagen auf die Situationen und Ereignisse Ihres heutigen Arbeitstages zu?

	gar nicht	ein wenig	teilweise	überwiegend	völlig
Die Situationen und Ereignisse des heutigen Tages führen zu lehrreichen Erfahrungen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Die Situationen und Ereignisse des heutigen Tages helfen mir, eine Menge zu Lernen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Die Situationen und Ereignisse des heutigen Tages zeigen mir, dass ich dazu fähig bin, etwas Neues zu tun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Die Situationen und Ereignisse des heutigen Tages tragen dazu bei, dass ich mich darauf konzentrieren kann, gute Arbeit zu machen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Die Situationen und Ereignisse des heutigen Tages schränken meine Fähigkeiten ein.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Die Situationen und Ereignisse des heutigen Tages hindern mich daran, schwierige Aspekte der Arbeit zu meistern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Die Situationen und Ereignisse des heutigen Tages schränken mich ein, gut zu arbeiten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Die Situationen und Ereignisse des heutigen Tages behindern jede Leistung, die ich erzielen könnte.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 4. Inwieweit treffen die folgenden Aussagen auf Sie während des heutigen Arbeitstages zu?

	gar nicht	ein wenig	teilweise	überwiegend	völlig
Heute schiebe ich die Erledigung von Aufgaben unnötigerweise auf, auch wenn sie wichtig sind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute schiebe ich schwierige Entscheidungen vor mir her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute bin ich ein unverbesserlicher Zeitverschwender („Bummelant“).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute bin ich zwar ein Zeitverschwender, kann aber nichts dagegen machen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute habe ich mir fest vorgenommen, etwas Bestimmtes zu erledigen, lasse es jetzt aber doch schleifen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute komme ich nicht in die Gänge, obwohl ich genau weiß, wie wichtig es ist, anzufangen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5. Inwieweit treffen die folgenden Aussagen auf Sie während des heutigen Arbeitstages zu?**

	gar nicht	ein wenig	teilweise	überwiegend	völlig
Während des heutigen Arbeitstages gehe ich zu hart mit mir selbst um.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Während des heutigen Arbeitstages neige ich dazu, zu glauben, dass die meisten anderen Menschen wahrscheinlich glücklicher sind als ich.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Während des heutigen Arbeitstages achte ich tendenziell nur noch auf das, was nicht in Ordnung ist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Während des heutigen Arbeitstages versuche ich, meine Gefühle im Gleichgewicht zu halten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Während des heutigen Arbeitstages versuche ich, meine Fehler als Teil der menschlichen Natur zu sehen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Während des heutigen Arbeitstages versuche ich, verständnisvoll mit mir selbst umzugehen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

**Letzte Seite****Vielen Dank für Ihre Teilnahme!**

Wir möchten uns ganz herzlich für Ihre Mithilfe bedanken. Den nächsten Fragebogen erhalten Sie am Abend um ca. 16:00 Uhr.

Wir wünschen Ihnen weiterhin einen schönen Arbeitstag!

Ihre Antworten wurden gespeichert, Sie können das Browser-Fenster nun schließen.

---

**Kontakt:** [Camilla Iber](#), [Mario Schuster](#), [Roman Prem](#), Fakultät für Psychologie, Universität Wien

### Fragebogen bei Arbeitsende

Sehr geehrte Teilnehmerin, sehr geehrter Teilnehmer,

wir heißen Sie zum letzten Fragebogen des heutigen Tages herzlich willkommen!

Dieser Fragebogen sollte beim Arbeitsende (oder kurz danach) ausgefüllt werden.

Bitte antworten Sie auf alle Fragen spontan, ohne groß nachzudenken, und so vollständig wie möglich.

Vielen Dank vorab für Ihre Unterstützung!

### 1. Wann haben Sie heute aufgehört zu arbeiten?

Bitte geben Sie die Uhrzeit im folgenden Format ein [hh:mm]

Zum Beispiel: 16:30 Uhr oder 20:42 Uhr

:  Uhr

### 2. Inwieweit treffen die folgenden Aussagen auf Ihr momentanes Wohlbefinden zu?

	gar nicht	ein wenig	teilweise	überwiegend	völlig
Momentan fühle ich mich lebendig und vital.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Momentan habe ich Energie und Schwung.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Momentan fühle ich mich aufmerksam und wach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 3. Inwieweit treffen die folgenden Aussagen auf Ihren heutigen Arbeitstag zu?

