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EXAMINING THE MODERATING ROLE OF COPING STRATEGIES
IN THE RELATIONSHIP BETWEEN TEAM ROLE ALIGNMENT
AND EMPLOYEE WELL-BEING OUTCOMES

by

JUSTINE N. MOAVERO
B.S. University of Central Florida, 2018

A thesis submitted in partial fulfillment of the requirements
for the degree of Master of Science
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in the College of Sciences
at the University of Central Florida
Orlando, Florida

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ABSTRACT

Individual well-being outcomes like engagement and burnout can have a major impact on employees and their performance. As a result, the organization itself may experience serious repercussions, financial and otherwise. Teams have become ubiquitous within modern organizations, with operations largely consisting of workers that engage in various levels of teamwork. As such, factors of team dynamics might influence well-being outcomes by either improving or exacerbating the occupational health of the employee. Research has demonstrated that team roles are foundational and enacted within every team; however, there is little existing literature assessing the impact of team role alignment on employee well-being. The study herein proposed that team role alignment relates to an individual's level of engagement or burnout. It was hypothesized that a higher degree of alignment relates positively to engagement and negatively to burnout; and conversely, that a lower degree of alignment relates negatively to engagement and positively to burnout. Furthermore, the type of coping that an individual utilizes may serve as a protective factor against team role misalignment, acting to buffer the effects of perceived stress. Results indicate that team role alignment relates positively to engagement and negatively to burnout, as hypothesized. Additionally, the coping style of denial moderates the relationship between team role alignment and engagement. The present work is intended to bring awareness to the impact of team role alignment and may assist in mitigating the potential negative consequences that misalignment may have on the employee, the team, and the organization.

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CHAPTER ONE: INTRODUCTION AND PURPOSE

Research has demonstrated that employee well-being maintains a significant influence over outcomes within work organizations, as well-being constructs such as employee engagement and burnout have been shown to influence employee mental and physical health (Cole, Walter, Bedeian, & O'Boyle, 2012), absenteeism and turnover (Spector, 1997), and job performance (Wright, Cropanzano, & Bonett, 2007). Engaged employees are those that have a sense of enthusiasm, an effective relation to their job endeavors, and view themselves as capable of handling work demands (Bakker, Schaufeli, Leiter, & Taris, 2008). Moreover, employee engagement can positively impact organizational health by improving organizational outcomes like productivity and turnover (Harter, Schmidt, & Hayes, 2002). Conversely, employee burnout can cost organizations money. Recent research by Hassard, Teoh, Visockaite, Dewe, and Cox (2017) reported that the net cost of work-associated stress in America for 2014 was noted to be upwards of 187 billion dollars. As such, applying tactics to promote employee engagement and prevent burnout are salient objectives for successful organizations.

The idea that role alignment may impact work outcomes is not new and there is an existing literature base indicating that various types of alignment, conceptualized as work-role fit, person-environment fit, person-culture fit, and person-organization fit, can have consequences within the workplace (e.g. Diener, Larsen, & Emmons, 1984; Chatman, 1989; Sekiguchi, 2004). Furthermore, it has been argued that the strategies that individuals use to handle conflict and stress that could arise when roles do not align may moderate the relationship between misalignment and occupational health outcomes (e.g. DeRue & Morgeson, 2007; Crawford, LePine, & Rich, 2010). Nevertheless, within the content of most of this work is an

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absence of the examination of the influence of *team* role alignment. Therefore, the objective of this study is to examine the relationship between team role alignment (i.e., the degree to which a member's actual team role matches their preferred team role) and employee well-being outcomes, such as engagement and burnout. In doing so, a brief background is first presented arguing for the importance of the well-being outcomes of interest to this study (i.e., individual engagement and burnout). Next, the literature which grounds the hypotheses is presented (see Figure 1). Specifically, the literature on team roles, team role alignment, and coping strategies is presented, which forms the foundation for the hypotheses presented herein. Finally, results of the study are introduced, along with a discussion addressing theoretical and practical implications, as well as limitations and future directions.
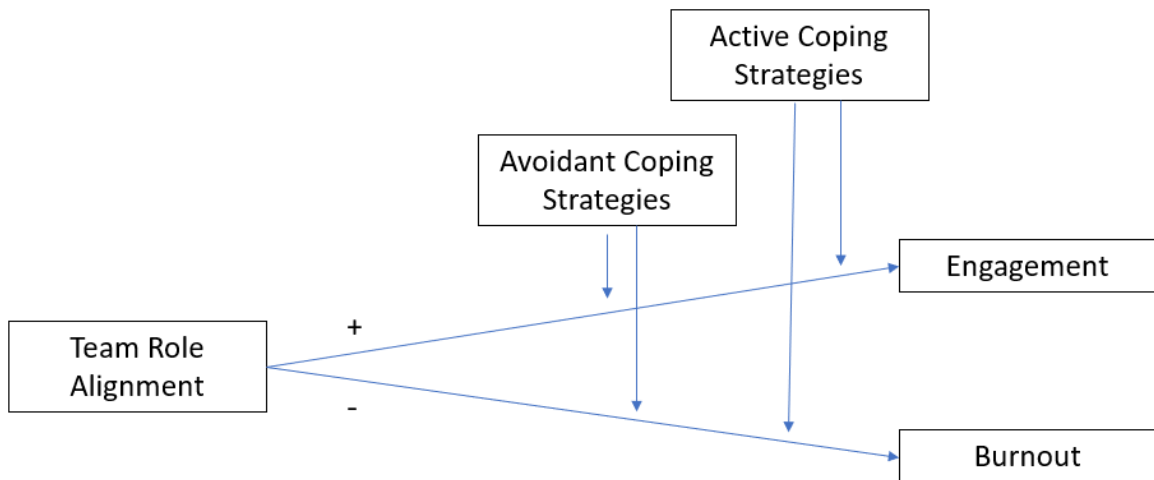

Figure 1: Conceptual model for proposed relationships

CHAPTER TWO: THEORETICAL BACKGROUND

<u>Engagement and Burnout</u>

Research on engagement and burnout has a rich history wherein employee engagement has been shown to be related to positive outcomes, like organizational success and financial performance; while employee burnout, conversely, has been shown to yield negative consequences, such as absenteeism and diminished job performance (Saks, 2006; Swider & Zimmerman, 2010). Conceptualizations of engagement and burnout as a cooperative duo have described the two constructs as mutually exclusive counterparts (Leon, Halbesleben, & Paustian-Underdahl, 2015). One of the most well-known models presented to explain these occupational health phenomena and their influence on organizational performance is the Job Demands-Resource Model. This framework suggests that employee demands are related positively to burnout and employee resources are related positively to engagement, implying that engagement and burnout influence job execution across individual concentrations of both job resources and job demands. As such, challenges that an employee may face will lead them to experience a higher degree of burnout, while having resources available to meet these demands will increase the degree to which the employee is engaged.

<u>Engagement</u>

Employee engagement has been characterized in various ways within the academic literature. Throughout these definitions, the commonly shared features include cognitive and behavioral components that are associated with an individual's performance within their work role (Kahn, 1990; Saks, 2006). Erickson (2005) described individual engagement as being "about

passion and commitment -- the willingness to invest oneself and expend one's discretionary

effort to help the employer succeed" (p. 14). Research by Schaufeli, Salanova, Gonzalez-Romá,

and Bakker (2002) further proposed that engagement is a multidimensional construct portraying

a productive work-related mentality comprised of three dimensions: vigor, dedication, and

absorption (Mills, Culbertson, & Fullagar, 2012). As operationalized within this study, work

engagement may be described in congruence with the model presented by Schaufeli, et al.,

(2002) as a uniquely rewarding and optimistic work-associated state of mind that is exemplified

by the constructs of vigor, dedication, and absorption.

These constructs (vigor, dedication, and absorption) describe the positive attributes which

comprise work engagement and lead to one experiencing joy and satisfaction within their work.

Vigor is defined by increased levels of resilience, persistence, energy, effort, and motivation to

invest in the work at hand. Dedication is illustrated through involvement, enthusiasm,

inspiration, and a sense of pride in one's work. Finally, absorption is exemplified by such

involvement and immersion in one's work that the time seems to pass quickly (Mills et al.,

2012). According to the Job Demands-Resource Model, job demands and resources can impact

an individual's level of engagement (resources) and burnout (demands). Regarding engagement,

"job resources work intrinsically to foster employee growth and development or extrinsically to

motivate employees to achieve work goals" (Leon, Halbesleben, & Paustian-Underdahl, 2015, p.

93).

Employee engagement provides many organizational benefits because employees who

are engaged are more enthusiastic about being involved in the success of their employer (Markos

& Sridevi, 2010). Positive outcomes due to engagement may manifest across levels, from the

individual (e.g., personal growth and development), to the team and organization (e.g., performance quality) (Schaufeli, 2012). Therefore, engagement is an important well-being outcome which has the potential to produce positive consequences for the individual, the team, and the organization.

Burnout

While engagement reflects a state which most often results in positive outcomes, burnout reflects the opposite tendency. Specifically, employee burnout has been defined as being "characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment" (Maslach & Jackson, 1984, p. 133). Emotional exhaustion is defined by feelings of being overwhelmed by work, depersonalization encompasses feeling impersonal or a lack of feeling, and reduced personal accomplishment is characterized by feelings of an absence of competence or successful achievement in work (Maslach & Jackson, 1981). Similarly, Schaufeli and Salanova (2014) described burnout as a "multidimensional construct that includes a stress reaction (exhaustion or fatigue), a mental distancing response (depersonalization or cynicism) and a negative belief (lack of accomplishment or efficacy)" (p. 296). According to the job-demands resource model, burnout develops when job demands are high and resources are limited (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001).

Burnout has been argued to lead to several negative consequences across levels, including emotional exhaustion, absenteeism, and turnover (Maslach & Jackson, 1984). Maslach and Lieter (2016) suggested that to mitigate the negative consequences that burnout can produce, "individuals and organizations must first identify the areas in which their mismatches

lie, and then tailor solutions to improve the fit within each area" (p. 351). Due to the negative organizational consequences of burnout and the increased team-based nature of work, it is important to understand how team dynamics may foster mismatches that might impact individual burnout. In this regard, a foundational element within teams where mismatches may occur pertains to team roles. This study aims to examine these mismatches through the alignment of team roles in an effort to identify how this type of fit can impact individual engagement and burnout.

<div align="center">Team Roles</div>

Team roles embody repetitive behavioral activities that are distinctive of a person in a certain setting (Stewart, Fulmer, and Barrick, 2005). Likewise, Biddle (1986) posited through role theory that individuals behave in ways that are distinct and predictable depending on their particular social characteristics and the situation. Team roles have been argued to, "…represent patterns of behavior that are interrelated with the activities of other team members in pursuit of the overall team goal" (Driskell, Driskell, Burke, & Salas, 2017, p. 482). Correspondingly, roles are foundational, dynamic, and exist on all teams; as such, they drive behaviors and expectations amongst team members. Considering that teams do not work in isolation but are embedded within the organization, it is important to consider not only the individuals that comprise the team, but how those individuals may impact the organization. Furthermore, gaining an understanding of the types of roles that are functional within teams may help to create more effective teams.

<div align="center">6</div>

Over the last several decades, various team role taxonomies have sought to distinguish the roles that emerge within teams. Benne and Sheats (1948) provided some of the seminal research into team roles. Their influential work classified team contribution into three distinct role categories: individual roles, group task roles, and group building and maintenance roles. Some of the designated roles within this typology include the group task role of information seeker, the group building/maintenance role of harmonizer, and the individual role of recognition seeker. Benne and Sheats' work was instrumental as the first to delineate task and social roles, which has become a defining feature in team roles research.

