

Swing Your Way to Happiness

Knowing yourself is the beginning of all wisdom
(Aristotle)

Abstract

How do individuals manage frustration in organizations and how can they use Rage rooms as an agency to relocate their experienced frustration into a performance enhancing intervention? The concept of Rage rooms does not only add to the present research, in the field of preventive mechanism of organizational aggression, but also overlaps with theories of Catharsis. The hypotheses are drawn from literature covering cognitive psychology and management theory. An experiment was used to evaluate the difference in experienced frustration and psychological state of two groups; Rage room group and Control group. During the experiments, respondents were first subject to a “bottled up” situation, and were then asked to evaluate the internal and external attributes of “finishing the business” with aggression as a method to reduce frustration. Rage room group used a baseball bat to take out frustration on cardboard boxes (33 participants) and Control group waited silently seated in the same environment where they had been exposed to the frustration trigger (31 participants). There were differences in experienced frustration, affect, satisfaction, aggression, perception of psychological empowerment and counterproductive work behavior between Rage room groups and Control.

Keywords: Aggression, Frustration, Catharsis, Empowerment, Counterproductive work behavior

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1. INTRODUCTION

1.1 The unexplored area of organizational frustration vents

The average person will spend approximately 92 690 hours working between the age of 18 and the age of 67 (Johansson Kreuger & Stoorhöök, 2018). Another 15 288 hours can be added to the calculations if the overtime is included (Coull, 2018; TT, 2018). All in all, that would result in the average person working for 107 978 hours out of a total of 429 240, or slightly over 25% of their work life. These statistics only consider the time spent at the office and disregard the constant burden of knowing that we are accessible for work at any time and place with modern connectivity, cellphones and the internet.

In the current globalized and interconnected society, all barriers have been torn down and competitiveness had skyrocketed. Consequently, the way in which we build a career is now more complex than progressing up the hierarchical ladder of an organization, as it has been traditionally. Today, organizations are doomed to outperform other competitors and constantly adapt. This puts pressure on them and thereupon, on their employees, who don't feel that they have the same lifelong security and stability as previous generations, but who have to regularly learn new skills and perform at the top of their abilities (careersEngland, 2017). As a result of the long working hours and the immense pressure, approximately 75% of EU workers are not satisfied with their jobs, as the Eurostat (2017) poll revealed.

Negative and strenuous working conditions can manifest themselves physically and psychologically through heightened irritability and anger, anxiousness and nervousity (Gender and Stress, 2010); which in turn lead to diminished productivity, with the frustration that that implies. This unbearable situation, significantly increases the likelihood of long-term sickness absence (Bryngelson, 2013). Corroborating the currency of this issue is the fact that the number of Google searches (in Sweden alone) on 'burnouts' have increased by approximately 400% in the past ten years and that the factual burnouts caused by tensions at work have risen with 45% since the year 2010 (Explore search interest for utbrändhet by time, location and popularity on Google Trends, 2018; Andel av de sysselsatta enl. besvärsundersökningen för vald besvärsfråga efter kön och näringsgren, 2018). In other words, unfavorable working conditions is an issue deeply rooted in our society which has deep negative psychological effects.

One way in which individuals deal with these frustrators before they result in burn-outs and sick leave, is usually by seeking out hobbies and behaviors that they feel will be tension-reducing. For some, that means going out for a walk or reading a book, and for others it implies engaging in an extreme sport or playing violent video games (Brymer & Schwitzer, 2013; Griffiths, 1997). Everybody seems to have a personal preference. However, it is interesting to see that during the past decade, hand in hand with the worsened working conditions, the number of people who are engaging in violent activities and extreme sports has grown exponentially (Brymer & Schwitzer, 2013). This trend has a base in recent psychological studies: activities that, *per se*, entail a certain degree of stress, actually generate most positive psychological effects on the participants because internal pressure and emotional “build up” can be drained by giving expression to negative feelings (Brymer & Schwitzer, 2013; Bohart, 1980). So, it does make sense that individuals would feel more drawn and inclined towards these activities if they perceived increased tension within themselves.

In sum, nowadays, the working life has become increasingly difficult and strenuous on the employees’ psyche. In an attempt to relieve the pressure, people seek out strategies. When they fail, individuals are forced to take long-term sick leaves, which affects all parties involved; employer and employee alike. Common sense says that the most beneficial strategy for this symbiotic relationship would be to apply the principle of Erasmus of Rotterdam, “prevention is better than cure”, institutionalizing the “treatment” within the firms. Therefore, come this point, we raise the question: what would the effect be if organizations provided a controlled environment for physical release of frustration?

1.2 Background to the study

1.2.1 Current organizational setting

In Sweden, 5,8 million people are in the working age 20-64 and an astonishing 82% of them actively work. In other words, those who are employed and those who are unemployed and looking for jobs or in between jobs account for 5 million of Sweden’s population (Arbetslöshetsrapporten, 2017). A great majority of these have a full-time employment at some type of organization, whether public or private (Schermer, 2018a). That is, 80% of people in working age in Sweden spend an average of 107 408 hours working in their lives, mostly from an office (Klintefelt, no date). Given the extensive portion of waking time that we spend working, it is only natural and expected that legislation is set in place to ensure the protection of employees.

For a long time, the laws surrounding work and work conditions regulated the very basics: making sure there were rules for hiring and firing, wages, vacation days, injuries during working hours, etc. (Arbetsrätt, 2018). But in later years, in combination with rising numbers of employees going on sick leave due to mental health issues, the laws have adapted to be inclusive of this too. As late as the 31st of March 2016, the law AFS 2015:4 was put into effect. It regulates that people should not have to become sick as a consequence of unhealthy amounts of job burden or due to abusive or discriminating behaviors (Psykisk Ohälsa, Stress, Hot och Våld, 2017). It clearly states the types of measures and responsibilities that employers have to undertake in order to avoid these conditions amongst their employees. More than just an obligation, it is rather beneficial for all parties alike since long term sick leaves cause not only personal suffering, but also higher health insurance costs and production losses (Schermer, 2018b).

All in all, people are subject to intense pressure at work and at times abusive behaviors. The state is doing their part by regulating these behaviors, but the statistics are still unfavorable. If organizations are the middlemen between state and individuals, it should be more up to them to find the perfect way to make the scale tip and start seeing decreasing figures for burnouts and sick leaves.

1.2.2 Rage room evolution & Japan as the futuristic influencer of the West

When the levels of frustration and the burnouts reach a point of no return, it is necessary to take measures. There are some cultures, such as the Japanese, that are at the forefront of coming up with emotional outlets for its people. The Nippon country has long been a nation with an appetite for unusual trends aiming at easing the pressure cooker style tensions of modern day society and externalizing pent-up feelings. Dating all the way back to the Samurai, we can see the act of *seppuku* as the warriors' way of externalizing their internalized shame and even at present, groups of people gather in communal *rui-katsu*, events organized to allow all those present to cry all their feelings out (St. Michel, 2015).

We owe them one of the latest and most revolutionizing emotional outlet methods, Rage rooms, a concept which came about in the dawn of the 2008 Economic crisis. It was a place in Tokyo where businessmen and women could go to ease angst and frustration by destroying crockery (Demetriou, 2008). That is, people paid to be put in a small room, given a baseball bat and told

to destroy everything within those four walls as a method of emotional relief. Since then, it has become a global phenomenon that has spread to countries like Italy, Argentina and even the United States (Brigida, 2016). In other words, Rage rooms wide spreading popularity seems to indicate that there is a need to express one's' feelings in a safe environment across a variety of geographical locations and cultures. In this thesis we will explore the usefulness of Rage rooms in minimizing daily frustrations and the negative behaviors that these emotions can lead to at the workplace. This will be tested on a group similar to those who originally started this trend, namely businessmen and women.

