Perception Study Lab - BGU

Start of Block: Consent

**CONSENT FORM: Perception Study**

 **Investigators:** The current study is being conducted by Dr. Dorit Treister, from BGU Guilford Glazer School of Business and Management, Prof. Sandra Robinson and Dr. Michael Daniels from UBC Sauder School of Business.   **Purpose:** We are studying subjects’ participation in, and ratings of, creative tasks.   **Study Procedures:**You will be randomly assigned to one of the study conditions. It will involve being paired with a partner and completing a number of online survey questions. Completion will take up to 30 minutes. Please don't use the internet during the experiment.   **Potential Risks & Benefits:** There are no known risks associated with the completion of this survey.  You will be compensated with course credits according to your performance on a task that you will perform in pairs.    **Confidentiality**: Please do not put your name or any identifying information anywhere on the survey itself. All information that you provide to us will be kept completely confidential and will not be linked in any way to your personal identity. Only the study authors will have access to the data from this survey. The dataset will be password protected and stored only on the investigators' secure office computers. Initial data collection online will be accessible only via password and after being downloaded to the office computers, it will be deleted online. No personally identifying information will be included on the digital or hard copy stored survey data.  The results of the survey will be used for academic published studies and presentations.
 **Who can you contact if you have complaints or concerns about the study?** If you have any questions, concerns, complaints, or desire further information with respect to this study, you may contact Dr. Dorit Treister at: tdorit@bgu.ac.il.
 **Consent**: Taking part in this study is entirely up to you. You have the right to refuse to participate in this study. If you decide to take part, you may choose to pull out of the study at any time without giving a reason and without any negative impact on your pay. By beginning the survey on the next page, it is assumed that you have provided consent to participate.

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 Please answer the following questions based on your personal opinion. There are no right or wrong answers.

End of Block: Consent

Start of Block: Low construal

Q119 For everything we do, there always is a process of how we do it. Moreover, we often can follow our broad life-goals down to our very specific behaviors. For example, like most people, you probably hope to find happiness in life. How can you do these things? Perhaps finding a good job, or being educated, can help. How can do these things? Perhaps by earning a college degree. How can you earn a college degree? By satisfying course requirements. How do you satisfy course requirements? By passing all the exams.

 Research suggests that engaging in thought exercise likes the one above, in which one thinks about how one’s ultimate life goals can be expressed through specific actions, can improve one's life satisfaction. In this experiment, we are testing such a technique. This thought exercise is intended to focus your attention on how you do the things you do.

 For this thought exercise, please consider the following activity: “Improving and Maintaining One’s Physical Health.”

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Q128 To show how the goal of “improving and maintaining your physical health” can be met through specific activities, please fill in the 4 blank boxes below the example. Beginning in the highest blank box (the one just below the box labeled “Improve and Maintain Health”), fill in each box by answering the question “How can I meet the goal described in the immediately higher box?”

 To help you with this exercise, the boxes below show how our example, attaining life happiness, can be linked to specific activities.

Q126 **Example:**
   **Attain Life Happiness**
                                                    **How?**
Have a Good Job
**How?**
Get College Degree
**How?**
Complete Course Requirements
**How?**
Pass all the exams

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Q134
Please fill in the blanks from the top to the bottom.   **Improve and Maintain Health**

Q135
**How?**

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Q136
**How?**

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Q137
**How?**

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Q138
**How?**

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End of Block: Low construal

Start of Block: High construal

Q104 For every thing we do, there always is a reason **why** we do it. Moreover, we often can trace the causes of our behavior back to broad life-goals that we have. For example, perhaps you are passing all your exams. Why are you passing all your exams? Perhaps to complete your course requirements as a student. Why do you need to complete course requirements? Perhaps to get a college degree. Why would you like a college degree? Perhaps to have a good job. Why would you like a good job? Perhaps you feel that doing so can bring you happiness in life.

 Research suggests that engaging in thought exercises like the one above, in which one thinks about how one’s actions relate to one’s ultimate life goals, can improve one’s life satisfaction. In this experiment, we are testing such a technique. This thought exercise is intended to focus your attention on why you do the things you do.

For this thought exercise, please consider the following activity: "Improving and Maintaining One's Physical Health."

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Q107 To show how the activity of “improving and maintaining your physical health” can help you meet important life goals that you have, please fill in the 4 blank boxes below the example. Beginning in the lowest blank box (the one just above the box labeled “Improve and Maintain Health”), fill in each box by answering the question “Why do I engage in the behavior described in the immediately lower box?”

 To help you with this exercise, the rectangles below show how our example, working hard can be linked to important life goals.