	gar nicht	ein wenig	teilweise	überwiegend	völlig
Heute habe ich etwas dazugelernt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute habe ich mich verbessert.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute habe ich mich persönlich weiterentwickelt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Inwieweit treffen die folgenden Aussagen auf Ihren heutigen Arbeitstag zu?**

	gar nicht	ein wenig	teilweise	überwiegend	völlig
Heute habe ich dringende Aufgaben nicht erledigen können.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute habe ich dringende Aufgaben nicht anfangen können.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute habe ich wichtige Aufgaben, die ich mir vorgenommen hatte, noch nicht erledigt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute habe ich wichtige Aufgaben, die ich mir vorgenommen hatte, noch nicht anfangen können.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute habe ich einen ganzen Berg fälliger Aufgaben noch nicht erledigen können.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heute muss ich viele Aufgaben, die ich erledigen wollte, für den nächsten Arbeitstag mitnehmen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**5. Inwieweit treffen die folgenden Aussagen auf Ihr Wohlbefinden jetzt am Ende des heutigen Arbeitstag zu?**

	gar nicht	ein wenig	teilweise	überwiegend	völlig
Jetzt, am Ende des heutigen Arbeitstages, fühle ich mich angespannt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jetzt, am Ende des heutigen Arbeitstages, bin ich aufgeregt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jetzt, am Ende des heutigen Arbeitstages, bin ich besorgt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jetzt, am Ende des heutigen Arbeitstages, bin ich ruhig.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jetzt, am Ende des heutigen Arbeitstages, bin ich entspannt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jetzt, am Ende des heutigen Arbeitstages, bin ich zufrieden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. Inwieweit treffen die folgenden Aussagen auf Sie jetzt am Ende des heutigen Arbeitstag zu?**

	gar nicht	ein wenig	teilweise	überwiegend	völlig
Jetzt, am Ende des heutigen Arbeitstages, gehe ich zu hart mit mir selbst um.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jetzt, am Ende des heutigen Arbeitstages, neige ich dazu, zu glauben, dass die meisten anderen Menschen wahrscheinlich glücklicher sind als ich.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jetzt, am Ende des heutigen Arbeitstages, achte ich tendenziell nur noch auf das, was nicht in Ordnung ist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jetzt, am Ende des heutigen Arbeitstages, versuche ich, meine Gefühle im Gleichgewicht zu halten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jetzt, am Ende des heutigen Arbeitstages, versuche ich, meine Fehler als Teil der menschlichen Natur zu sehen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jetzt, am Ende des heutigen Arbeitstages, versuche ich, verständnisvoll mit mir selbst umzugehen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

**Letzte Seite**

## Vielen Dank für Ihre Teilnahme!

Wir möchten uns ganz herzlich für Ihre Mithilfe bedanken. Den nächsten Fragebogen erhalten Sie Morgen um ca. 08:00 Uhr.

Wir wünschen Ihnen einen schönen Feierabend!

Ihre Antworten wurden gespeichert, Sie können das Browser-Fenster nun schließen.

---

**Kontakt:** [Camilla Iber](#), [Mario Schuster](#), [Roman Prem](#), Fakultät für Psychologie, Universität Wien

## **Abstract German**

Diese Masterarbeit zielte darauf ab Faktoren aufzudecken, die mit Prokrastination am Arbeitsplatz in Verbindung stehen. Es wurde getestet, ob job demands Prokrastination am Arbeitsplatz beeinflussen, ob dieser Zusammenhang durch kognitive Bewertung mediiert wird und wie Prokrastination am Arbeitsplatz die Stimmung und unerledigte Aufgaben beeinflusst. Es wurde eine Tagebuchstudie durchgeführt, um den Einfluss von Fluktuation in Prokrastination innerhalb einer Person über die Zeit hinweg zu testen. 103 Arbeitnehmer nahmen an der Online-Tagebuchstudie teil und füllten dreimal täglich über zwei Wochen hinweg Fragebögen aus. Aufgrund fehlender Daten wurden im Endeffekt die Daten von 61 Teilnehmern ausgewertet. Die Ergebnisse zeigen, dass sowohl Selbstkontrollanforderungen als auch die Bewertung von Situationen als Behinderung am Morgen zu mehr Prokrastination und dass die Bewertung von Situationen als Herausforderung am Morgen zu weniger Prokrastination im weiteren Verlauf des Arbeitstages führen. Zusätzlich wird der Zusammenhang zwischen Zeitdruck am Morgen und Prokrastination im weiteren Verlauf des Arbeitstages von der Bewertung von Situationen als Behinderungen mediiert. Des Weiteren zeigte sich, dass Prokrastination am Arbeitsplatz einen Einfluss auf die Stimmung und unerledigte Aufgaben hat. Mehr Prokrastination am Arbeitsplatz führt zu mehr negativer Stimmung und mehr unerledigter Aufgaben am Ende des Arbeitstages. Die Ergebnisse betonen die Komplexität von Prokrastination am Arbeitsplatz und die Wichtigkeit weiterhin darauf zu fokussieren, die Mechanismen, die der Prokrastination am Arbeitsplatz zugrunde liegen, zu verstehen.

*Schlüsselwörter:* Prokrastination am Arbeitsplatz, job demands, kognitive Bewertung, unerledigte Aufgaben, Stimmung, Tagebuchstudie.