This phenomenon is of investigative interest and can perhaps be explained by two words in Japanese that describe feelings; *tatemaie* and *honne* (see Section 5.2). Although both nouns stand for 'feelings', the Japanese make a clear distinction between public responses and socially desirable expressions of feelings (*tatemaie*), and one's true feelings (*honne*) (Doi, 2001; Paulhus, 1991). People don't always act according to their true feelings when in social situations because it might not be seen as correct or proper to do so, and even more so if the feelings are connected to anger, irritability and aggression. This might explain why the phenomenon of Rage rooms, a safe environment in which to express deeply rooted feelings, is becoming a hit worldwide and why it is appealing to this study (Thompson, 2016).

1.3 The purpose and problematization of the study

The purpose of this thesis is to investigate the use of Rage rooms as an alternative to dealing with work related frustrations, and its effects on organizations. More specifically, it will explore whether counterproductive work behaviors which flourish as a consequence of organizational frustrations will lessen when individuals are given the possibility to discharge these emotions in a Rage room shortly after they appear. It will also shed light on what other types of feelings are elicited/suppressed after expressing their emotions in a Rage room (aggression, empowerment, overall satisfaction and arousal). This leads to our thesis' research question:

- a) *Can Rage Room temporarily reduce perceived frustration, affect, satisfaction, aggression, and psychological empowerment?*

We will explore these effects by recreating a Rage room after being exposed to a frustration trigger.

1.4 Expected knowledge contribution

There is a lack of research and academic studies regarding the potential role of Rage rooms in an organizational perspective. Although there are studies covering the aspect of letting out “bottled up” emotions by engaging in some type of aggressive behavior (such as hitting a punching bag), there is a missing connection to real life circumstances (Bohart, 1980; Bushman, 2002). Moreover, in these cases, the effects of engaging in the violent activity have been measured in terms of more or less aggression instead of the effects on other emotions or actions. Since the effects haven’t been measured in any other terms, it makes the generalizability of the results in the previous studies questionable. Lastly, the application of the studies carried out on aggressive behaviors haven’t been applied to an organizational setting and to the behaviors that frustration and aggression often lead to.

For the above named reasons, this thesis will contribute to the research surrounding Rage rooms in several ways. It will investigate individuals’ own perception of empowerment after being in a Rage room based on a number of real life scenarios. Moreover, it will study the connection between frustration in the workplace and its positive correlation with negative behaviors towards others or the organization itself. Lastly, it will provide a bridge between employee’s perception of empowerment after engaging in a Rage room as cathartic expression of their feelings and the decreased need to engage in harmful work behaviors. In sum, this thesis will contribute to gain a better understanding of the Rage room experience and the outcomes associated with it.

This study will allow managers, human resource practitioners and consultants or other high-pressure roles to get a different perspective on a quick fix for organizational frustration which has profound negative consequences, personally, to the work environment and none less, financially. This has served as motivation for us to study the new and unexplored territory of Rage rooms in an organizational setting.

1.5 Delimitations and prerequisites

There are some delimitations within this study, mainly due to limitations in terms of time and human resources. The main focus of the thesis is on feelings of frustration. However, since aggressive behavior such as that shown in Rage rooms has been tested to result in more aggression and given the fact that CWB is not solely a consequence of frustration, other emotions

have been investigated tangentially. However, the focus and link between the theoretical frameworks in this thesis remains to be “frustration”.

We tested a variety of ages between 20 and 66, with a mean age of 30.1 years. We focused on the active population and excluded the span of 16-20 years of age for developmental reasons. Frustration is common to all, regardless of age. Nonetheless, the intensity of this feeling and the ability to cope with it is very much dependent on age, more specifically on the development of the frontal lobe, which allows people to use good judgement when solving problems. The human brain is in the midst of developing during adolescence and the frontal lobe is not fully developed until the early 20's (Stuss, 1992; Thompson *et al.*, 2000). Until then, one is much more vulnerable to being reactive and acting impulsively when experiencing strong emotions (Oswalt, 2010). Since part of the experimental design was eliciting frustration in the participants and seeing how they would act when thinking logically and not irrationally, it was important that they would take mature decisions when confronted with frustrating situations.

We focused on the types of behaviors that have shown to be most recurring, although we studied CWB in general (Fox & Spector, 1999). CWB is a personal reaction to feelings and for that reason, each individual will express it in a unique manner. Spector & Fox (2005) distinguished amongst four types of workplace violence, and due to the limited length of the questionnaire, this study is limited to two: Type 2 violence, customer/client violence which is affective but non-physical in nature and especially Type 3 violence, which is directed towards coworkers and which will be our main focus.

1.6 Definitions and clarifications

Given that some of the concepts and ideas that will be covered in this thesis lay outside the field of management, there may be some terms and expressions that the reader will be unfamiliar with. The following list of definitions will provide the necessary explanations for essential words in this thesis. The readers are, however, expected to have basic knowledge related to management theory, which is why these concepts will not be included in the definitions below.

Burn-outs	Exhaustion of strength or motivation usually due to prolonged stress or frustration (Vanourek, 2017).
Catharsis	Catharsis is “purification” or purgation of emotions, especially pity and fear - through art or any extreme change in emotions that results in renewal (Kuiper, 1995).
CWB	CWB is "active and volitional acts engaged in by individuals, as opposed to accidental or unintentional actions" (Spector & Fox, 2010).
Empowerment	Empowerment can be defined as “intrinsic task motivation reflecting a sense of self-control in relation to one’s work and an active involvement with one’s work role” (Spreitzer, 1995).
“Fight or flight”	“Fight or flight” refers to the perceived psychological reactions that occurs in response to a perceived harmful event, attack or threat to survival (Cannon, 1963).
Frustration	Frustration refers to “the interference with goal attainment or goal oriented activity and the interference with goal maintenance” (Spector, 1978).
Retaliation	Harmful acts to restore the perception of fairness by getting back to someone (Spector & Fox, 2005).
Workplace aggression	Workplace aggression is specific type of aggression which occurs in the workplace and include a wide range of behavior, ranging from verbal acts to physical attacks (Anderson & Bushman, 2002).
Workplace deviance	Workplace deviance is “voluntary behavior that violates institutionalized norms and in doing so threatens the well-being of the organization" (Griffin & O'Leary-Kelly, 2004).
Workplace revenge	Workplace revenge is purposeful retaliation within the workplace in an attempt to seek justice (Bradfield & Aquino 1999).

1.7 Thesis outline

This thesis is composed of five chapters: Introduction, Theory and hypothesis generation, Method, Results and analysis, Discussion. *Chapter 1, Introduction*, lays out the picture for modern day work life, the issues that arise within organizations and one alternative to ameliorate the situation. In addition, it suggests why it is a topic of interest for a thesis and the expected knowledge gap that it will close. Lastly, this first chapter addresses the delimitations and prerequisites for the study as well as the necessary definitions and clarifications for a clear understanding of the text. *Chapter 2, Theory and hypothesis generation*, covers four theoretical frames, Catharsis, Psychological empowerment, Frustration and CWB, and the hypotheses that are derived from their combination. *Chapter 3, Methodology*, opens up with a presentation of the choice of topic, the scientific approach and the overall research design applied to the study. The preparatory work, including pre-studies and objects of study, manipulations, as well as the main study will be explained in detail. The chapter concludes with a section on data quality, including reliability and validity. In *Chapter 4, Results and analysis*, the generated hypotheses will be tested to see whether or not they are supported by the data collected. In *Chapter 5, Discussion*, the results will be discussed in the context of the existing literature, and conclusions will be drawn. Lastly, the managerial implications of the thesis' results will be presented as well as a critique and suggestions for future research.

2. THEORY AND HYPOTHESIS GENERATION

This chapter will provide an overview of the theoretical foundations that this study is based on, followed by model and hypothesis generation. More specifically, the first part of the chapter will cover the topic of Catharsis and its applications in the field of psychotherapy as a means of venting “bottled up” emotions of aggression. The second part of the chapter will discuss the feelings of Empowerment as opposed to Frustration in the workplace and the behavioral reactions these emotions elicit in employees as well as generate the hypotheses. This will finally develop into a proposed model of Cathartic Empowerment and Frustration-Aggression.