Bales (1950) attempted to connect role enactment to the role behavior defined within Benne and Sheats' (1948) classification by creating a typology which presented a total of twelve distinct team roles encompassing six task roles and six social roles. Task roles are distinguished by activities related to work completion and problem solving, classified into the categories of questioning roles and answering roles; while social roles are characterized by activities related to building of group solidarity and cooperation, classified into the categories of negative roles and positive roles (Bales, 1970). Examples of categorical behaviors underlying social-emotional roles within Bales' framework (1950) include the exhibition of solidarity (positive) and the exhibition of antagonism (negative). Examples of behaviors which underlie task roles within this typology include asking for opinions (questions) and providing suggestions (answers). Bales' typology was significant in the literature because it was one of the first to identify role dimensions, which are behavioral characteristics that represent team roles.

More recently, Mumford, Van Iddekinge, Morgeson, and Campion (2008) leveraged prior work (e.g. Mumford, Campion, & Morgeson, 2006) to define a typology which includes ten

team roles within three categories: task-oriented roles, social-oriented roles, and boundary-spanning roles (see Table 1). A key contribution of this typology involved the incorporation of boundary-spanning roles and their associated behaviors, which highlighted the importance of interactions with outside entities (such as other teams).

Table 1: Mumford and colleagues' Team Role Typology

Team Role	Description
Task Roles	
Contractor	Behaviors that function to structure the task-oriented behaviors of other team members.
Creator	Behaviors that function to change or give original structure to the task processes and strategies of the team.
Contributor	Behaviors that function to contribute critical information or expertise to the team.
Completer	Behaviors that function to execute the individual-oriented tasks within the team.
Critic	Behaviors related to going against the "flow" of the team.
Social Roles	
Cooperator	Behaviors that function to conform to the expectations, assignments, and influence attempts of other team member, the team in general, or constituents to the team.
Communicator	Behaviors that function to create a social environment that is conducive to collaboration.
Calibrator	Behaviors that function to observe the team social processes, to make the team aware of them, and to suggest changes to these processes that would bring them in line with functional social norms.
Boundary Spanning Roles	
Consul	Behaviors that involve interactions taking place primarily outside the team setting that function to collect information and resources from relevant parties in the organization.
Coordinator	Behaviors that involve interactions taking place primarily outside the team setting and coordinating with other parties.

Adapted from Mumford, Campion, and Morgeson (2006)
All table descriptions were taken from the original source as cited.

Another important contribution to team roles research was made by Mathieu, Tannenbaum, Kukenberger, Donsbach, and Alliger (2015). Mathieu et al. (2015) analyzed previous research to delineate a team role typology consisting of six team roles encompassing both task-oriented roles and social-oriented roles (see Table 2). The team role typology created by Mathieu et al. (2015) filled a gap within the literature by positing that that the combination of individuals' preceding experiences and orientations toward differing stimuli will deliver inclinations to occupy six different team roles. These roles were classified within the Team Role Experience and Orientation (TREO) dimensions.

Table 2: Team Role Experience and Orientation Dimensions

Team Role	Description
Organizer	Someone who acts to structure what the team is doing. An Organizer also keeps track of accomplishments and how the team is progressing relative to goals and timelines
Doer	Someone who willingly takes on work and gets things done. A "Doer" can be counted on to complete work, meet deadlines, and take on tasks to ensure the team's success.
Challenger	Someone who will push the team to explore all aspects of a situation and to consider alternative assumptions, explanations, and solutions. A Challenger often asks "why" and is comfortable debating and critiquing.
Innovator	Someone who regularly generates new and creative ideas, strategies, and approaches for how the team can handle various situations and challenges. An Innovator often offers original and imaginative suggestions.
Team Builder	Someone who helps establish norms, supports decisions, and maintains a positive work atmosphere within the team. A Team Builder calms members when they are stressed and motivates them when they are down.
Connector	Someone who helps bridge and connect the team with people, groups, or other stakeholders outside of the team. Connectors ensure good working relationships between the team and "outsiders," whereas Team Builders work to ensure good relationship within the team.

Adapted from Mathieu, Tannenbaum, Kukenberger, Donsbach, and Alliger (2015)
All table descriptions were taken from the original source as cited.

Expanding on previous work on team roles, Burke and colleagues (2016) took a multi-faceted approach to data collection by leveraging both qualitative and quantitative data. This information was gleaned through a systematic analysis of the team roles literature, interviews with individuals directly involved with long duration team operations, and data from analog environments. Burke et al. (2016) were able to examine team roles with an emphasis on teams that operate over long durations, thereby capturing those team roles which are important across a longer temporal time frame than has been traditionally examined. This effort produced a team role typology consisting of eleven primary roles, five reflecting social roles and six reflecting task roles (see Table 3). For the purposes of the present work and in an effort to consider teams that operate across a variety of temporal periods, team roles were investigated using the typology of Burke et al. (2016).

Table 3: Burke and colleagues' Team Role Typology

Team Role	Description
Social Roles	
Contribution Seeker	Behaviors that seek to ensure that all members are contributing to the task, are recognized for their contribution, and feel their contribution is valued.
Team Builder	Behaviors that seek to improve and maintain the social structure, motivation, and team well-being.
Entertainer	Behaviors which serve to maintain cohesion and emotional well-being through humor and other active public forms of artistic expression targeted at the team.
Attention Seeker	Behaviors that serve to consistently call attention to oneself. This attention seeking is self-initiated.
Negativist	Behaviors which reflect an explicit negative outlook, are toxic in nature, and serve to degrade the social emotional environment within the team.

Team Role	Description
Task Roles	
Team Player	Behaviors which reflect a willingness to pitch in wherever is needed and being prepared to help.
Evaluator	Behaviors aimed at questioning and ensuring the best use of team ideas and information.
Information Provider	Behaviors which serve to transmit information within the team serving to create shared mental models.
Problem Solver	Behaviors aimed to resolve issues by generation of ideas and problem solving.
Coordinator	Leadership-oriented behaviors focused on the processes involved in task completion.
Task Leader	Behaviors which reflect a purpose of coordinating work efforts to accomplish a specific task.

Adapted from Burke, et al. (2016)
All table descriptions were taken from the original source as cited.

Of note within the exemplar team role taxonomies presented above is the notion that the team roles described represent individual patterns of behavior. In line with this, Belbin (1993) posited that individuals are likely to hold innate role predilections which will be preferred on most instances (Fisher, Hunter, & Macrosson, 1998). It was further demonstrated that "once roles have become differentiated, the behaviors that appear subsequently in similar situations will tend to become patterned" (Kreps and Bosworth, 1993, p. 436). So, even though team roles are dynamic and change based upon the tasks of the team, the roles that individuals enact tend to fall into a pattern and synchronize accordingly. What happens, then, if the individual's preferred role has already been filled on the team and they are forced to take on a team role that they do not prefer (e.g. high vs. low levels of role alignment)?

Team Role Alignment

Various forms of alignment have been shown to improve workplace outcomes, and the focus of much *role* alignment research over the years has been on investigating the fit between person-environment, person-culture, work-role, and person-organization (Diener, Larsen, & Emmons, 1984; Pervin, 1989; Chatman, 1989; Sekiguchi, 2004; Lam, Huo, & Chen, 2018). Despite this body of research, little investigation has focused upon examining role alignment in the context of *team roles*.

Team role alignment refers to the harmony between the person and the team role that they enact. Literature suggests that aligning individuals and their work environments predicts positive outcomes ranging from increased performance and job satisfaction to decreased stress (Kristof-Brown et al., 2005). Furthermore, research by van Zyl, Deacon, and Rothman (2010) demonstrated work-role fit as a predictor of work engagement and psychological meaningfulness. As team roles are one aspect of the individual's fit within their work environment, alignment of team roles would be expected to have similar effects as other forms of person- and work-role alignment. Thus, this study aims to leverage the literature on person-role and work-role fit in general to support the development of the hypotheses contained herein.

Role orientation has been examined to a small degree within the literature as an exploration of the temporal consequences of person-role alignment. Results of such investigation indicated that "individuals' satisfaction and performance [at work] are positively related to increases in person–role fit over time" (DeRue & Morgeson, 2007, p. 1242). Person-role alignment describes the harmony between one's individual attributes and the characteristics of his or her role on the team. DeRue and Morgeson (2007) additionally determined that person-

role alignment is positively related to growth satisfaction and improves an individual's performance over time.

Crawford, LePine, and Rich (2010) demonstrated in their meta-analytic work on the Job Demands-Resource Model that work-role alignment, a job resource that represents the behavioral expectations of individuals in their organization, is a reliable predictor of employee engagement. Moreover, job demands, like work-role mismatch, are negatively related to engagement because they result in undesirable emotions and coping strategies that promote withdrawal and diminished employee commitment (Crawford et al., 2010). As such, the Job Demands-Resource Model may be used to understand and improve employee well-being and performance, with empirical support spanning a variety of professions corroborating that job demands are positively related to burnout, while job resources are positively associated with engagement (Bakker & Demerouti, 2007).

Similar findings can be seen when examining person-organization alignment. In essence, this type of research has shown that fit, or alignment, between the individual and the organization in which they work leads to positive outcomes. This is due to the individual's needs being met (McCulloch & Turban, 2007). Compatibility perceptions of individual team members create the foundation for person–team and person–role alignment, respectively. Similar arguments can be made with respect to how team role alignment would represent needs and preferences being met as well as represent compatibility with the perceptions of the individual, therefore fostering engagement.

While role alignment at various levels of the organization has been shown to produce positive outcomes as noted above, instances where the individual experiences low levels of role

alignment, representing a lack of fit, have produced negative outcomes (Latack, 1981; Lam et al., 2018). Antecedents to burnout, such as stress, negative affect, anger, anxiety, and depression, lead to increased dissatisfaction and exhaustion at work, promoting employee absenteeism/turnover and a decline in organizational commitment. This decline weakens the employee's involvement in and identification with the organization and leads to burnout (Meyer & Allen, 1997). In line with this, role theory posits that a lack of harmony, or fit, will promote an individual to experience stress, become dissatisfied, and perform less effectively (Hamner & Tosi, 1974). Additional research has demonstrated that this lack of fit and corresponding role conflict can adversely impact satisfaction with life and general well-being (Grant-Vallone & Donaldson, 2001).

Likewise, role conflict, or a lack of alignment between the demands of an individual's role and their needs and/or abilities, is correlated to a range of stress symptoms which may lead to burnout (Latack, 1981). This relates to teamwork as well, as individuals working in teams are compatible in a variety of ways with both the team itself and their role within the team. Manifestations of role conflict, contributing to perceived role alignment at a general level, have been shown to impact well-being outcomes such as stress, while greater alignment between the role that a person actually holds and the role that would be considered ideal is linked to a reduction in role conflict (Rizzo, House, & Lirtzman, 1970; Hamner & Tosi, 1974; Grant-Vallone & Donaldson, 2001; Perrewé & Hochwarter, 2001). Therefore, extrapolating this research to the team level, alignment may impact the degree of an individual's perceived level of fit with their team role, thus influencing whether they experience engagement or burnout. It is

argued herein that a lack of alignment between preferred and actual team roles may produce a similar type of role conflict for the individual and thereby negatively impact well-being.