Q110 **Attain Life Happiness**
                                                    **Why?**
Have a Good Job
**Why?**
Get College Degree
**Why?**
Complete Course Requirements
**Why?**
Pass all the exams

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Q131 Please fill in the blanks starting from the bottom and moving up.

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Q130
Why?

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Q133
Why?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Q129
Why?

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Q132
Why?

  **Improve and Maintain Health**

End of Block: High construal

Start of Block: OCL

Q169 Instructions:
   Any activity can be identified in a number of ways. For example, one person might describe the activity of  writing as anything from "typing a paper," to "expressing thoughts" or anything in-between. We are interested in your personal preferences for how a number of different activities should be described. On the following pages you will find several different activities listed. After each activity there will be a continuum of choices that describes different ways in which the activity might be identified.   *In the example below, " Attending class " can be described as sitting in a chair, learning, or anything in-between. Your task would be to place the circle on the continuum in the place that best describes the activity for you.*   **Attending class**  **Sitting in a chair** ---------------------------------O----------------------------------- **Learning**

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| Page Break |  |

 Imagine yourself performing the following work activities, and indicate on the continuum below (the verbal descriptions represent endpoints) the description that best describes each activity for you.

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|  |  |

OCL1 Preparing a report

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| --- | --- |
| . (11) |  |

OCL2 Using a computer

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| --- | --- |
| . (1) |  |

OCL3 Filling out a business form

|  |  |
| --- | --- |
| . (1) |  |

OCL4 Obtaining information from someone

|  |  |
| --- | --- |
| . (1) |  |

OCL5 Making a presentation

|  |  |
| --- | --- |
| . (1) |  |

OCL6 Assigning work to someone

|  |  |
| --- | --- |
| . (1) |  |

OCL7 Communicating information to someone

|  |  |
| --- | --- |
| . (1) |  |

OCL8 Analyzing a dataset

|  |  |
| --- | --- |
| . (1) |  |

OCL9 Attending a meeting

|  |  |
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| . (1) |  |

OCL10 Developing a procedure

|  |  |
| --- | --- |
| . (1) |  |

OCL11 Writing business correspondence

|  |  |
| --- | --- |
| . (1) |  |

OCL12 Hiring someone

|  |  |
| --- | --- |
| . (1) |  |

OCL13 Developing a budget

|  |  |
| --- | --- |
| . (1) |  |

OCL14 Proofreading a document

|  |  |
| --- | --- |
| . (1) |  |

OCL15 Training someone

|  |  |
| --- | --- |
| . (1) |  |

OCL16 Analyzing an operational report

|  |  |
| --- | --- |
| . (1) |  |

OCL17 Orienting a new worker

|  |  |
| --- | --- |
| . (1) |  |

OCL18 Evaluating someone’s performance

|  |  |
| --- | --- |
| . (1) |  |

End of Block: OCL

Start of Block: Short wait

 For the next study stage you will be paired with another study participant. For this study stage we need both you and your partner to be prepared to begin at the same time.  *Press "Next" When you are ready to start.*

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| Page Break |  |

Q144 *Please briefly greet your assigned partner.*

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| Page Break |  |

Q155 Now loading your partner's greeting.

Q154



Q145 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

|  |  |
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| Page Break |  |

Q143 Your partner's response:.

   Hey!

|  |  |
| --- | --- |
| Page Break |  |

Q156 Press "Next" to get on to the task in pairs.

|  |  |
| --- | --- |
| Page Break |  |

Waiting for partner to advance to the next screen.
Do not navigate away from this screen as this is a paired task and you do not want to make your partner wait unnecessarily.

Q135



300WaitTim Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

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| Page Break |  |

End of Block: Short wait

Start of Block: Long wait

Q257 For the next study stage you will be paired with another study participant. For this study stage we need both you and your partner to be prepared to begin at the same time.  Press "Next" When you are ready to start.

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| Page Break |  |

Q258 Please briefly greet your assigned partner.

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| Page Break |  |

Q259 Now loading your partner's greeting.

Q168



Q260 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

|  |  |
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| Page Break |  |

Q262 Your partner's response:

   Hey!

|  |  |
| --- | --- |
| Page Break |  |

Q263 Press "Next" to get on to the task in pairs.

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| Page Break |  |

Q264
Waiting for partner to advance to the next screen.
Do not navigate away from this screen as this is a paired task and you do not want to make your partner wait unnecessarily.