2.1 Concept of catharsis

The concept of catharsis originates from ancient Greek, meaning “purification” or “cleansing” (Kuiper, 1995). The first definition of catharsis was coined by Aristotle, describing the point of *climax* and emotional breakdown that those exposed to music or dramatic tragedy underwent. The audience was so deeply emotionally involved in the dramatic action, that the events taking place on the stage were almost experienced as their own (Turri, 2015). The strong emotions represented theatrically, “drained” the audience of their own feelings, allowing them to feel renewed, restored and revitalized (Berczeller, 1967). Aristotle shed light on an interesting phenomena, namely the significance of emotional situations and how they can elicit psychological, behavioral, cognitive, expressive, and subjective change in individuals (Rimé, 2009). Since then, several fields of study have capitalized on the term ‘catharsis’, not least in the sphere of psychotherapy according to which the act of viewing or expressing deeply aggressive emotions leads to the purification and relief of the mind (Bushman, 2002).

2.1.1 Therapeutic use of catharsis

Pioneers in the domain of psychotherapy were Breuer & Freud, who in 1937 proposed their model of Catharsis; that is, repressed negative emotions “build up” inside an individual when they perceive a threat inducing situation or person, creating internal pressure unless the emotions are vented and tension is released. They propose that the way of purging the emotion is to engage in a negative affective experience (Ferguson *et al.*, 2017). Expelling the emotions will relieve the pressure because it, on one hand, creates a sense of potency and on the other hand, allows the assimilation of pain or loss (Bohart, 1980). However, this form of expression has been highly criticized after a vast majority of studies have concluded that catharsis leads to increased rather than reduced aggression (Bushman, 2002). Bushman’s study (2002), to exemplify one out of many, showed a direct correlation between those engaging in cathartic activities

and increased levels of both anger and aggression, much more so than from those who were distracted or waiting. That is, that in practice, the results often contradict Catharsis theory. This phenomenon has been explained parting from the idea that cathartic activities are often aggressive and that they consequently could lead to the activation of other aggressive thoughts, emotions, and behavioral tendencies leading to even greater anger/aggression (Bushman *et al.*, 1999). What a majority of researchers do coincide in is the fact that subjective interpretations of one's own emotions can be understood and rationalized as 'bottled up' and that the action of letting them go can often lead to a feeling of relief. Therefore, the value of catharsis lays in its power to immediately "discharge" emotions and remove threats that could cause a "bottled up" situation (Bohart, 1980). One of the most direct ways of discharging said emotion is physically, by engaging in a Rage room, hitting objects, releasing that energy in motion.

Although there is empirical value in the action of releasing concentrated negative emotions, it is contradictory according to social norms which tell us that it is not acceptable or considered correct behavior to discharge one's own negative emotions in social situations in an attempt to "finish the business".¹ In other words; even if one is feeling irritated or aggressive it is unacceptable to express these emotions to others; one should suppress, control and monitor them instead (Ashkanasy & Daus, 2002). Still, aversive events automatically stimulate thoughts, memories, motor reactions, and physiological responses associated with negative affect (Bushman, 2002). The continued repression and monitoring of emotions and the lack of a healthy expressive outlet can lead to a syndrome of emotional exhaustion and burnout (Grandey, 2000; Kruml & Geddes, 2000; Mann, 1999).

To prevent the appearance of syndromes, catharsis theory suggests that "coping" with the threat inducing situation will 'carry forward' what is implicit in feelings, as a mean of "finishing the business". In this thesis, 'coping' derives from the immediate confrontation of the dialogue taking place between feelings and cognition, and the relief experienced after an aggressive episode in a Rage room (Bohart, 1980).

In short, what catharsis theory reveals is that a healthy personality typically gives free and spontaneous expression to emotions. But this is not always the case in individuals and at those

¹ The expression "finishing the business" is taken from Bohart (1980). The author suggests that the bottled up sensation of feelings comes from the interference with an action or a goal. The act of not being able to express one's emotions for external reasons is frustrating. Bohart expresses the interruption in terms of "unfinished business". And therefore, the act of discharging the emotions would be the opposite, namely "finishing the business".

times when strong negative emotions flourish within and ‘bottle up’, they will cause emotional exhaustion, anxiety and frustration which will lead to anger unless they are released in a Rage room through an aggressive episode (Bushman *et al.*, 1999). This leads us to our first hypothesis:

H1: Rage room will be tension reducing and will let individuals feel less frustrated afterwards.

2.2 Psychological empowerment in the workplace

In a world where global competition and change in organizations require employee initiative and innovation, the concept of having emotionally strong and psychologically empowered people in the workplace is becoming more and more important (Spreitzer, 1995; Walter, 2008). Moreover, empowerment is directly related to managerial effectiveness in terms of increased concentration and resilience. The concept of psychological empowerment is not a generalizable personality trait that one either possesses or not, it is rather a continuous variable that reflects a set of distinct cognitive components that make individuals feel more or less empowered in different situations, i.e. confident to claim their rights. In other words, empowerment can be defined as the continuous ebb and flow of individual’s perceptions about themselves, shaped by their work environment (Spreitzer, 1995).

Although empowerment is a psychological perception of one self, it can be triggered by physical actions. Individuals feel powerful when in control of situations, and in a Rage room they are provided with a safe environment of their own to act out on anything and everything they may want, without restrictions. Therefore, if a Rage room experience interrupts a sequence of thoughts and events that otherwise can lead to uncontrollable frustration and aggression, it may also create positive injection of energy to increase the individual’s perceptions about themselves. Therefore, we hypothesize that:

H2: Rage room will increase one’s overall perception of psychological empowerment.

Since the work environment plays such an important role in creating feelings of empowerment amongst employees, organizations need to be governed by these ideas. Organizations require means through which they can increase intrinsic task motivation amongst their staff as well as encourage people to navigate through their work role with an active orientation, where they will wish and feel able to shape their work role and context (Spreitzer, 1995). Four cognitions have been identified to reflect an individual’s orientation towards his or her work role and consequently their level of empowerment, namely: *meaning, competence, self-determination*

and *impact*. All four dimensions explained below (see Figure 1) are based and reflect on each other, and although the absence of one dimension will not eliminate the perceived empowerment in its entirety, it will have ramifications on the overall degree of experienced empowerment. Further, higher degree of empowerment follows with an increased intrinsic task motivation and self-efficacy, and in general managerial effectiveness (Spreitzer, 1995). It is therefore of organizational interest to examine what activities that may boost short-term components of empowerment, in order to benefit from employees' own drive, initiatives and innovation capacity in times when competitions is vigorous.

Meaning

The first dimension of empowerment is meaning. Meaning refers to the value of a work goal or purpose, judged in relation to an individual's own ideals or standards (Thomas & Velthouse, 1990). Meaning involves a fit between the requirements of a work role and beliefs, values, and behaviors (Brief & Nord, 1990; Hackman & Oldham, 1980). The dimension of meaning serves as the "engine" to empowerment and is directly related to work performance. Of even more relevance, there is a stronger link between meaning and job satisfaction. In order for work being personally meaningful, an individual need to perceive it as satisfying (Spreitzer *et al.*, 1997). It is first by then that meaning results in high commitment and concentration of energy (Kanter, 1983). Meaning in turn is dependent on the amount of available information that support the individual to encompass its fullest performance potential.

Correspondingly, the more information available, the better performance achieved by employees. In addition, sharing information as well as making it more accessible in organizations contributes to a more collaborative work environment. If information is inherently limited, individuals will instead act more independently and thus feel more anxious (Spreitzer, 1995; Spreitzer *et al.*, 1997). Therefore, absence of information that is necessary to task performance or goal alignment, will influence an individual's active involvement with her work role. Strong individuals would not accept that information necessary for their own work satisfaction and performance expectations were withheld, and would therefore instead act empowered and fight for information that is seen as potentially meaningful for their performance.