Further support for this proposed relationship is gained from the Job Demands-Resource Model which would argue that team role alignment (classified as a work resource) and team role mismatch (classified as a work demand) will impact the degree to which an employee experiences engagement or burnout. As such, it is proposed that when there is alignment between the preferred team role and the team role enacted, the individual will be prone to experience a higher level of engagement (i.e., as the distance between preferred and enacted team role becomes closer, engagement increases). Conversely, when there is low alignment between the preferred team role and the enacted team role, the individual will be more likely to experience a higher degree of burnout (i.e., as the distance between preferred and enacted team role becomes larger, burnout increases). Therefore, the following hypotheses are put forth (see Figure 1):

Hypothesis 1: Team role alignment will be positively related to individual engagement.

Hypothesis 2: Team role alignment will be negatively related to individual burnout.

Coping Strategies

Coping strategies are mechanisms, or processes, by which people cope with stressors and the resultant stress. Stress ensues when environmental demands exceed or tax one's resources (Lazarus & Folkman, 1984). This in turn leads the individual to "perceive a discrepancy between the demands of a situation and their resources or ability to cope with those demands" (Quine & Pahl, 1991, p. 57). The literature presents two primary methodologies which are used to assess individual coping strategies. These methods entail either viewing the coping strategies as

situational or dispositional. Situational coping involves evaluating the actual coping strategies utilized within authentic circumstances, or asking the individual, "what did you do to cope;" while dispositional coping, on the other hand, involves pursuing information regarding the coping reactions used by individuals within several different situations, or asking the individual "what do you normally do to cope" (Aitken & Crawford, 2007). As such, dispositional coping strategies represent relatively stable traits which indicate how individuals may typically respond to the many stressors they encounter in life. Within the current study, coping strategies are assessed from a dispositional standpoint due to the more stable perspective provided by this view. Therefore, for the purposes of the present work, coping strategies are assessed from the dispositional perspective wherein the strategies reflect what the person usually does to cope when under stress.

Coping is typically characterized as the affective or cognitive responses that an individual may use to deal with life stressors and can be classified into two different types: active coping and avoidant coping (Frydenberg & Lewis, 2009). The transactional model of coping states that people will utilize coping strategies as a means to deal with experienced stressors as a means to mitigate the impact of negative emotions, and the selection of coping strategies will in turn influence psychological well-being and the way the individual behaves (Lazarus & Folkman, 1984; Folkman, 2008). Active coping strategies involve positive ways of dealing with stress, while avoidant coping strategies consist of negative methods of dealing with stress. One may choose to employ active coping strategies by, for example, going to lunch to vent/talk to a trusted friend about how they are feeling (e.g., social support), or by trying to see the positive side of the situation (e.g., active positive attitude). Individuals may also choose to utilize avoidant coping

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strategies by, for example, drowning their sorrows in an alcoholic beverage or drugs (e.g., compensating behavior) or refusing to see and/or accept the truth of the situation (e.g., denial). The transactional model of coping demonstrates that the coping strategies that individuals use to handle stress may lead to positive or negative outcomes, depending upon the type of coping in which they choose to engage.

Active Coping Strategies

Active coping strategies are those which, when utilized, make an individual "less likely to feel depersonalized and more likely to feel a sense of personal accomplishment" (Anderson, 2000, p. 839). Active coping allows the individual to engage in processes that will help to circumvent, alleviate, or remove the impact of stressors, and thus will potentially serve as a moderator providing a buffer to negate the negative influence of low role alignment. Examples of active coping strategies include seeking social support, maintaining an active positive attitude, initiating direct action, and taking concrete steps to solve an issue (Evers et al., 2000). For the purposes of this thesis, the active coping strategies of seeking social support and maintaining an active positive attitude will be explored in more detail.

Social support is a coping strategy which may influence behaviors by acting as a precursor to personal growth and by fostering effective resilience to crises that arise in life (Schaefer & Moos, 1998). It should be noted that there is a distinction between seeking social support and receiving social support. Schaefer & Moos (1998) have further suggested that seeking social support will improve social resources through the manner of providing the individual with sympathy for their situation, thus reducing their feelings of isolation and

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loneliness, and leading to positive coping despite stress. Essentially, engaging in social support as a coping strategy will produce positive resources that serve to buffer the effects of low levels of team role alignment and promote higher levels of engagement. When low levels of alignment are present, seeking social support will provide the individual with an avenue to vent their feelings and help them feel sympathy from others, which will deliver a safeguard to the negative consequences that can arise from the stress associated with this state. Furthermore, it is predicted that for individuals who already have high team role alignment, the seeking of social support will have a minimal effect on engagement as engagement levels are already expected to be high for these individuals. Therefore, it is predicted that the seeking of social support as a coping strategy will strengthen the relationship between team role alignment and engagement the most for those individuals with low levels of team role alignment.

Maintaining an active positive attitude involves embracing an optimistic mindset in response to a challenge. This method allows for emotional reinterpretation of the issue, which propels the individual to process the associated stress more effectively (Dehue, Bolman, Völlink, & Pouwelse, 2012). For those individuals with low levels of team role alignment, the enactment of an active positive attitude as a coping strategy can assist in reframing the situation and foster a more positive outlook, providing the necessary resources whereby misalignment is not perceived to be as detrimental to the individual as compared to those who do not engage in this type of coping. An active positive attitude, therefore, can also help to buffer any potential negative impacts from low team role alignment. It is predicted that this will occur because thinking optimistically allows the individual to maintain a positive state of mind that will help to alleviate the stress and negative influence of low role alignment.

Leveraging the knowledge gleaned from the transactional model of coping presented

above, it is theorized that the propensity to enact specific coping strategies may moderate the

relationship with engagement and burnout in such a way that when low levels of team role

alignment are present, active coping strategies (e.g., social support; active positive attitude) will

buffer the relationship with engagement and burnout. It is predicted that if the individual is more

capable of adequately managing low levels of team role alignment, they will experience a higher

degree of engagement and a lower degree of burnout, despite potentially detrimental levels of

team role alignment. Thus, the following hypotheses are put forth:

> *Hypothesis 3*: Active coping strategies will moderate the relationship between team role
>
> alignment and engagement, such that as the frequency of active coping strategies
>
> increases, the relationship between team role alignment and engagement becomes
>
> stronger.
>
> *Hypothesis 3a:* Utilizing the active coping strategy of seeking social support will
>
> moderate the relationship between team role alignment and engagement, such that
>
> seeking social support will mitigate the impact of low team role alignment, producing
>
> higher levels of engagement as compared to individuals who do not as frequently engage
>
> in seeking social support.
>
> *Hypothesis 3b:* Utilizing the active coping strategy of maintaining an active positive
>
> attitude will moderate the relationship between team role alignment and engagement,
>
> such that maintaining an active positive attitude will mitigate the impact of low team role

alignment, producing higher levels of engagement as compared to individuals who do not engage in maintaining an active positive attitude.

Hypothesis 4: Active coping strategies will moderate the relationship between team role alignment and burnout, such that as the frequency of active coping strategies increases, the relationship between team role alignment and burnout becomes weaker.

Hypothesis 4a: Utilizing the active coping strategy of seeking social support will moderate the relationship between team role alignment and burnout, such that seeking social support will mitigate the impact of low team role alignment, producing lower levels of burnout as compared to individuals who do not as frequently engage in seeking social support.

Hypothesis 4b: Maintaining and active positive attitude will moderate the relationship between team role alignment and burnout, such that maintaining an active positive attitude will mitigate the impact of low team role alignment, producing lower levels of burnout as compared to individuals who do not engage in maintaining an active positive attitude.

Avoidant Coping Strategies

Avoidant coping strategies are those which propel the individual to be "more likely to feel emotionally exhausted, depersonalized, and to have a sense of reduced personal accomplishment" (Anderson, 2000, p. 839). If the behavioral tools that the individual possesses to deal with stress are insufficient, ineffective compensating behaviors will result. Avoidant

coping promotes the individual to engage in processes that will exacerbate the impact of stressors, and thus will potentially serve as a moderator that enhances the negative influence of low role alignment. Examples of avoidant coping strategies include denial, participating in compensating behaviors, disengagement, and avoiding the issue (Evers et al., 2000). The literature indicates that use of avoidant coping mechanisms will lead to more detriments to the individual (Bal, Van Oost, De Bourdeaudhuij, & Crombex, 2003). For the purposes of this thesis, the avoidant coping strategies of engaging in denial and compensating behaviors will be explored in more detail.

Denial is an avoidant coping strategy that selectively ignores unpleasant facts (Buetow, Goodyear-Smith, & Coster, 2001). Though denial may help the person feel better in the short term, the reality of the situation will not go away. Actively denying the truth may be comforting at the time; however, when reality does finally catch up to the individual, they will still lack the resources to handle the issue in an effective manner. Thus, engaging in denial will cause stressors to compile and ultimately prevent the individual from accepting the truth of the situation, which will hurt their ability to process the stressor when it finally is no longer able to be ignored. In the context of team role alignment, this suggests that whether they accept it or not, the individual still will not be able to engage in the team role that they want. Therefore, it is predicted that the interaction of the level of team role alignment and the coping strategy of denial (used with either low, moderate, or high frequencies), will in turn impact the individual's level of engagement or burnout such that denial serves to moderate the relationship between team role alignment and employee engagement and burnout.

Compensating behavior involves engaging in dysfunctional activities to compensate for the stress one is facing, for example drinking alcohol or using drugs to escape reality. Research has shown that employees who engage in dysfunctional compensating behaviors as a coping mechanism have lower satisfaction rates and more reported health problems (Evers et al., 2000). Engaging in negative compensating behaviors, such as alcoholism or using illicit substances, will not make the problem go away, but will instead contribute negatively to the individual's ability to handle perceived stressors and exacerbate the impact of these stressors. Thus, it is predicted that when low levels of team role alignment are present, individuals who engage in compensating behavior as a coping strategy are more likely to experience a higher degree of burnout and a lower degree of engagement.

Leveraging the knowledge gleaned from the transactional model of coping, it is theorized that the propensity to enact avoidant coping strategies may moderate the relationship with engagement and burnout in such a way that the presence of both low levels of team role alignment and negative (or avoidant) coping strategies (e.g., denial; compensating behavior) will relate negatively to engagement and positively to burnout. Therefore, the following hypotheses are put forth:

Hypothesis 5: Avoidant coping strategies will moderate the relationship between team role alignment and engagement, such that as the frequency of avoidant coping strategies increases, the relationship between team role alignment and engagement becomes weaker.

Hypothesis 5a: Utilizing the avoidant coping strategy of denial will moderate the relationship between team role alignment and engagement, such that engaging in denial will enhance the impact of low levels of team role alignment, producing lower levels of engagement as compared to individuals who do not as frequently engage in denial.

Hypothesis 5b: Utilizing the avoidant coping strategy of engaging in compensating behavior will moderate the relationship between team role alignment and engagement, such that engaging in compensating behavior will enhance the impact of low levels of team role alignment, producing lower levels of engagement as compared to individuals who do not as frequently engage in compensating behavior.

Hypothesis 6: Avoidant coping strategies will moderate the relationship between team role alignment and burnout, such that as the frequency of avoidant coping strategies increases, the relationship between team role alignment and burnout will become stronger.

Hypothesis 6a: Utilizing the avoidant coping strategy of denial will moderate the relationship between team role alignment and burnout, such that engaging in denial as a coping strategy will enhance the impact of low levels of team role alignment, producing higher levels of burnout as compared to individuals who do not as frequently engage in denial.