Q265



600 wait Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

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| Page Break |  |

End of Block: Long wait

Start of Block: Creativity

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Q329 In this task in pairs, we would like to assess your creativity. First you will each be asked to come up with a creative product, then you will each evaluate the creative product that your partner created.     In order to motivate you to try your best, the most creative product will earn**a bonus pay of $1**(final pay will range between $2-$3).

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Q330 *In the space provided below, please come up with a creative product that uses all three of these objects and explain it in the area below.*
 - A piece of paper 8" X 11"
 - A paper clip
 - A piece of string that is 4 inches long

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Q331 Now, we need your help in assessing the creative product that your partner created. Your assessment will be factored into determining your partner's pay.

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| Page Break |  |

Q332 Loading your partner's product

Q333



Q334 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

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| Page Break |  |

Q335 **Creative Task**: This product was created by **your partner**. Please use the scales below to assess what they produced.   A kite with a string to Fly and a clip to attach the paper and string.

Q336 Please answer the following quetions to evaluate this product

|  |  |
| --- | --- |
| What is your general opinion of the standard of the product? (1) |  |
| How creative is the product? (2) |  |
| How novel is the product? (3) |  |
| How useful is the product? (4) |  |
| How realistic is the product? (5) |  |

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End of Block: Creativity

Start of Block: Evaluating wait and partner

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DidWait During the experiment did you wait for your partner?

* Yes (1)
* No (2)

Perceived wait
We are sorry you had to wait for your partner. To improving our experiments involving pairs of participants, please let us know for how many seconds you were waiting for your partner?

**I waited for (please complete in seconds)**

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Causal Attribution Why do you think you waited for your partner?

CA1 **I think the reason for the wait:**

|  |  |
| --- | --- |
| 1 (1) |  |

CA2 Click to write the question text

|  |  |
| --- | --- |
| 1 (1) |  |

CA3 Click to write the question text

|  |  |
| --- | --- |
| 1 (1) |  |

CA4 Click to write the question text

|  |  |
| --- | --- |
| 1 (1) |  |

CA5 Click to write the question text

|  |  |
| --- | --- |
| 1 (1) |  |

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Power In my relationship with others...

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Strongly disagree (8) | Disagree (9) | Somewhat disagree (10) | Neither agree nor disagree (11) | Somewhat agree (12) | Agree (13) | Strongly agree (14) |
| I can get people to listen to what I say (Power\_1)  |  |  |  |  |  |  |  |
| My wishes do not carry much weight (Power\_2)  |  |  |  |  |  |  |  |
| I can get others to do what I want (Power\_3)  |  |  |  |  |  |  |  |
| Even if I voice them, my views have little sway (Power\_4)  |  |  |  |  |  |  |  |
| I think I have a great deal of power (Power\_5)  |  |  |  |  |  |  |  |
| My ideas and opinions are often ignored (Power\_6\_R)  |  |  |  |  |  |  |  |
| Even when I try, I am not able to get my way (Power\_7\_R)  |  |  |  |  |  |  |  |
| If I want to, I get to make the decisions (Power\_8)  |  |  |  |  |  |  |  |

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ES If you were to meet your partner in person now, to what degree would you do the following?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Not at all (1) | Very slightly (2) | A little bit (3) | Somewhat (4) | Much (5) | Pretty much (6) | Very much (7) |
| Hide my emotions (ES\_1)  |  |  |  |  |  |  |  |
| Express my emotions (ES\_2)  |  |  |  |  |  |  |  |
| keep my emotions to myself (ES\_3)  |  |  |  |  |  |  |  |
| Control my emotions (ES\_4)  |  |  |  |  |  |  |  |
| Hide my negative emotions (ES\_5)  |  |  |  |  |  |  |  |
| Hide my positive emotions (ES\_6)  |  |  |  |  |  |  |  |
| Fake my emotions (ES\_FR\_AU\_17)  |  |  |  |  |  |  |  |

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FR\_AU To what extent do you agree with these statements?

|  |  |  |  |  |  |  |  |
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|  | Not at all (1) | Very slightly (2) | A little bit (3) | Somewhat (4) | Much (5) | Pretty much (6) | Very much (7) |
| I can’t stand having to wait for things I would like now (FR\_1)  |  |  |  |  |  |  |  |
| I can’t bear it if other people stand in the way of what I want (FR\_2)  |  |  |  |  |  |  |  |
| I can’t stand having to change when others are at fault (FR\_3)  |  |  |  |  |  |  |  |
| I can’t tolerate other people’s bad or stupid behaviour (FR\_4)  |  |  |  |  |  |  |  |
| I can’t stand being prevented from achieving my full potential (FR\_5)  |  |  |  |  |  |  |  |
| I can’t bear the frustration of not achieving my goals (FR\_6)  |  |  |  |  |  |  |  |
| I feel I can now be myself with others (AU\_1)  |  |  |  |  |  |  |  |
| It is easy to express my true attitudes and feelings (AU\_2)  |  |  |  |  |  |  |  |
| I feel artificial in my interactions with others (AU\_3\_R)  |  |  |  |  |  |  |  |
| I feel I have to change myself to fit in with my partner today (AU\_4\_R)  |  |  |  |  |  |  |  |