Competence

The second dimension of empowerment is Competence. Competence, or self-efficacy, is an individual's belief in her capability to perform activities with skill (Gist, 1987). In this study,

Competence reflects the degree to which employees feel self-confident about their own capacity (Spreitzer *et al.*, 1997). The perception of competence strongly impacts an employees' effectiveness and is directly related to an array of work-related performance measures, such as sales and research productivity, learning and adaptability. Low levels of self-efficacy results in withdrawal, whereas high levels of Competence culminate in effort and persistence in challenging situations, as well as high task performance (Gecas, 1989; Spreitzer *et al.*, 1997). Competence is also related to satisfaction, where competent employees find greater intrinsic motivation and therefore tend to enjoy work more. Of even more importance, the perception of low self-efficacy is related to feelings of anxiety. Therefore, job-related conditions where employees feel less competent about their own abilities can result in physical and psychological health issues (Spreitzer *et al.*, 1997). On the contrary, Competence is associated with being recognized at work and rewarded for the individual performance and contribution.

Accordingly, when an employee does not receive the reward promised or earned, it is a strike at one's self-esteem. The absence of recognition and reward should therefore be perceived as a violation to one's employment rights and thus an indication that one's performance and Competence are not appreciated. Strong individuals that are aware of their own self-worth would not accept that the reward was taken away and instead feel confident to fight about their work-related performance contribution.

Self-determination

The third component of empowerment is Self-determination. Self-determination is an individual's sense of having choice in initiating and regulating actions (Deci *et al.*, 1989). Self-determination in an organization is related to work involvement and reflects the autonomy and control an employee has over work processes (Spreitzer *et al.*, 1997). For example, making decisions about the pace of working or the methods used to complete tasks. Self-determination is further related to meaning and considered a key component of intrinsic task motivation. Employees who perceive they are Self-determined feel more satisfaction (Spreitzer *et al.*, 1997). On the contrary, employees who experience that their autonomy is being constrained, or that the perception of personal control is out of reach, often feel alienated and thus anxious and act with avoidance (Spreitzer *et al.*, 1997).

Self-determination results in *learning*, interest in the activity and resilience in the face of adversity. When there's a lack of this component, the employee will be more withdrawn and

frustrated when s/he faces obstacles at work. If the employee instead finds her work to be satisfying and meaningful, s/he will be more inclined to act Self-determined and take control over the situation.

Impact

Impact is the fourth component of empowerment. It is the degree to which individual feels embedded in the organization and can thus influence strategic, administrative, or operating outcomes at work (Ashforth, 1989; Spreitzer *et al.*, 1997). In other words, it refers to whether or not people believe that they, rather than external forces, determine what happens in their lives (Spreitzer, 1995). The perception of Impact is related to an employee experiencing that s/he can make a difference. If s/he does, s/he will be more prone to actively orientate herself and take more own initiative. Being able to make a difference is positively related to task performance and aligned with the psychological state of satisfaction. On the contrary, employees who are lacking the opportunity to influence organizational outcomes experience feelings of helplessness, which in turn reduce motivation and increase frustration and anxiety. Evidence further indicates that the dimension of impact is related to depression and stress (Spreitzer *et al.*, 1997). People with no impact lack locus of control, and instead see their behaviour as influenced by a dominant system (Spreitzer, 1995). Thus, the perception of Impact benefits the organization's own interest and health, as well as its stakeholders'.

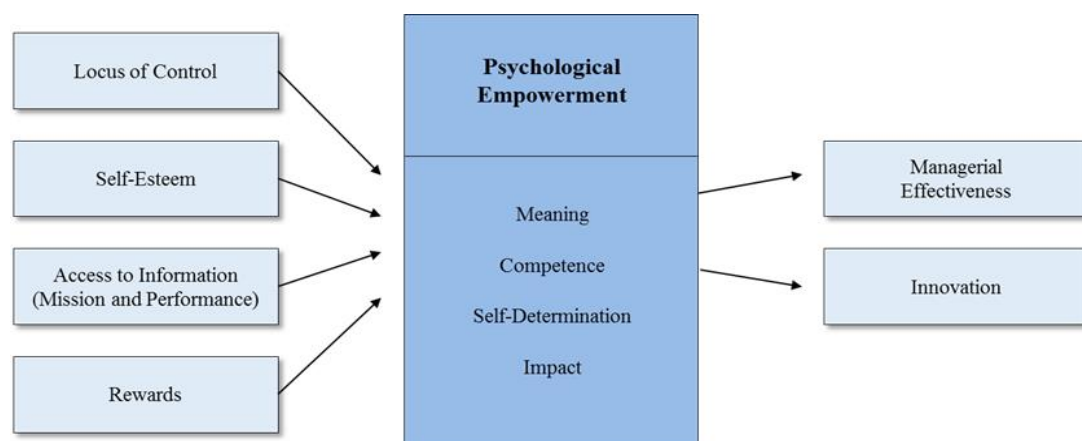


Figure 1. Elements of Psychological Empowerment

Recognizing individual dimensions of empowerment, impacts directly on organizational effectiveness, overall performance and their long-term survival, in terms of Managerial effectiveness and Innovation. Despite this, many organizations do not complete the overall dimensions

of psychological empowerment. In those cases where the dimensions are absent in the workplace, empowerment will be taken over by anxiety which reflects, behaviorally, in both individual and organizational frustration and inefficiency. This other side of the coin, frustration, will be discussed in the coming chapter to juxtapose the highly valuable effects of empowerment on organizations to the critically negative behavioral reactions that frustration draws out in people.

2.3 Feeling of frustration

Frustration can be described from two points of view; firstly, from the nature of the situations that lead to frustration and secondly, from the nature of frustration itself. This idea is corroborated by the different definitions of the word, because they often take one stance or the other. The Merriam Webster dictionary, incorporates both points of view and defines ‘frustration’ as the “feeling of discouragement, anger, and annoyance because of unresolved problems or unfulfilled needs” (Kuiper, 1995). Literature on the contrary, prefers to focus on the nature of the situations that lead to these feelings, namely “the interference with goal attainment or goal oriented activity and the interference with goal maintenance” (Spector, 1978). In other words, whenever a goal or desired end state is blocked and interfered with - either by blocking necessary responses to achieve a goal or by removing the goal so the responses are unable to achieve it - it will create a varying degree of frustration. The reactions to these interferences are strong because, as discussed in management theory, individuals like to feel in *control* of situations and when either personal goals or task performance are interfered with, the perceived sense of control over the situation dissipates (Argyris, 1957). The strength of frustration will then depend on a number of factors including the personal importance of the goal, the degree of interference and the number of interferences, where high levels of these factors result in strong frustrations, perceived loss of control and consequently, engagement in counterproductive acts.

On a secondary plane, authors have discussed the nature of frustration and how it is expressed. The common understanding is that the response to frustration is some type of negative emotional reaction which is aversive, or in other words, the individual is driven to reduce it, and produces increased physiological arousal, or more intense strength in the response. The behavioral translation of these responses may vary, but a vast quantity of research has supported the relationship between frustration and aggressive behavior (Buss, 1963; Spector *et al.*, 1975). This relationship has shown a positive correlation where the greater the strength of frustration, the more intense the aggressive response is likely to be. Some other factors affect the degree

and intensity of the aggression including the anticipation of punishment and the intentions of the source of frustration. In the case of the former factor, when punishment is expected, it can lead to inhibited aggression or even displaced aggression from the person causing the frustration to a more “safe” target who is not in a position to retaliate. And in that of the latter factor, arbitrary and intentional frustration leads to stronger aggression than non-arbitrary, accidental or unintentional frustration.

In sum, frustration is an automatic response to personal goal interference and/or task performance and is often behaviorally expressed in the form of aggression. The strength of the aggressive reaction will depend on the degree of frustration, the probability of punishment and the intentions of the source of frustration (Spector *et al.*, 1975).