Hypothesis 6b: Utilizing the avoidant coping strategy of compensating behavior will moderate the relationship between team role alignment and burnout, such that engaging in compensating behavior as a coping strategy will enhance the impact of low levels of

team role alignment, producing higher levels of burnout as compared to individuals who

do not as frequently engage in denial.

CHAPTER THREE: METHODOOGY

<u>Participants</u>

The data utilized for this study represents archival data that was a subset of a larger study investigating aspects of leadership. This data collection effort consisted of one-thousand and seventy-eight ($N = 1,078$) participants from a large Southeastern university. Due to the duration of the study, quality check items were placed at several intervals within the online survey. The final set of participants reflects those individuals who passed all quality checks for the measures utilized herein ($n = 738$). Participants were 53.4% female, with ages ranging from 18 to 59 ($M = 19.93$). The sample predominantly consisted of participants of Caucasian descent (55.1%), followed by the following demographics: Hispanic/Latino (21.0%), African American (7.3%), Asian (7.0%), those who preferred not to disclose (1.2%), American Indian/Alaska Native (0.9%), and Hawaiian Native or other Pacific Islander (0.3%).

<u>Procedure</u>

Participants were recruited through SONA, a cloud-based experiment and participant pool management solution tool. Upon signing up through the SONA system, participants clicked on a link taking them to the informed consent and a series of online surveys implemented through SurveyMonkey. As previously mentioned, quality check items were inserted at differing points throughout the surveys to gauge attention due to survey length (approximately two hours). The subset of data that was utilized to examine the hypotheses presented above specifically included data pertaining to individual team role enactment (preferred vs. actual), dispositional coping strategies, and associated outcomes (engagement, burnout).

Team Role Alignment. Within this study, team role alignment is an individual-level variable. Team role alignment was operationalized as the difference between the degree to which an individual preferred to enact each of the team roles identified by Burke et al. (2016), as compared to the degree to which they actually enacted each role within their team. Once a difference score was calculated for each team role, the mean difference score across all team roles was computed to represent the variable of individual team role alignment.

To assist in this calculation, a 28-item measure created by Burke et al. (2016) was slightly adapted and witnessed a coefficient alpha of .92 for preferred team roles overall and .93 for actual team roles overall. The adapted measure assessed both the degree to which an individual preferred to enact each of the eleven team roles, as well as the degree to which they actually enacted each role in their team. Example questions include, "*I coordinate the work done within the team*" and "*I share with the team any knowledge I have on the work to be done*." Ratings were made on a 5-point Likert scale, with responses ranging from (1) *Never*, (2) *Rarely*, (3) *Occasionally*, (4) *Often*, and (5) *Very Often*.

Engagement. Engagement was evaluated using the three-item version of the Utrecht Work Engagement Scale, or UWES-3 (Schaufeli, Shimazu, Hakanen, Salanova, & De Witte, 2019). The UWES-3 is a self-report questionnaire consisting of 3-items which measure an individual's level of work engagement. There is one item on this measure assessing each of the three dimensions of engagement: vigor, dedication, and absorption ($\alpha = .84$). The item assessing vigor states, "*In this team I feel bursting with energy;*" the item assessing dedication states, *"I am*

enthusiastic about this team;" and the item assessing absorption states, *"I am immersed in the work I am doing with this team."* Items were rated on a Likert-style scale ranging from 0-6, distributed as follows: (0) *Never*, (1) *Almost Never*, (2) *Rarely*, (3) *Sometimes*, (4) *Often*, (5) *Very Often*, & (6) *Always*.

Burnout. Burnout was measured using an adapted version of the Modified Athlete Burnout Questionnaire (Raedeke & Smith, 2001). The measure was modified such that questions were adjusted to cover workplace/team demands. Items on this inventory include, *"I feel burnt-out from working with the people on this team,"* and, *"I feel burnt-out from the work I do on this team."* These items have been modified to adjust the referent in an effort to clarify whether the burnout is due to the work or the team itself. Evidence provided by Hansen and Pit (2016) indicate that the scale modifications represent a psychometrically sound approach to assessing burnout. This measure witnessed a reliability coefficient alpha of .84. Responses were collected in a Likert-style scale with responses ranging from 0-6, quantified as follows: (0) *Never*, (1) *Almost Never*, (2) *Rarely*, (3) *Sometimes*, (4) *Often*, (5) *Very Often*, & (6) *Always*.

Coping Strategies. The Occupational Stress Inventory (OSI) is a self-report survey tool designed to evaluate stress and stress-related outcome variables regarding work (Cooper, Sloan, and Williams, 1988). For the purpose of this thesis, the coping strategies subscale from the revised version of the OSI was used (Evers, Frese, and Cooper, 2000). This version of the OSI focuses on the coping strategies of social support, denial, active positive attitude, and compensating behavior. The measure witnessed a coefficient alpha of .67 for the overall scale, with the

subscales measuring as follows: active coping overall (α = .77), avoidant coping overall (α = .70), social support (α = .78), active positive attitude (α = .67), denial (α = .72), and compensating behavior (α = .57). The reliability for the compensating behavior subscale was rather weak; however, this level corroborates previous research. Evers et al. (2000) argued that because the items on the compensating behavior subscale are causal indicators, internal consistency is not as relevant (see Spector & Jex, 1998). Accordingly, one would not expect that just because someone drinks alcohol to cope that they would also watch television as a way to distract themselves from the truth. Therefore, the items on this scale may not be as related; however, that is not an issue with this particular measure as internal consistency does not play a large role between these items and the scale's ability to measure the construct. The coping section of the revised OSI addresses the methods that participants use to cope with perceived stressors and utilizes a Likert scale to assess whether the individual engages in the coping behaviors, with responses ranging from (1) *Never*, (2) *Rarely*, (3) *Sometimes*, (4) *Often*, to (5) *Always*. Example questions for the coping strategies assessed on the OSI are listed below (see Table 4).

Table 4: Coping strategies and example items

Coping Strategy	Strategy Type	Example Items
Active Positive Attitude	Active	I try to see problems in a different perspective so as to make them look more positive.
Social Support	Active	When I have problems I discuss them with my partner or friends.
Compensating Behavior	Avoidant	I notice that I drink more alcohol when I have problems.
Denial	Avoidant	When problems arise, I avoid thinking about them.

Adapted from Evers, et al. (2000)
All table example items were taken from the original source as cited.

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<u>Analyses</u>

Hypotheses 1 and 2 were examined through the use of regression. Specifically, in Hypothesis 1 the independent variable was team role alignment at the individual level and the dependent variable was individual engagement. Similarly, with the regression that was used to test Hypothesis 2, the independent variable was team role alignment at the individual level, but in this case the dependent variable was individual burnout.

To test the remaining hypotheses 3 through 6b, Hayes' Model One PROCESS macro regression was utilized to determine moderation effects (Hayes, 2013). Within Model One (see Figure 2), X represents team role alignment, Y represents either engagement (3-3b; 5-5b) or burnout (4-4b; 6-6b), and M signifies the coping strategy as detailed in each specific hypothesis. Confidence intervals were established at 95% and the quantity of bootstrap samples was left at 5,000, as recommended by the developer (Hayes, 2013).
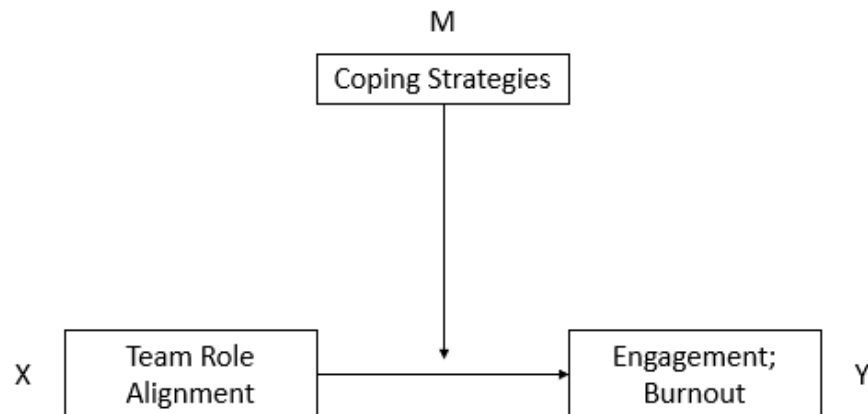
Figure 2: Conceptual model of PROCESS relationships (adapted from Hayes, 2013)

CHAPTER FOUR: RESULTS

Hypothesis 1 predicted that team role alignment would be positively related to individual engagement, such that that as team role alignment increases the individual's perceived level of engagement increases. As predicted, there was a significant positive relationship between team role alignment and engagement, $F(1,721) = 79.99$, $R^2 = .10$, $\beta = -.08$, $p < .001$. It is important to note that despite the beta value being negative, a positive relationship is indicated due to the way that team role alignment was coded. The negative beta value typically indicates a negative slope; however, as coded within this framework, the level of team role alignment actually represents the opposite, indicating that team role alignment increases, so does engagement. Therefore, Hypothesis 1 was supported, suggesting that as team role alignment increases, the perceived level of individual engagement also increases. Results suggest that team role alignment explains approximately 10% of the variance, providing evidence that team role alignment does predict engagement.

Hypothesis 2 predicted that team role alignment would be negatively related to individual burnout, such that that as team role alignment increases the individual's perceived level of burnout decreases. As predicted, there was a significant negative relationship between team role alignment and burnout, $F(1,718) = 29.12$, $R^2 = .04$, $\beta = .04$, $p < .001$. As mentioned with Hypothesis 1, the coding of role alignment was done in such a way that despite the positive beta value which would typically indicate a positive relationship, within the framework of this study it actually represents that as team role alignment increases, instances of burnout decrease. Therefore, Hypothesis 2 was supported, suggesting that higher levels of team role alignment equate to lower levels of burnout. Results reveal that approximately 4% of the variance is

explained by team role alignment, endorsing the argument that team role alignment predicts burnout.

Results for Hypotheses 3-6b pertain to the moderating effects of the various proposed coping strategies, tested both as a set as well as individually. To ease interpretation, results will be organized by the dependent variable first and type of coping strategy second. Specifically, the next section will present results with respect to the moderating role of active coping strategies, followed by the moderating role of avoidance coping strategies, on the relationship between team role alignment and engagement. The above process will be mirrored with respect to results found when examining the moderating role of the proposed coping strategies with respect to team role alignment and burnout. Table 5 contains a full listing of the degree to which each hypothesized relationship was supported.

Table 5: Results of the hypothesized relationships

Hypothesis		Findings
1	Team role alignment will be positively related to engagement	Supported
2	Team role alignment will be negatively related to burnout	Supported
3	Active coping strategies will moderate the relationship between team role alignment and engagement	Not Supported
3a	Seeking social support will moderate the relationship between team role alignment and engagement	Not Supported
3b	Maintaining an active positive attitude will moderate the relationship between team role alignment and engagement	Not Supported
4	Active coping strategies will moderate the relationship between team role alignment and burnout	Not Supported
4a	Seeking social support will moderate the relationship between team role alignment and burnout	Not Supported
4b	Maintaining an active positive attitude will moderate the relationship between team role alignment and burnout	Not Supported
5	Avoidant coping strategies will moderate the relationship between team role alignment and engagement	Not Supported

Hypothesis		Findings
5a	Engaging in denial will moderate the relationship between team role alignment and engagement	Supported
5b	Engaging in compensating behaviors will moderate the relationship between team role alignment and engagement	Not Supported
6	Avoidant coping strategies will moderate the relationship between team role alignment and burnout	Not Supported
6a	Engaging in denial will moderate the relationship between team role alignment and burnout	Not Supported
6b	Engaging in compensating behaviors will moderate the relationship between team role alignment and burnout	Not Supported

In line with Hypothesis 3, the degree to which active coping strategies as a set moderated the relationship between team role alignment and engagement was examined. While the overall model was significant [F (1, 689) = 41.27, p<.001, R^2= .15], the interaction term itself was not significant [b = .0003, t (1, 689) = .27, p >.05, CI: -.002, .003]. Additionally, while team role alignment alone was not found to predict engagement [b = -.09, t (1, 689) = -1.60, p >.05, CI: -.21, .02], the use of active coping strategies as a set did significantly predict engagement [b = -.12, t (1, 689) = 3.83, p <.05, CI: .06, .19]. These results do not lend support to Hypothesis 3.