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Direct Agg
The following questions relate to how you feel about **your partner**. At this moment, to what extent do you feel like:

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Not at all (1) | Very slightly (2) | A little bit (3) | Somewhat (4) | Much (5) | Pretty much (6) | Very much (7) |
| Gossiping about your partner (Direct Agg\_1)  |  |  |  |  |  |  |  |
| Yelling at your partner (Direct Agg\_2)  |  |  |  |  |  |  |  |
| Insulting your partner (Direct Agg\_3)  |  |  |  |  |  |  |  |
| Excluding your partner from the next experiment (Direct Agg\_4)  |  |  |  |  |  |  |  |
| Ignoring your partner in future correspondences (Direct Agg\_5)  |  |  |  |  |  |  |  |
| Interrupting your partner (Direct Agg\_6)  |  |  |  |  |  |  |  |
| Using an aggressive tone of voice towards your partner (Direct Agg\_7)  |  |  |  |  |  |  |  |
| Sabotaging your partners' work (Direct Agg\_8)  |  |  |  |  |  |  |  |

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NEXP To what extent do you agree with these statements?

|  |  |  |  |  |  |  |  |
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|  | Not at all (1) | Very slightly (2) | A little bit (3) | Somewhat (4) | Much (5) | Pretty much (6) | Very much (7) |
| People often do not know what I am feeling (EXP\_2\_N\_R)  |  |  |  |  |  |  |  |
| It is difficult for me to hide my fear (EXP\_4\_N)  |  |  |  |  |  |  |  |
| I've learned it is better to suppress my anger than to show it (EXP\_6\_N\_R)  |  |  |  |  |  |  |  |
| No matter how nervous or upset I am, I tend to keep a calm exterior (EXP\_7\_N\_R)  |  |  |  |  |  |  |  |
| Whenever I feel negative emotions, people can easily see exactly what I am feeling (EXP\_9\_N)  |  |  |  |  |  |  |  |
| What I'm feeling is written all over my face (EXP\_10\_N)  |  |  |  |  |  |  |  |

Attention Instructions: We are interested in knowing how many people actually read instructions. Please ignore the question below about feelings and instead select the "None of the above" option as your answer. Thank you very much. How would you best describe your feelings right now?

* Delighted (1)
* Pleased (2)
* Miserable (3)
* Happy (7)
* None of the above (8)

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End of Block: Evaluating wait and partner

Start of Block: Demographics

 We would like to know a few details about our participants. All answers will be kept confidential. Please fill in the following details:

Age How old are you?

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Gender What is your gender?

* Female (1)
* Male (2)
* Other (3)

Origin Where is your family from?

* North America (1)
* South or Central America (2)
* Asia (3)
* The Middle East (4)
* Europe (5)
* Africa (6)
* Other, please specify (7) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

English How would you rate your level of English?

* Limited Working Proficiency (1)
* Minimum Professional Proficiency (2)
* Full Professional Proficiency (3)
* Native or Bilingual Proficiency (4)

Educ What is your completed level of education?

* High School (2)
* College Eduation (3)
* Undergraduate Degree (4)
* Graduate Degree (5)
* Other, please specify (11) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Q328 Did you use the Internet during the experiment?

* Yes (1)
* No (2)

ManCheck1 Were you paired with a partner during this experiment?

* Yes (5)
* No (6)

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End of Block: Demographics

Start of Block: Debriefing

ManCheck2 Were you skeptical or suspicious of anything in this study?

* No (5)
* Yes, I was suspicious that... (6) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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ManCheck3 What do you think this study is about?

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 **Debriefing of the experiment**

Although we said that you waited for a partner, the wait was a manipulation. You didn’t actually wait for a fellow participant. The purpose of this study was to measure your potential aggressive tendency following the wait. Your reaction was normal. Studying aggression has important benefits to workplaces, such as improving environments that require waiting. As such, your participation contributes to the design of queues in organizations.

**Thank you for your participation!**

**For any questions, please contact tdorit@bgu.ac.il**

End of Block: Debriefing