2.3.1 Behavioral reactions to frustration

In Section 2.3, we have described the negative emotion of frustration and discussed the nature of this feeling as well as how it materializes and the consequences it has on those who are frustrated. These consequences remain regardless of the environment, so when people feel frustrated at work, it has consequences there too. As mentioned previously, frustration can trigger anger and anxiety and under some specific workplace related circumstances can lead to workplace deviance, or CWB (Spector & Fox, 2005). CWB, or workplace violence, is not the violent event itself, or the “tip of the iceberg” but a response to an experienced provocation (Skarlicki and Folger, 1997). Especially five dimensions of CWB is commonly referred to in literature as reactions to frustration in organizations, that is (i) abuse against others, (ii) production deviance, (iii) sabotage, (iv) theft, and (v) withdrawal (Spector *et al.*, 2006).

Organizational decisions and managerial actions are oftentimes perceived by some of the involved to create unfair circumstances, especially towards employees, which often leads to workforce frustration. In this case, frustration is the symptoms of feeling hurt or pain (Spector, 1978). When the frustration comes about due to environmental conditions in the workplace such as lack of autonomy, interpersonal conflict, organizational constraints, role ambiguity, role conflict, workload, unjust actions or insults, employees are more likely to engage in harmful acts against the organization and its functioning, hence making it more inefficient (Spector, 1997). Employees “get even” by “punishing” those blamed for causing their own frustration, engaging in CWB both towards coworkers and the organization alike. This can be explained because using anger and revenge as symbolic gratification restores the perception of fairness

and justness and improves the employees own well-being (Spector & Fox, 2005; Spector *et al.*, 2005).

Skarlicki and Folger (1997) further investigated the subtle relationship between organizational justice and retaliation of employee fairness. They found that when employees felt exploited by the organization or an authority, they managed such indignity by engaging in CWB through engaging in either antisocial behavior, such as saying things that purposely hurt others; psychological withdrawal; or theft and sabotage. What decides the way in which this aggression materializes is to a large extent, the strength of the emotional reaction to the frustrator, as explained below.

Low levels of emotional reaction

Anger and increased arousal are often a normal emotional reaction to a lower level of frustration and it can have a direct effect on task performance. Depending on the recurrence of this frustrator and the complexity of the tasks performed, the performance can be facilitated by increasing the speed. However, if the task is complex and the frustration is recurring, it can very easily lead to quite the opposite effect; inhibiting a correct completion of the task, increasing the number of mistakes and consequently, spiking the levels of frustration (Spector, 1978). Similarly, if the frustration is mild, the initial reaction is normally to attempt to find alternative actions that remove the impediments or provide the needed resources to achieve the goals (Spector *et al.*, 2005). This would result in task performance being less ambiguous and more aligned to your personal ends, perhaps even removing the appearance of mild frustration in the first place (Spector, 1997). At times, however, mild frustration cannot be entirely prevented because it often roots from the interactions with coworkers, subordinates and/or supervisors who are found in the same physical environment or from rules, procedures and formal structures found in organizations (Spector, 1997). In other words, there will almost always be sources of interference with task performance or personal goals in organizations which will produce mild frustrations, but it is not until these become too intense and difficult to go around that it will result in aggression.

High levels of emotional reaction

If the levels of frustration are severe from the start, often as a consequence of situational constraints that hinder the achievement of organizational and personal goals, then the behavioral reactions are much more hazardous and display more aggression (Spector *et al.*, 2005). The

display of aggression will often depend on the expected reactions received; if the individuals expect punishment from their actions, they will express the aggression and angry emotions ‘passively’ through withdrawal (being absent, taking sick leaves even when not truly sick, quitting the job) or simply by abandoning the goal. If on the other hand, they do not expect any punishment for the act, the aggression can be taken directly out on the source of frustration verbally or physically (if it is a person who is causing it) or covertly, by acting in ways that will hurt the person. This type of retaliation is denominated interpersonal aggression. In other occasions, the aggression can be taken out on the organization itself through behaviors that would hurt the organization as a whole, either openly (striking, purposefully slowing down the work, initiating lawsuits, amongst other things) or covertly (sabotaging, secretly withholding output, or stealing). This second type of retaliation is known as organizational aggression. Alternative to these reactions are finding alternative courses of action, abandoning the organization and in that manner hurting them through the withdrawal.

Both positive and negative emotional reactions are short lived and usually disappear after a few hours. The emotional reaction that arises from frustration is associated with physiological arousal (excitement transfer). This means that an individual who experiences anger due to task performance or personal goal interference, also experiences a more intense sense of aggression during the same time interval. In other words, negative emotions trigger employees to engage in retaliation (overt and/or covert), and arousal amplifies the emotional reaction of frustration and aggression. This may result in reduced performance, task inefficiency and in general, lower job satisfaction. However, if employees are given the chance to discharge their emotions and aggression in a Rage room, they will be able to turn around the emotional reaction to positive arousal. And if individuals are positively aroused, they will find themselves in a state of positive affect, with “high energy, full concentration, and pleasurable engagement” (Watson & Clark, 1999). Therefore, we hypothesize:

H3: Rage room will increase the state of positive affect.

At other times, the emotional reactions are more long lived and this has behavioral effects beyond the specific trigger event. Individuals may undertake a behavior of poor etiquette, betraying others’ confidence and even getting revenge on the source of goal obstruction or task performance interference (Spector, 1997). The negative arousal connected to frustration will only augment the perceived need for engaging in CWB and avenging the wrongdoing (Spector, 2005). Some such common behavioral and retaliatory reactions include violation of rules,

norms and promises as well as attacks on power and status (Spector, 1997). Given the apparent need for aggression in order to let go of the tension and the frustration and the fact that a Rage room could provide an arena for this discharge, we hypothesize:

H4a: Rage room will minimize CWB since it reduces the sense of violence and feelings of revenge.

In sum, what has been shown in this section is that when individuals are confronted with goal obstruction or interference with their task performance, they get the urge to express the negative affect and emotions. In organizations, there are often no instituted pathways to do so, and so the behavioral instinct is to act out on the aggression towards others or the organization itself. If, however these individuals can give expression to their “bottled up” feelings in a safe environment, without the fear of consequences or retaliation by others, the perceived indignity may be managed and thus the experienced need for justice will be resolved, we hypothesize that:

H4b: Rage room will increase the state of satisfaction.

2.4 Bridge catharsis-frustration-empowerment

There is a strong link between Catharsis and Frustration theories, namely aggression. On one hand, catharsis, as discussed in Section 2.1, claims that when negative emotions flourish in an individual they will continue bottling up unless they are released through an aggressive episode or action. On the other hand, frustration is described in Section 2.2 as a negative emotion that can come about in a variety of situations and that is behaviorally expressed and ‘digested’ through an aggressive episode. In the environment of interest, namely organizations, the aggression is expressed differently depending on the intensity of the emotions and the expected consequences the act will generate.

The common aspect between the two theories, aggression, can be further divided into two types: hot (affective) and cold (instrumental). The former type of aggression has as its main goal to injure the target, either physically or psychologically, often impulsive and/or immediately during the experience causing the negative emotion. Such negative emotions are associated with feelings of anger, injustice, shame and in general, being hurt (Spector, 2005). The latter form of aggression, is less reactive and may be chosen as a means to a desired end, in organizations often as a path to power, status and in general “getting ahead” (Neuman & Baron, 2005). During bursts of frustration, which are often short lived, “hot” aggression is primarily used as a quick response to provocation. For the scope of this thesis, it is that period of time

that can be influenced to ensure a different and less aggressive outcome. Therefore, if organizations provide a controlled environment in which to release “hot” aggression in its most ‘raw’ and physical form, may be the need to vent frustration through others, which only contributes to negative working environments, would change.