Next, to examine Hypotheses 3a and 3b, the moderating role of enacting a positive active attitude (Hypothesis 3a) and seeking social support (Hypothesis 3b) was examined on the relationship between team role alignment and engagement. Results did not support Hypothesis 3a or 3b. With respect to Hypothesis 3a, while the overall model was significant [F (1, 701) = 43.55, p < .001, R^2= .16], the interaction term itself was not [b = -.002, t(1, 701) = -.75, p>.05, CI: -.006, .003]. Additionally, when examined for their individual contributions in this model, team role alignment [b = -.04, t(1, 701) = -.58, p >.05, CI: -.14, .08] did not significantly predict engagement, but active positive attitude [b = .28, t(1, 701) = 4.90, p<.001, CI: .17, .39] did

significantly predict engagement. With respect to Hypothesis 3b, while the overall model was significant [F (1, 704) = 32.54, $p < .001$, R^2= .12], the interaction term alone was not [b = .002, t(1, 704) = 1.00, p>.05, *CI: -.002, .006*]. Additionally, when examined for their individual contributions within this model, team role alignment [b = -.12, t(1, 704) = -2.84, p<.05, *CI: -.21, -.04*] did significantly predict engagement, while social support did not [b = .08, t(1, 704) = 1.52, p>.05, *CI: -.02, .18*].

In line with Hypothesis 5, the degree to which avoidant coping strategies as a set moderated the relationship between team role alignment and engagement was examined. While the overall model was significant [F (1, 695) = 30.41, p<.001, R^2= .12], the interaction term itself was not significant [b = .002, t(1, 695) = 1.27, p>.05, *CI*: -.001, .004]. Additionally, both team role alignment [b = -.14, t(1, 695) = .-3.06, p<.05, *CI*: -.23, -.05] and the use of avoidant coping strategies [b = -.07, t(1, 695) = -2.02, p<.05, *CI*: -.138, -.002] alone were found to significantly predict engagement. These results do not lend support to Hypothesis 5.

Next, to examine Hypotheses 5a and 5b, the moderating role of denial (Hypothesis 5a) and utilizing compensating behaviors (Hypothesis 5b) was examined on the relationship between role alignment and engagement. Results supported Hypothesis 5a but did not support Hypothesis 5b. With respect to Hypothesis 5a, the overall model [F (1, 706) = 32.35, p<.001, R^2= .12] and the interaction term alone [b = .005, t(1, 706) = 2.54, p<.05, *CI*: .001, .009] both significantly predicted engagement. Additionally, in this model, both team role alignment [b = -.17, t(1, 706) = -4.71, p<.001, *CI*: -.25, -.10], and denial [b = -.14, t(1, 706) = -2.71, p<.05, *CI*: -.24, -.04] alone significantly predicted engagement. With respect to Hypothesis 5b, while the overall model was significant [F (1, 707) = 26.92, p<.001, R^2= .10], the interaction term alone was not [b = .001,

$t(1, 707) = .24$, $p>.05$, *CI:* -.004, .005]. Additionally, in this model, team role alignment [b = -.09, $t(1, 707) = -2.52$, $p<.05$, *CI*: -.15, -.02] alone did significantly predict engagement, while compensating behavior alone did not [b = -.05, $t(1, 707) = -.91$, $p>.05$, *CI*: -.17, .06].

Upon graphing the moderation role of denial (see Figure 3), it becomes clear that when team role alignment is low, frequently using denial as a coping strategy is associated with lower levels of engagement. Essentially, greater engagement is seen under low levels of team role alignment when some amount of denial is used, but a low amount. This effect begins to change under conditions of moderate team role alignment. Moving from low role alignment toward instances where individuals have a moderate level of team role alignment, the use of even low amounts of denial as a coping strategy seems to be increasingly associated with drops in engagement. Additionally, for individuals who have a high level of team role alignment, the use of any amount of denial as a coping strategy appears to be dysfunctional, as it is associated with lower levels of engagement.
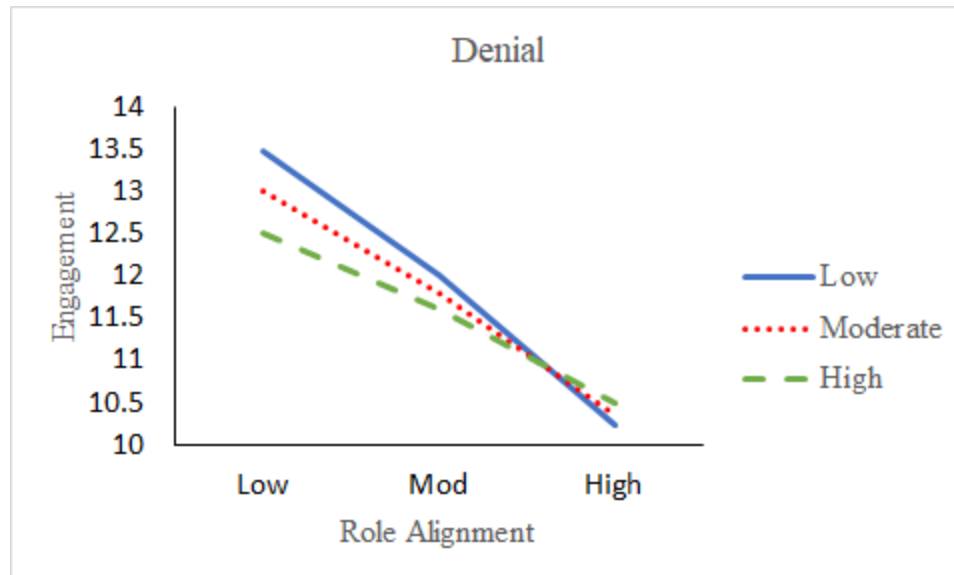
Figure 3: Denial as a moderator between team role alignment and engagement

Next, these variables were assessed as they relate to burnout. In line with Hypothesis 4, the degree to which active coping strategies as a set moderated the relationship between team role alignment and burnout was examined. While the overall model was significant F (1, 686) = 9.53, $p < .001$, $R^2 = .04$], the interaction term itself was not significant [$b = .0001$, $t(1, 686) = .12$, $p > .05$, CI: -.0019, .0022]. Additionally, neither team role alignment alone [$b = .03$, $t(1, 686) = .66$, $p > .05$, CI: -.06, .13] nor the use of active coping strategies as a set alone [$b = -.007$, $t(1, 686) = -.28$, $p > .05$, CI: -.06, .05] significantly predicted burnout. These results do not lend support to Hypothesis 4.

Next, to examine Hypotheses 4a and 4b, the moderating role of seeking social support (Hypothesis 4a) and maintaining an active positive attitude (Hypothesis 4b) was examined on the relationship between role alignment and burnout. Results did not support Hypothesis 4a or 4b. With respect to Hypothesis 4a, the overall model [F (1, 701) = 9.85, $p < .001$, $R^2 = .05$]

significantly predicted burnout, while the interaction term alone [$b = -.001$, $t(1, 704) = -.43$,

$p > .05$, *CI*: -.004, .002] did not significantly predict burnout. Additionally, in this model, when

looking at the individual effects, neither team role alignment [$b = .05$, $t(1, 701) = 1.50$, $p > .05$, *CI*:

-.02, .13] nor seeking social support [$b = .03$, $t(1, 704) = .66$, $p > .05$, *CI*: -.06, .11] significantly

predicted burnout. With respect to Hypothesis 4b, while the overall model was significant [$F(1,$

698)= 9.82, $p < .001$, $R^2 = .04$] the interaction term alone was not [$b = .002$, $t(1, 698) = .97$, $p > .05$,

CI: -.002, .006]. Similar to the results of Hypothesis 4a, when examined for their individual

effects within the model, neither team role alignment [$b = -.007$, $t(1, 698) = -.15$, $p > .05$, *CI*: -.10,

.09], nor active positive attitude [$b = -.05$, $t(1, 707) = -.91$, $p > .05$, *CI*: -.17, .06] predicted

burnout.

In line with Hypothesis 6, the degree to which avoidant coping strategies as a set

moderated the relationship between team role alignment and burnout was examined. While the

overall model was significant [$F(1, 692) = 15.51$, $p < .001$, $R^2 = .06$], the interaction term itself

was not significant [$b = .002$, $t(1, 692) = .97$, $p > .05$, *CI*: -.002, .006]. Additionally, neither team

role alignment alone [$b = .05$, $t(1, 692) = 1.35$, $p > .05$, *CI*: -.02, .12] nor the use of avoidant

coping strategies alone [$b = .08$, $t(1, 692) = 2.90$, $p > .05$, *CI*: -.15, .04] significantly predicted

burnout. These results do not lend support to Hypothesis 6.

To investigate Hypotheses 6a and 6b, the moderating role of engaging in denial

(Hypothesis 6a) and compensating behaviors (Hypothesis 6b) was examined on the relationship

between team role alignment and burnout. Results did not support Hypothesis 6a or 6b. With

respect to Hypothesis 6a, the overall model [$F(1, 703) = 12.03$, $p < .001$, $R^2 = .05$] significantly

predicted burnout, while the interaction term alone [$b = -.001$, $t(1, 703) = -.85$, $p > .05$, *CI*: -.005,

.002] did not. Additionally, when examined for their individual effects, team role alignment [$b = .07$, $t(1, 703) = .2.13$, $p > .05$, CI: .005, .125] did not significantly predict burnout, but denial [$b = .09$, $t(1, 703) = 2.16$, $p < .05$ CI: .008, .177] did. With respect to Hypothesis 6b, while the overall model was significant [$F (1, 704) = 17.52$, $p < .001$, $R^2 = .07$] the interaction term alone was not [$b = .001$, $t(1, 704) = .73$, $p > .05$, CI: -.002, .004]. Additionally, in this model, the individual effect of team role alignment [$b = .02$, $t(1, 704) = .65$, $p > .05$, CI: -.04, .07] did not significantly predict burnout, but compensating behavior [$b = .11$, $t(1, 704) = 2.38$, $p < .05$, CI: .02, .21] did significantly predict burnout.

Exploratory Analyses

Due to the unexpected results with respect to the moderating role of many of the proposed coping strategies, exploratory analyses were conducted to examine whether effects were potentially being hidden by focusing at too high a level with respect to team role alignment. As such, analyses were rerun with team role alignment separated into whether the alignment was with respect to task-oriented or social-oriented roles. The idea being that given task and social roles operate through different mechanisms, this might be impacting results or negating unique contributions of these mechanisms when examined solely at the higher level of team role alignment. Most of the exploratory analyses yielded insignificant results; however, the paragraphs below detail the moderators that were found to have significance or marginal significance.

Supporting previous analyses conducted with team role alignment, exploratory analyses found that use of denial as a coping strategy moderated the relationship between team task role

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alignment and engagement (see Figure 4). Specifically, indicating that the overall model was

significant [$F(1, 710)= 28.19$, $p<.001$, $R^2= .11$]. Additionally, in this model, team task role

alignment [$b = -.24$, $t(1, 710) = -4.70$, $p<.001$, CI: -.34, -.14], denial [$b = -.15$, $t(1, 710) = -2.96$,

$p<.05$, CI: -.26, -.05], and the interaction between the two variables [$b = .01$, $t(1, 710) = 2.78$,

$p<.05$, CI: .002, .013] all significantly predicted engagement.
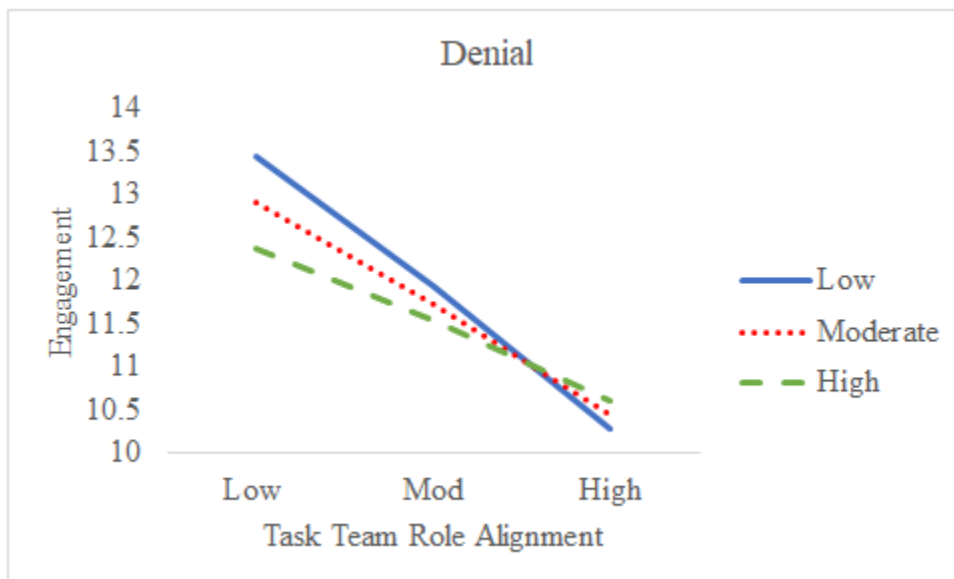
Figure 4: Denial as a moderator in the relationship between team task role alignment and engagement

Marginal significance was found when assessing the moderation effects of denial with

regard to team social role alignment and engagement (see Figure 5). Though the overall model

was significant [$F (1, 712) = 30.56$, $p<.001$, $R^2= .11$], the interaction term was marginally

significant in predicting engagement [$b = .01$, $t(1, 712) = 1.94$, $p= .052$, CI: -.0001, .0238],

indicating that the moderation effects were approaching significance. Additionally, within this

model, team social role alignment alone [$b = -.46$, $t(1, 712) = -4.13$, $p<.001$, CI: -.69, -.24] and

denial alone [$b = -.10$, $t(1, 712) = -2.17$, $p<.05$, *CI*: -.20, -.01] both significantly predicted engagement.
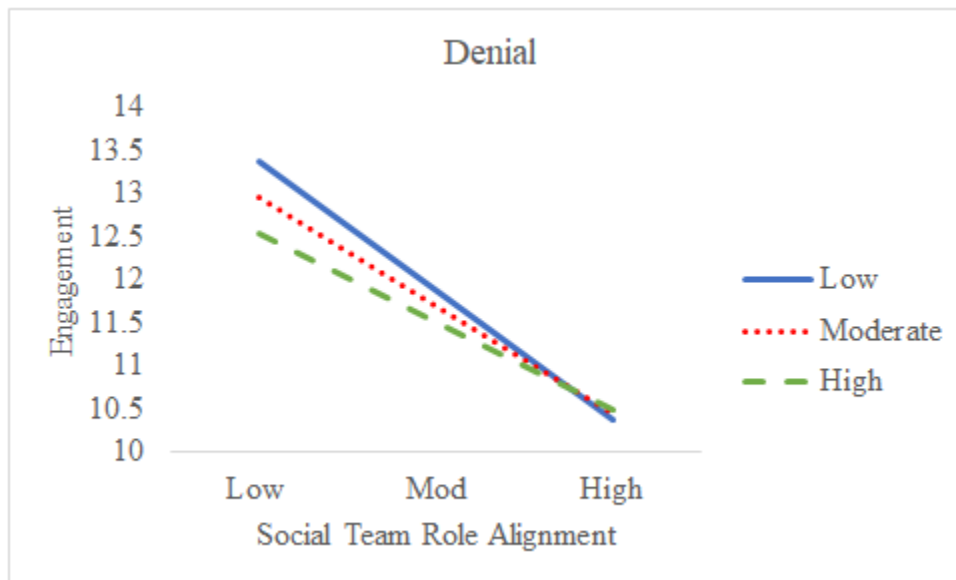
Figure 5: Denial as a moderator in the relationship between team social role alignment and engagement

In contrast to previous analyses conducted on team role alignment, exploratory analyses offered differing results for the moderating effects of compensating behavior on the relationship between team social role alignment and burnout (see Figure 6). The overall model was significant [$F(1, 710)= 15.86$, $p<.001$, $R^2= .06$]; however, contrary to the results of Hypotheses 5b and 6b examined at the level of team role alignment, the interaction term provided marginal significance ($p=0.52$) in predicting burnout [$b = .01$, $t(1, 710) = 1.94$, $p=.052$, *CI*: -.0001, .0203] and indicates that the moderation effects were approaching significance. Additionally, in this model, neither team social role alignment [$b = -.05$ $t(1, 710) = -.65$, $p>.05$, *CI*: -.21, .11] nor

compensating behavior [$b = .08$, $t(1, 710) = 1.83$, $p > 05$, *CI*: -.01, .16] significantly predicted burnout.
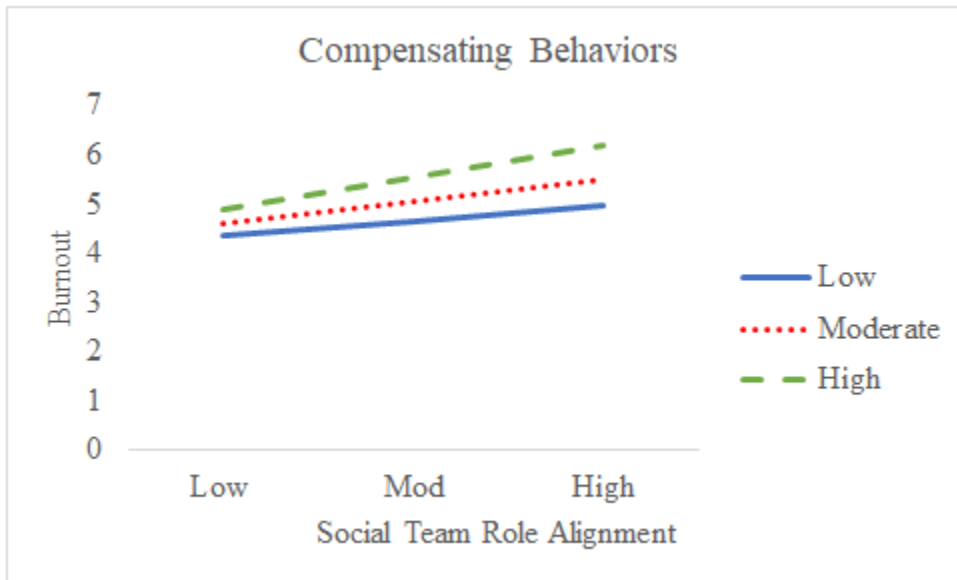
Figure 6: Compensating behavior as a moderator between team social role alignment and burnout

CHAPTER FIVE: DISCUSSION

The purpose of this thesis was to determine the impact of team role alignment on individual engagement and burnout. Furthermore, the present work sought to examine the moderating role of both active and avoidant coping strategies in these proposed relationships. Understanding the ways that individuals and situational dynamics interact to predict behavior in organizational settings is important. The findings of this thesis begin to provide insight into how team role alignment may be utilized to impact key employee workplace outcomes (e.g., engagement; burnout).

The first research questions presented within this thesis asked whether the fit between an individual and their team role (i.e., team role alignment) would predict their level of individual engagement or burnout. Results supported this notion, suggesting that when an employee is experiencing a higher degree of fit with their enacted team role, they will experience a higher degree of engagement. Similarly, results supported the assertion that when there is less fit between an individual and their team role, they will experience a higher perceived degree of burnout. The resulting variance proportions explained by team role alignment are 10% for engagement and 4% for burnout. When assessing the strength of these effects with regard to the benchmarks of Cohen (1969), the relationship between team role alignment and engagement retains a medium effect size, while the relationship between team role alignment and burnout exhibits a small effect size. The medium effect size for engagement means that there would be a large enough impact on the population for it to be perceptible. The effect size for burnout, although small, approaches the cutoff for an effect size of medium strength, thus representing an important relationship as well. Practical implications to the organization may still be large

despite the small effect size, since burnout is tied to potentially negative organizational outcomes such as increased healthcare costs. These results highlight the fact that team role alignment is an important variable to consider when constructing and working in teams. Considering that engagement and burnout are predictors of workplace performance, absenteeism, and turnover, among others, understanding what will promote team members to be more engaged or less burned out has the potential to improve performance and other workplace outcomes as well as save the organization money due to work-related stress.

The next research questions focused upon examining the moderating effects of coping strategies in the relationships between team role alignment and engagement or burnout. The variables predicted to moderate the supported relationships were overall not significant and did not support the hypotheses presented, with the exception of the coping strategy of denial. As a coping strategy, denial was shown to significantly moderate the relationship between team role alignment and engagement, such that when an individual engages in denial, the relationship between team role alignment and engagement becomes weaker.

Given the lack of support for many of the hypotheses, exploratory analyses were conducted that further unpacked team roles, investigating them at the level of team roles that were task-oriented and those that were social-oriented. While many of the findings echoed those found when examining team roles in general, results did indicate some differences. Specifically, the use of denial as a coping strategy was found to moderate the relationship between team task role alignment and engagement but was not found to hold when alignment of social roles was examined with denial as a moderator.

The moderation effect confirmed by support for Hypothesis 5a, which determined that the coping strategy denial moderates the relationship between team role alignment and engagement, also proves true with team task role alignment; however, this moderation with team social role alignment was of marginal significance (p=.052). These results suggest that when both team social and team task role alignment are low, regularly using denial as a coping strategy is associated with decreased levels of engagement. This effect starts to shift under conditions of moderate team task or team social role alignment. Moving from low team task or team social role alignment toward instances where individuals have a moderate level of team role alignment, the use of even low amounts of denial as a coping strategy is progressively more associated with decreases in engagement. In addition, for individuals who have a high level of team task or team social role alignment, the use of any amount of denial as a coping strategy appears to be dysfunctional as it is associated with reduced levels of engagement. Though denial was significant in predicting engagement regarding team task role alignment, it was marginally significant, but approaching significance, when predicting engagement regarding social team role alignment. It is possible that this result occurred because task roles are tied to actual tasks that occur on the team, while social roles are based upon social interactions. Perhaps social roles are less influenced by denial because it is easier to remain in denial about social issues, which are less tangible than task roles that can tie to actual actions taken by members of the team.