The above remains true when frustration already is present in the organization. But if we rewind to before these negative emotions first appear, we can find a tight link between frustration and its opposite, empowerment, insofar as frustration will be present when the four cognitions of empowerment (meaning, competence, self-determination and impact) are not. This is explained by (Kunimatsu & Marsee, 2012); aggressive behavior is determined largely by the perception of control rather than actual capabilities. In other words, when individuals perceive a lack of control -of empowerment- they will respond with aggressive behavior, such as that presented in frustration-aggression theories.

2.4.1 A cathartic empowerment frustration-aggression model

It is in this manner that we arrive to the combination of discussed theories and hypotheses through the model seen below.

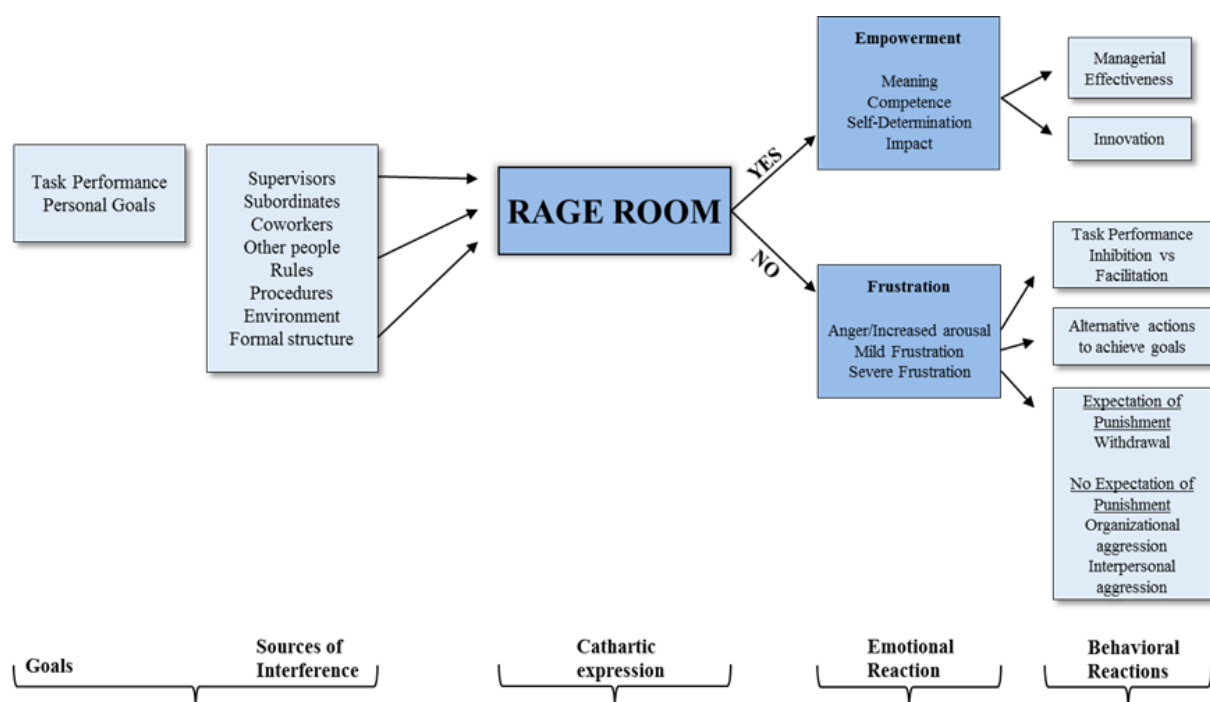


Figure 2. A Cathartic Empowerment Frustration-Aggression Model

The model can be divided in four parts: Goals and Sources of Interference, Cathartic Expression, Emotional Reaction and Behavioral Reactions. Individuals have two types of *Goals*, task

performance and personal goals and they can be *interfered* with by a number of elements at the workplace. Either people such as supervisors, subordinates, coworkers or by the formalities and boundaries like rules, procedures, formal structure and the environment. When these interferences take place, individuals may either release their frustrations through cathartic expression, or not. According to our proposed model, when they decide to give expression to their emotions through a Rage room, they will feel empowered, expressed through meaning, competence, self-determination and impact. In the workplace, these emotional reactions will translate to managerial effectiveness and innovation. When the individuals, on the contrary decide not to vent, it will lead to a varying degree of frustration, ranging from increased arousal to severe frustration and consequently, it will reflect upon the workplace as aggression, withdrawal or alternative actions.

2.5 Summary of hypotheses

H1: Rage room will be tension reducing and will let individuals feel less frustrated afterwards.

H2: Rage room will increase the overall construct of one's perception of psychological empowerment.

H3: Rage room will increase the state of positive affect.

H4a: Rage room will minimize CWB since it reduces the sense of violence and feelings of revenge.

H4b: Rage room will increase the state of satisfaction.

3. METHODOLOGY

In this chapter, an explanation of the study's scientific approach and its structure will be provided. A number of different sub-headings will explain the research design, the method of the study including pre-studies and the main study, the selection of variables and measures as well as a discussion about validity and reliability.

3.1 Initial work - Choice of topic

The interest in cathartic expressions as therapeutic healing has been limited during the last half century. A vast amount of research has rather focused on the negative implications of using cathartic expressions in emotional situations and found that the long-term effects of engaging in violent acts increase the probability that an individual may target any object that is available and perceived to be appropriate with physical harm in a “bottled up” situation (Spector, 2005). In other words, what studies have concluded in the past is that in practice, using violence to overcome aggression automatically triggers aggressive responses. However, approaching the 2010s and following the Economic crisis in 2008, the topic was re-explored, this time to reveal that individuals actively sought aggressive and cathartic experiences through Rage rooms as a means of “draining” out negative emotions that arose in the workplace. Although this trend originally started in Japan, the concept of Rage rooms has promptly spread to a number of countries around the world including Argentina, the U.S and Italy, proving its practical usefulness and widespread acceptance.

After thoroughly investigating the topic in numerous databases and electronic journals, we realized that although Rage rooms had risen in popularity, the academic and theoretical viewpoints were still very much unexplored, and even more so, the potential connection between cathartic expressions and their impact on situational frustrations in organizational settings. We felt that this was an important knowledge gap that we could fill and it was in this manner that we initiated a discussion with Professor Micael Dahmén, from the department of Marketing and Strategy. This dialogue planted the seed that led us to further investigate the link between cathartic expressions and their usefulness as a performance enhancing method for organizations and their employees. In other words, if employees give free and spontaneous expression to their feelings of frustration in a Rage room, will they become mentally healthier and not engage in CWB. We were both enthusiastic about the subject and the aim of bridging the gap between researchers and practitioners.

Since the field of study of Rage rooms is not developed, we decided to look into adjacent theories by reading books, articles and doing an initial round of testing. At this early stage in the process, we hadn't narrowed down the theoretical frame, so we tested a variety of theories including stress, aggression, catharsis, empowerment, engagement, intentions and feelings-as-information amongst others, on two exposure groups; waiting and writing about the actions carried out in a Rage room. A total of 50 experiments were carried out at this phase, 25 for each of the exposures and following the analysis of these results, and in combination with a meeting with Micael Dahlén, we narrowed down the scope. This led us to Empowerment theory and the connection with catharsis; individuals who engage in cathartic expression will have an empowered perception of themselves and therefore decrease the need to express frustration through CWB. After an extensive literature review and meetings with our mentor, the problem area and the purpose were determined.

3.2 Scientific approach and overall research design

A deductive research approach has been employed to examine an inductively chosen research topic. The research follows a quantitative research design and is structured according to a typical "cause-and-effect" reasoning, where the effects are due to logical explanations that this study investigates. The survey's variables aim to measure the respondents' behaviors, thoughts, and feelings for all phases of this study (Phase 1-2). Hypotheses are developed from existing theory and knowledge and customized to suit the field of management research in an authentic applied working environment (Bryman & Bell, 2011). A questionnaire is the method of collection for the quantified information, which is then transformed into data and analyzed in SPSS.