It is important to note that further exploratory analyses on team social role alignment indicated that the coping strategy of compensating behavior was marginally significant in moderating the relationship with burnout (p=.052) such that burnout is higher when the individual has higher levels of team social role alignment in addition to more frequently using

compensating behavior strategies to cope, exhibiting the dysfunctional nature of compensating behaviors as a coping strategy. Low levels of team social role alignment and low levels of compensating behavior demonstrate a relation with reduced levels of burnout when compared to moderate or high levels of team social role alignment and burnout. As the level of social team role alignment rises, along with the utilization of higher levels of compensating behaviors to cope, the level of burnout also increases. Thus, the use of low levels of compensating behaviors as a coping strategy are associated with a slightly increased level of individual burnout; however, the degree to which the individual experience burnout is more pointedly increased (approaching significance) amidst moderate-to-high levels of team social role alignment. This is interesting because compensating behaviors did not provide significant, or even marginally significant, moderation effects for any of the other team role variable configurations (including overall team role alignment and task team role alignment).

Many of the proposed moderating relationships within the present study were not significant. There are a few reasons that this could have occurred. First, perhaps the coping strategies that were included in this research were not the coping strategies that most people use to deal with the impact of team role alignment. Other coping strategies such as positive reframing, acceptance, or mental disengagement could have proved more impactful in looking into these relationships. Next, it is possible that by looking only at dispositional coping, some of the unique influences of situational coping factors that could have provided more insight into these relationships may have been omitted. Considering that dispositional coping strategies are looking at strategies someone typically uses to cope, it might be valuable to consider that this type of scenario may represent situation-specific coping. Future research might explore whether

different coping strategies and different coping types (e.g. situational) are more often utilized by individuals to deal with stress concerning team role fit.

When contemplating potential reasons that more of the moderators did not show significance, it is possible that perhaps significance is not achieved, but rather a leveling out occurs which still does enhance or buffer the relationships. In other words, a non-significant result does not necessarily indicate no effect in the population, but that there is not sufficient evidence within the data to conclude that there is an effect in the population. The moderator may still provide a great deal of strengthening or weakening to the proposed relationships, flattening the slope considerably while providing non-significant results. For example, low levels of role alignment predict higher levels of burnout, and when active coping strategies are present there is an influence on the level of burnout; however, active coping may just act more to level out rather than provide a significant moderation effect within the proposed relationships. Furthermore, it was shown that high, moderate, and low levels of the moderator acts to increase or decrease the level of engagement or burnout, which supports this idea. This suggests that high social support, as an example, acts as a buffer to prevent lower levels of engagement, even though it may not be statistically significant. In other words, it may take a significant relationship and render it non-significant.

Limitations

As is true with any research study, there are limitations to the present work. First, the coping strategies measure (OSI) only covered specific coping strategies (e.g. active: social support, active positive attitude; avoidant: denial, compensating behavior). As there are other

coping strategies that could have impacted these relationships (e.g. restraint coping, positive reframing, acceptance, or use of religion). A different measure, such as the COPE Inventory (Carver & Scheier, 1994), could have been used to assess these variables. COPE includes the coping strategies from the present work, as well as the addition of other coping strategies including the use of religion, planning, competing activity suppression, restraint coping, instrumental/emotional support, positive reframing, acceptance, disengagement (behavioral or mental).

Another limitation comes from the study design. Considering the classification of this study as cross-sectional, cause and effect are unable to be concluded with certainty. It is not known whether individuals are more engaged or burned out due to higher or lower levels of team role alignment, or if perceiving higher or lower levels of team role alignment are due to being more engaged or more burned out. Though responses were collected for the duration of the same assessment survey session, the instructions explicitly advised respondents to think about a specific team they worked on, as well as their ideal team when answering questions related to team role alignment.

An additional limitation of the study comes from the measure that was used to assess engagement. The version of the Utrecht Work Engagement Scale that was utilized (UWES-3) only contains one question for each dimension of engagement (i.e. absorption, dedication, and vigor). By using a measure that has more items assessing each dimension, analyses could have provided more robust data with regard to the underlying constructs of dimension and provide a more accurate snapshot of the ways that team role alignment could impact each of the dimensions of engagement.

<u>Implications</u>

Based upon the findings of the conducted literature review, other research has not examined team role alignment as it relates to employee well-being outcomes such as engagement and burnout. As such, this study contributes new results to the field. Though there is additional work to be done in this area, the present study points researchers in the direction toward understanding the impact that team role alignment may have on individual levels of engagement and burnout, which may then impact the team or the organization.

As indicated with the results from previous work as well as the current effort, the fit between an employee and their work environment may influence the way that an employee performs, as well as either exacerbate or mitigate workplace stressors that can lead to absenteeism, turnover, and increased costs to the organization (Spector, 1997; Wright et al., 2007; Cole et al., 2012; Hassard et al., 2017). By understanding the impact that a mismatch between an employee's desired and actual team role may have, employers can take action to construct teams in a manner that ensures employees possess a higher degree of alignment with their team role. Constructing teams in this manner will help to ensure that employees are more engaged and less burned out, thus encouraging positive workplace outcomes which will improve the experience for the individual, the team, and the organization.

Employers may also choose to use the results derived from this thesis as a method to inform training development. With the awareness of how team role alignment may influence how engaged or burned out an employee feels within their team, training may be developed is targeted at mitigating the detrimental impact that this misalignment may cause. For example, a training program that is declarative in nature may promote revelations regarding the importance

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of considering not only role alignment, but also the impact that specific coping strategies may have on an individual's workplace well-being. Using a declarative training strategy would help to reframe the static conceptualizations that are associated with an individual's perception of role alignment. This type of training could enhance the ability of the individual to handle team role misalignment that they may experience, leading them to have more resources to handle the negative feelings that come along with a low level of fit with their team role. Improving these resources will in turn aid the organization by improving important individual employee and team outcomes.

Future Directions

The results of the study showed that denial is a moderator in the relationship between team role alignment and engagement. It would be interesting for future studies to delve more deeply into this phenomenon. Why is it that denial serves to buffer the impact of team role misalignment such that the use of denial at low levels along with low levels of team role alignment actually increases engagement slightly, while moderate to high levels of denial coupled with moderate to high levels of team role alignment cause engagement to plunge? What is it about denial as a coping strategy that causes this type of variation in the results? It would be interesting to investigate additional factors that could contribute to this. For example, how does one's emotional intelligence impact their ability to recognize the stressors around them and does that impact one's level of denial? Perhaps emotional intelligence allows the individual to recognize the truth of the situation and could cause differing results with regard to the moderating effects that denial has on one's engagement.

Future research could also examine additional variables which may influence the results presented herein. For example, maybe temporal dynamics have an impact on the relationships included within the current study. Is it possible that certain coping strategies may influence the relationships explored in this study differently in the short-term versus long-term? Additionally, since we looked at the teams at one particular point in time (after the teamwork was completed), the results may have varied as opposed to looking at a team and measuring these constructs in the beginning of the team life cycle. By incorporating the influence of time into this research, it could help to determine whether temporal dynamics may provide further answers as to how to construct teams that will perform well and have positive outcomes.

Additionally, as mentioned within the limitations, there may be better measures to use for the assessment of both coping strategies and engagement. For example, the measure used to assess coping strategies in this study (OSI) could have been improved by using a measure that evaluates other coping strategy types (i.e. use of religion, planning, competing activity suppression, restraint coping, instrumental/emotional support, positive reframing, acceptance, disengagement (behavioral or mental), in addition to those included within the present work. One such measure is the dispositional form of COPE (Carver & Scheier, 1994). Furthermore, it would be interesting to investigate whether specific coping strategies could impact the ability of the individual to more successfully obtain their desired team role. For example, would the active coping strategy of negotiation allow for the person to engage in their desired role despite perhaps not enacting that role from the beginning. With regard to engagement, by using a measure that includes more items for each dimension, such as the full version of the UWES, future research

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may be able to obtain more robust data that thoroughly explains how team role alignment influences the underlying dimensions of engagement (i.e. absorption, dedication, and vigor).

As mentioned within the discussion, it is possible that by using an overall team role alignment variable, we are missing out on unique contributions that team roles may make within their subcategories of task and social roles. Future research may incorporate a larger focus on the breakdown of team roles into their subcategories, which may help to shed some light on the implications of looking at the task and social roles, as well as perhaps breaking down the roles even further to examine the influence of individual team roles on these well-being outcomes.

Investigating distinctions between certain specific team roles in terms of the impact of misalignment may prove a good avenue for future research. Perhaps misalignment tends to be more impactful for some particular roles above others. Is there a difference between the level of misalignment that an individual experiences when they want to perform one specific role but get another that they also don't prefer? For example, if the individual prefers the contribution seeker role and wants to be the entertainer, but instead has to be the team leader, how will that impact the resulting influence on team role alignment and lead to engagement or burnout? In that same vein, perhaps specific types of teams would cause differing results. For this thesis, teams were examined in a very broad sense with participants being asked to think back to a team on which they had worked in the past. As teams were considered with a broad perspective, it stands to reason that there could be certain types of teams that might have different results with regard to the way that team roles align.

Another avenue that future research for examination within this realm regards the direction of misalignment. When an individual is engaging certain team roles, the individual

might go too far in either direction – either by not doing enough or doing too much -- and thus, impacting the degree to which they are aligned with the role. It would be beneficial in future studies to perhaps investigate the direction of the misalignment. Within the present study the utilization of absolute value to calculate misalignment may have been improved by taking the directional factors into account. Hence, this might be an advantageous avenue for future research.

The present work viewed coping strategies from the dispositional perspective, meaning respondents were asked to indicate how they *usually* respond to stressors that they encounter. Future research into this topic may benefit by looking into situational coping tactics as well. Situational coping involves respondents disclosing their coping responses during a "particular period of time, with respect to a particular stressor, or both" (Carver & Scheier, 1994). By assessing not only dispositional but also situational coping strategies.

Another avenue for future research concerns misalignment itself. Perhaps the reason that someone does not align with their role makes a difference in the associated outcomes. Is it possible that the reason for the misalignment would in turn impact the degree to which an individual aligns with their role and thus the level of engagement or burnout that they experience? With that in mind, this same question could be posed regarding the choice of coping strategies. Could the coping strategy that an individual utilizes be influenced by the reason behind the misalignment? These are salient concerns which could assist in future studies looking into the impact of team role alignment on individual well-being.

Finally, future research may gain more valuable knowledge from utilizing more advanced statistical analyses to explore these relationships. This thesis used difference scores to assess and

define the variable of team role alignment. Difference scores have potential issues to contend with; for example, they may produce confounded effects, dimensional reduction, untested constraints, or conceptual ambiguity (Edwards, 2002). Thus, it may be of interest to future researchers to instead use alternative methods to difference scores, such as polynomial regression or response surface methodology. These methodologies may offer a better way to visualize the fit between the individual and their team role. Polynomial regression, for example, permits "direct tests of the relationships difference scores are intended to represent," therefore, results from polynomial regression are more conclusive and comprehensive than those obtained from difference scores (Edwards, 2002, p. 1577). Future researchers may find that they can gain additional understanding of these relationships through the use of the suggested methodologies above and beyond the data provided by difference scores.

Conclusions

The purpose of this study was to highlight the importance of team role alignment and contribute not only to related literature on teams, but also to the literature on employee well-being in general. Overall, this research filled a gap that has not been explored in detail before. The findings offer valuable information that can be used by employers to construct teams and design trainings that are focused not only on the impact that team role alignment can have on employees, but also aimed at increasing employee engagement, decreasing employee burnout, and improving the methods that individuals use to cope with workplace stressors. The present research functions as a precursor for progressing forward to investigate factors that might play a role in improving employee well-being. Questions remain that will require future research to

answer, but this study is an important first step in understanding the significance of team role

alignment and other factors that may contribute to employee engagement and burnout.

APPENDIX A: SURVEYS

<u>Team Role Alignment</u>

Burke, C. S., Driskell, T., Driskell, J., and Salas, E. (2016). Moving towards a better
understanding of team roles in isolated, confined environments. *Paper Presented at the
2016 Human Research Program Investigators Workshop (NASA), Galveston, TX.*

20. Please think about what you ACTUALLY DO in this actual team vs. what you would PREFER TO DO in an ideal team.

Below is a list of actions that people tend to take within teams. For this question, please indicate how frequently:

1. You engage(d) in these behaviors in this SPECIFIC team
2. You PREFER to engage in these behaviors in MOST teams

	This team	Preferred approach
Seek input from all members with requisite expertise		
Step in if there are negative feelings in the team to help resolve difficulties		
Praise others and use positive reinforcement to maintain team morale		
Suggest positive ways for the team to interact such as taking turns, showing respect, and being open to new ideas.		
Ensure the general well-being of the team (e.g., relational, job needs are met).		
Organize activities that serve to entertain the team.		
Use humor to relieve tension and build camaraderie.		

21. Please think about what you ACTUALLY DO in this actual team vs. what you would PREFER TO DO in an ideal team.

Below is a list of actions that people tend to take within teams. For this question, please indicate how frequently:

1. You engage(d) in these behaviors in this SPECIFIC team
2. You PREFER to engage in these behaviors in MOST teams

	This team	Preferred approach
Focus on what I need to get from the team.		
Complain about the team and/or the environment.		
Highlight what is going wrong with the team.		
Take personal responsibility for getting work done.		
Follow through on commitments made to the team.		
Support the team and its goals after having given input, even if I would have personally set different goals.		
Admit when others have more experience in particular areas and trust their judgement.		

22. Please think about what you ACTUALLY DO in this actual team vs. what you would PREFER TO DO in an ideal team.

Below is a list of actions that people tend to take within teams. For this question, please indicate how frequently:

1. You engage(d) in these behaviors in this SPECIFIC team
2. You PREFER to engage in these behaviors in MOST teams

	This team	Preferred approach
Speak up if I have concerns with the work the team is doing.		
Evaluate team ideas or outputs.		
Share with the team any knowledge I have about the work to be done.		
Help the team reflect on how we work, our decisions, our results, and how to improve.		
Point out inconsistencies in team decisions or methods and clarify them.		
Reduce confusion when ambiguity exists in information or team actions.		
Suggest creative ways to solve the team's problems.		

23. Please think about what you ACTUALLY DO in this actual team vs. what you would PREFER TO DO in an ideal team.

Below is a list of actions that people tend to take within teams. For this question, please indicate how frequently:

1. You engage(d) in these behaviors in this SPECIFIC team
2. You PREFER to engage in these behaviors in MOST teams

	This team	Preferred approach
See the 'big picture' and share ideas for handling problems.		
Coordinate the work done within the team.		
Bring in new resources (material, information) from outside the team that helps the team to work effectively.		
Communicate team needs, status, information to outside entities (e.g., bosses, other teams, other organizations).		
Set group norms (e.g., policies, values, culture).		
Define team and task roles/responsibilities.		
Provide direction to the team.		

<u>Engagement</u>

Schaufeli, W. B., Salanova, M., Gonzalez-Romá, V., & Bakker, A. B. (2002). The measurement of engagement and burnout: A confirmative analytic approach. *Journal of Happiness Studies, 3*, 71–92.

71. The following statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, choose the "0" (zero) option. If you have had this feeling, indicate how often you feel it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

	Never	Almost never	Rarely	Sometimes	Often	Very often	Always
At my work, I feel bursting with energy	○	○	○	○	○	○	○
I find the work that I do full of meaning and purpose	○	○	○	○	○	○	○
Time flies when I'm working	○	○	○	○	○	○	○
At my job, I feel strong and vigorous	○	○	○	○	○	○	○
I am enthusiastic about my job	○	○	○	○	○	○	○
When I am working, I forget everything else around me	○	○	○	○	○	○	○
My job inspires me	○	○	○	○	○	○	○
When I get up in the morning, I feel like going to work	○	○	○	○	○	○	○
I feel happy when I am working intensely	○	○	○	○	○	○	○
I am proud of the work that I do	○	○	○	○	○	○	○
I am immersed in my work	○	○	○	○	○	○	○
I can continue working for very long periods at a time	○	○	○	○	○	○	○
To me, my job is challenging	○	○	○	○	○	○	○
I get carried away when I'm working	○	○	○	○	○	○	○
At my job, I am very resilient, mentally	○	○	○	○	○	○	○
It is difficult to detach myself from my job	○	○	○	○	○	○	○
At my work I always persevere, even when things do not go well	○	○	○	○	○	○	○

72. The following statements are about how you feel regarding your studies. Please read each statement carefully and decide if you ever feel this way about your studies. If you have never had this feeling, choose the "0" (zero) option. If you have had this feeling, indicate how often you feel it by choosing the number (from 1 to 6) that best describes how frequently you feel that way.

	Never	Almost never	Rarely	Sometimes	Often	Very often	Always
When I'm doing my work as a student, I feel bursting with energy	○	○	○	○	○	○	○
I find my studies full of meaning and purpose	○	○	○	○	○	○	○
Time flies when I am studying	○	○	○	○	○	○	○
I feel energetic and capable when I'm studying or going to class	○	○	○	○	○	○	○
I am enthusiastic about my studies	○	○	○	○	○	○	○
When I am studying, I forget everything else around me	○	○	○	○	○	○	○
My studies inspires me	○	○	○	○	○	○	○
When I get up in the morning, I feel like going to class	○	○	○	○	○	○	○
I feel happy when I am studying intensely	○	○	○	○	○	○	○
I am proud of my studies	○	○	○	○	○	○	○
I am immersed in my studies.	○	○	○	○	○	○	○
I can continue studying for very long periods at a time	○	○	○	○	○	○	○
To me, my studies are challenging	○	○	○	○	○	○	○
I get carried away when I am studying	○	○	○	○	○	○	○
I am very resilient, mentally, as far as my studies are concerned	○	○	○	○	○	○	○
It is difficult to detach myself from my studies	○	○	○	○	○	○	○
As far as my studies are concerned I always persevere, even when things do not go well	○	○	○	○	○	○	○

<u>Burnout</u>

Raedeke, T. D., & Smith, A. L. (2009). The athlete burnout questionnaire manual. (Vol. 4). *Fitness Information Technology*.

73. Please read each of the following statements and indicate the extent to which you feel this way about your work. Remember to answer as honestly and openly as possible.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I'm accomplishing many worthwhile things at work.	○	○	○	○	○
I feel so tired from working that I have trouble finding energy to do other things.	○	○	○	○	○
The effort I spend at work would be better spent doing other things.	○	○	○	○	○
I feel overly tired from working.	○	○	○	○	○
I am not achieving much at work.	○	○	○	○	○
I don't care as much about my work performance as I used to.	○	○	○	○	○
I am not performing up to my ability at work.	○	○	○	○	○
I feel "wiped out" from work.	○	○	○	○	○
I'm not into my work like I used to be.	○	○	○	○	○
I feel physically worn out from work.	○	○	○	○	○
I feel less concerned about being successful in work than I used to.	○	○	○	○	○
I am exhausted by the mental and physical demands of work.	○	○	○	○	○
It seems that no matter what I do, I don't perform as well as I should.	○	○	○	○	○
I feel successful at work.	○	○	○	○	○
I have negative feelings toward work.	○	○	○	○	○

<u>Coping Strategies</u>

Evers, A., Frese, M., & Cooper, C. L. (2000). Revisions and further developments of the Occupational Stress Indicator: LISREL results from four Dutch studies. *Journal of Occupational and Organizational Psychology, 73*(2), 221-240.

30. Rate these potential coping strategies in terms of the extent to which you actually use them as ways of coping with stress in your life:

	Never	Rarely	Sometimes	Often	Always
I go to others for advice when I get into a disagreement with an authority figure.	○	○	○	○	○
I ask people who have had the same problem what they did to solve it.	○	○	○	○	○
I talk to others who can actually help me out with a problem.	○	○	○	○	○
When I have problems, I discuss them with my partner or my friends.	○	○	○	○	○
I talk about how I feel about things that cause me stress.	○	○	○	○	○
When there are problems I look for understanding and sympathy.	○	○	○	○	○
When there are difficulties I pretend that everything is OK.	○	○	○	○	○
When problems arise, I avoid thinking about them.	○	○	○	○	○
Whenever possible I try to stay away from problems.	○	○	○	○	○
I avoid annoying confrontations with others.	○	○	○	○	○
In problematic situations I just wait and see what will happen.	○	○	○	○	○
When there are problems I just pretend nothing has happened.	○	○	○	○	○

31. Rate these potential coping strategies in terms of the extent to which you actually use them as ways of coping with stress in your life:

	Never	Rarely	Sometimes	Often	Always
I think I can learn from certain unpleasant experiences as well.	○	○	○	○	○
In times of stress I try to think of the nice elements of my life.	○	○	○	○	○
When there are problems I stay optimistic about the future.	○	○	○	○	○
I try to see problems in a different perspective to make them look more positive.	○	○	○	○	○
In problematic situations I try to convince the person who is in charge.	○	○	○	○	○
In times of stress I can come up with plans to deal with what's stressing me.	○	○	○	○	○
I arrange my days in such a way that I do not have to hurry.	○	○	○	○	○
I notice that I drink more alcohol when I have problems.	○	○	○	○	○
When there are problems I tend to watch more TV.	○	○	○	○	○
I go out more often when there are problems.	○	○	○	○	○
Under pressure I lose myself in daydreaming or fantasies.	○	○	○	○	○
When there are problems I tend to take more risks.	○	○	○	○	○
Under pressure I get nasty.	○	○	○	○	○

APPENDIX B: IRB DETERMINATION LETTER

UNIVERSITY OF CENTRAL FLORIDA

Memorandum

To: Justine Moavero

From: UCF Institutional Review Board (IRB)

CC: Shawn Burke
        Barbara Fritzsche

Date: April 1, 2020

Re: Request for IRB Determination for Thesis: *Examining the moderating role of coping strategies in the relationship between team role alignment and employee well-being outcomes*

Thank you for contacting the IRB office regarding documentation of IRB review for your study. As you know, the IRB cannot provide an official determination letter for your research because it was not submitted into our electronic submission system prior to the research activities beginning.

However, if you had completed a Huron submission, the IRB could make one of the following research determinations: "Not Human Subjects Research," "Exempt," "Expedited" or "Full Board."

Based on the study information that you emailed us on 3/31/2020, your secondary use of anonymous study data from a previously approved protocol, STUDY00001026: Interests, Beliefs, and Behaviors, would have most likely received an IRB determination of Not Human Subjects Research.

If you have any questions, please contact the UCF IRB irb@ucf.edu.

Sincerely,

Renea Carver
IRB Manager

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