According to Bryman & Bell (2011), an experimental design typically employs comparisons between experimental group(s) and control group(s) with regards to the dependent variable. In this laboratory experiment, CWB was the dependent variable manipulated by the independent variable, Rage room. Therefore, there is by no means ambiguity as for the direction of causal influence (Bryman & Bell, 2011).

During the experimentation itself, respondents were exposed to a "bottled up" situation, after which they were asked to evaluate the internal (feelings) and external (behaviors) attributes of "finishing the business" with aggression as a method to reduce frustration. Given the employed experimental design, the dependent variable was measured before-and-after the experimental manipulation to conduct before-and-after analysis.

Rage room group used a baseball bat to take out frustration on cardboard boxes and Waiting group waited silently seated in the same environment where they had been exposed to the frustration trigger. Respondents were randomly assigned to both the treatment and control group, entailing that the mean differences between the two groups are attributable to the manipulation of the independent variable (Bryman & Bell, 2011). According to Bryman & Bell (2011), the characteristics of experimental methods are more accurate and therefore, greater confidence can be enjoyed in the causal findings between dependent and independent variables. A quantitative research design ($n > 30$) was also preferred since the disposition of this thesis was yet to draw statistical analysis that resulted in generalizable conclusions at the individual, group and organizational level devised from significant tested hypothesis (Bryman & Bell, 2011). Finally, the research design perused to enjoy experimental realism. This suggest that respondents were profoundly involved when performing the experiment and took it very seriously (Aronson *et al.*, 1968).

3.3 Preparatory work

The preparatory work required for the main study was accomplished by proceeding through four stages: (i) Selection of an appropriate and homogeneous method of inducing frustration, preferably one containing no interaction between us and the participants.² (ii) Selection of proven anxiety measures to assess the potential effects of the manipulation and stimulus. (iii) Selection of environment in which participants could complete the experiment without external factors influencing the result. (iv) Ensure that the overall quality of the final questionnaire was satisfactory and that it covered all points of interest and that it was easy to understand.

3.3.1 Pre-Study 1: MIST and STAI

The objective of the first pre-study was to corroborate the usefulness of Montreal Imaging Stress Test (MIST) in inducing frustration (Dedovic *et al.*, 2005) and of Y1 State-Trait Anxiety Inventory in measuring and comparing said frustration levels (Spielberger *et al.*, 1983).

MIST consists of a number of computerized mental arithmetic challenges divided in three blocks: rest, control and experimental, all of which trigger stress and frustration responses in

² Before testing MIST, we created a list of 8 topics that could be used to stress people. This required a lengthier conversation and made the manipulation very dependent on the experimenters, so we found MIST that has proven results. And that it was more congruent with a working Environment where computers are used, and most certainly a medium that is related to stress.

the people performing the test. The Rest block consists of a screen with some text asking the test people to wait until the first arithmetic problem appears. The Control block consists of a number of arithmetic problems, starting with very simple addition and subtraction exercises and progressively including more complex problems, including division and multiplication as well. The Experimental block is more or less a copy of the Control block, although the screen now shows two more aspects: first, a time limit and second, a performance bar at the top which shows how good/bad the test person is performing (See Appendix 1 for visual demonstration of MIST). Special efficiency in terms of increased frustration was found in the Experimental mode of this test due to the fact that the participants were put under great - sometimes even unrealistic - time pressure to correctly answer the arithmetic problems presented and that they were presented with their average performance in %, compared to that of the 'average' participant (Dedovic *et al.*, 2005).

STAI is composed of two forms, each with 20 questions based on a 4-point Likert scale (1 being "Not at all" and 4 being "Very much") which measure two types of anxiety; state anxiety (Y1), that is produced after a specific event, and trait anxiety (Y2), that inherent to a person. Each of the responses is awarded a score which can then be rated: low scores showing a mild form of anxiety and high scores signifying a more severe form of anxiety. For the purpose of our experiment, we were most interested in state anxiety (Y1) after completing the MIST.

Given the wide array of support both of these tests have received in literature (Marteau & Bekker, 1992; Dedovic *et al.*, 2005, Pruessner *et al.*, 2008; Brummelte & Galea, 2010; Julian, 2011), a randomized sample of ten respondents were chosen simply to corroborate the existing results. Five of the participants were asked to provide answers to the Y1 form without performing any test. The other five respondents were asked to sit through the experimental block of the MIST or both the rest and experimental blocks for approximately 5-7 minutes. Directly after, they were asked to answer the Y1 form of the STAI.

After the test was performed, all participants were asked to share their thoughts related to the pre-test questionnaire. Feedback was open. However, all participant reflection concerned the understanding of questions, their interrelations and the length of both STAI and MIST. The purpose of some questions, i.e. "Jittery", "Worrying over possible misfortunes", "Frightened", "Worried" and "Indecisive" were hard to understand and criticized by 7 out of 10 respondents.

Five of the same questions expressed conflictive correlation in definition and perception. Three participants indicated that the pre-test study was too long.

All participants admitted that MIST was a “pain in the ass” and that it tested one's patience and concentration at the outermost troublesome level. Two people thought that the score was “probably rigged”. In relation to this, we considered that MIST was “good enough” to invoke a stressful state of mind, and that STAI communicated the incongruence in effects between groups that we aimed to influence.

We carried out a nonparametric Two Independent Samples Test in SPSS, Mann U-Whitney, to compare the representations of the different groups (STAI no MIST and STAI & MIST). Based on the outcome, the test showed significant differences at the 1% level between 14 STAI variables and groups. The motivation behind excluding six questions related to their low significance, and high correlation was supported by consulting with our tutor. Further, STAI gained internal consistency by excluding the eight variables.

The results were tested for internal consistency after performing a Cronbach alpha. The reliability analysis demonstrated an alpha of 0.783, indicating high internal consistency between the 14 variables included in STAI. The motivation to index the STAI statements was therefore grounded and means could be calculated to compare the two groups (see Table 1).

	Sample	Mean	Difference	Sig.
Pre-STAI & MIST	5	2.69	0.61	P = 0.008*
Pre-STAI & no-MIST	5	2.08		

*= Significance at 1% level

Table 1. Results of pre-study 1 - Measure of MIST with and without STAI

3.3.2 Pre-Study 2: Choice of context/environment

The purpose of the third pre-study was to select the locations in which participants could complete the full experiment without external factors impacting their state of mind. To complete the study and its two groups, we needed two different rooms. One in which the Rage room group (treatment) could complete the test, a spacious room suited for swinging with a baseball

bat and one for the Waiting group (control) that best simulated the context of a working environment, since employees often silently and internally deal with the frustration in these places. The ambition was to approximate the testing space to the most common working environment in Sweden at the moment, namely the open office landscape (Kontorsutformning, 2017).

Additional environmental requirements related to the presence and availability of a randomized set of people, who could participate in the study without requiring them to put in extra effort for their help. Lastly, due to financial reasons and a strict budget, the environment needed to be cost-free. It is in this way that the premises at the Stockholm School of Economics were chosen: there was availability of a variety of rooms and settings for the laboratory experiments to take place, the building is centrally located and filled with people in broad ranges of age, nationality and background and it is cost free.

3.3.3 Pre-Study 3: Questionnaire

After performing the first pre-study, a complete questionnaire was created and under pre-study 3, it was tested prior to finalizing it. A majority of the questionnaire was composed of questions based on a 7-point Likert scale with the exception of 16 bipolar variables, which were presented as two opposite scenarios. In consultation with our supervisor, we decided to perform a pre-study focused on these 16 questions to see whether or not the two scenarios were considered sufficiently clear and distinct for the respondents to have a solid opinion about one or the other.

Since we wanted to get a thorough understanding of their thought process and opinions, we conducted this pre-study qualitatively. A random selection of six respondents at the Stockholm School of Economics were chosen to answer questions 4 through 7 in the questionnaire after which we held short semi-structured interviews.

During the interviews, the respondents were asked about their opinions on the empowerment scenario questions, whether or not it was difficult to choose one, if they felt that other options were missing and if it would provide a greater degree of clarity to have a 7-point Likert scale instead. There was a unanimous positive response to the formulation and choice of question/answer with reactions such as “The scenarios are great! One should be asked to answer these questions before starting to work at any firm”, “I knew directly which one of those I would do in that situation” and “I liked the combination between thoughts and actions provided in the

answer options”. Despite the positive reactions received from the test group, when we introduced the data into SPSS, we saw that it was almost impossible to see any pattern in the responses provided from the dichotomous scales and we considered the possibility of encountering face validity and reliability issues later on in the process: what if we didn’t get any significance in the data because of the bipolar scenarios presented as a dichotomous scale? We considered that these empowerment metrics were of importance for the study and for this reason we decided to change their format, adding a scale between 1-7 in likelihood of acting according to the different scenarios.

3.3.4 Pre-Study 4: Design of Rage room

The fourth pre-study was conducted to decide which materials were appropriate to smash as means of venting anger and frustration induced aggression. After consulting with existing Rage rooms, we considered using glass bottles as the chosen material. However, we quickly realized the inherent risk of handling sharp materials such as broken glass which could easily result in potential bodily injury. Since we could not assure a safe environment for the participants if glass was involved, this idea was laid down. We initiated a conversation with potential participants for further input regarding the choice of materials. They expressed that seeing things break would provide satisfaction, but destroying glass could result in bodily injury and that would probably inhibit them from daring to take it all out on the bottles. Also, in logistical terms, filling the Rage room with empty bottles and cleaning out all the shattered glass completely before the next participant was invited would result in a much more complex process than necessary.

Due to ethical considerations connected to food waste, we did not consider smashing fruits, or other kinds of food for that matter. The scenario still required a design where participants could visualize and observe inanimate objects smash as an agency for catharsis. For practical and financial reasons, the Rage room was designed to contain two cardboard boxes. The participants’ goal was to use a tool, baseball bat, to destroy as much of the moving boxes as possible.

3.4 Objects of study

Two different objects of study were chosen and consequently, two different experimental designs were tested.

3.4.1 Rage room

A Rage room was set up at the Stockholm School of Economics to allow participants to vent out their frustrations through physical aggression. The inherent requirements of this type of room called for a spacious place where the participants had freedom of movement and it was separated from the most public places at the school to avoid being seen by others. We considered that feeling watched by others in this situation and not being able to take out the movements sufficiently would disturb the results of venting frustrations. The Rage room was set up with two cardboard boxes and the participants were given a baseball bat to hit and destroy the boxes in front of them. They were asked to continue the activity until told to stop. The intention was that the manipulation would last for approximately 2 minutes and 30 seconds, however after 30 seconds, they had already destroyed all of the material that was available. This means that the effects of Rage room participants occurred in only 15% of the time of the control group participants.

3.4.2 Waiting

A waiting room was also set up at the Stockholm School of Economics to try to replicate the environment that workers are usually exposed to when confronted with frustration and the activity they typically perform in these situations, namely keeping it to themselves. The room set up for this group was visible for by-walkers, since this is most often the case in an organizational setting. The size of the room wasn't taken into too much consideration; however, we did make sure that the venue was relatively silent and tranquil, with peripheral noises to better simulate existing office conditions. The participants were asked to remain seated, waiting and without directly interacting with others, physically or virtually, until told to stop. The manipulation lasted for approximately 2 minutes and 30 seconds.

3.5 The main study

A total of two groups were needed in order to answer the research questions; one treatment group which was exposed to the Rage room and a control group who simply waited. Both groups were exposed to the same procedure pre- and post-experiment, but treated with different tension reducing manipulations, as presented in Sections 3.3.1 - 3.3.2.

The experiment was carried out throughout the course of nine days (6th to the 15th of April 2018), in other words the experimentation took place over a narrow timespan. The Rage room group and the control group were tested at the Stockholm School of Economics. The tests were carried out at SSE during a period which is generally considered to be intensive in terms of workload at universities. In order to avoid excessive state stress in the respondents prior to the manipulation, we made sure to conduct the testing at least three weeks prior to the start of the exam period.

During the testing itself, we set up two computers in the same room at the Stockholm School of Economics, with a partition screen between them for the testing to be carried out simultaneously on two people but without them being able to interact amongst each other. Both seats included the questionnaire corresponding to the control group, facing upside down next to the computer, with a blank side toward the test person.

We approached a randomized representation of people of different ages, gender and nationalities and asked whether they could help carrying out a test for a master thesis. All of the potential respondents approached were made aware that they would receive a chocolate bar if they participated in the study as an incentive. They were then free to agree to participate or decline the invitation, which once more increased the randomization of the selection. Two participants were selected at the same time and we accompanied them to the room where the testing was to take place, only engaging in small talk during the short walk, not giving away any details pertaining to the experiment, the topic of study or the nature of the testing to make it as homogeneous as possible and minimize any potential external effects that could impact the participants' state.

When they arrived at the experimentation room, they were asked to be seated. Each respondent got the same explanation of what s/he was supposed to do and they were told to start when they

felt ready. During the experimentation, we aimed to reduce the impact of any temporal dynamic, so it was important that no external factors such as mobile phones, watches or other electronic devices were used. The participants were asked to refrain from using any material other than that provided by us.

When it came to the testing of the Rage room group, the individuals were selected in the same random manner as described above. The only difference was that they were asked one by one, instead of in pairs. Only one computer was set up and only one person carried out the experiment at the same time. They were given the same instructions as the people in the control group. After having performed the MIST test and answering the first set of STAI questions, they were taken to the Rage room and asked to hit and destroy the boxes found in front of them until we came back. Once the whole procedure had been finalized, the next test person was taken to the room, first to the computer, and later to the Rage room. This was performed in this manner in order to avoid distractions for the person after being in the Rage room, when filling out the rest of the questionnaire and to avoid people waiting to go into the Rage room to hear noises from the person in front of them.

3.5.1 Quantitative data sampling

Data was analyzed by using the statistical computer program SPSS. A generalizable confidence interval requires a minimum of 30 participants in each group. In respect to a strong manipulation and experiment itself, the sample size of 30 participant in each group was large enough to correlate with the central limit theorem and followed considerable confidence in the robustness and trustworthiness of causal findings (Bryman & Bell, 2011). As a result, the gathered data allow for a normal distribution curve and statistical inference (Rice, 1995).

A sample size of 64 participants was collected, ranging from 33 in the Rage room group and 31 in the control group. A total of 1 participant was ruled out. This was mainly due to unanswered questions or in violation to rules, such as interacting with a technological device during the experiment or manipulation.

Demographically, the gender distribution in the sample was 54.7% men, 43.8% women and 1.6% other/rather not say. Ages are ranging from 20-66 years with a mean of 30.1 years. The sample illustrates a heterogeneous sample of gender, age and occupation. The age and gender distribution between groups are compatible.

Encouraging participants to sacrifice 15 minutes of their valuable time was difficult. To acknowledge their support, participants were incentivized to participate in the survey by receiving a chocolate bar, but only after they adequately replied to the questionnaire.

3.6 Limitations

There were some limitations to the gathering of data, mostly due to practical reasons. First of all, only two groups were tested in this study; one using physical aggression in a Rage room to reduce “internal pressure” and a control group. Moreover, only one design of the Rage room was used: two empty cardboard boxes and a baseball bat as a tool. Often, in Rage rooms the participants themselves are the ones who get to choose from a variety of tools (baseball bat, hammer, golf club, etc.) and a variety of objects, but in this case due to safety, economical and ethical reasons, only one scenario was offered.

With respect to the location, all of the testing took place at the Stockholm School of Economics. Although ideally, to study CWB, the testing should be done in a real-life, organizational environment, after contacting a number of firms, this idea was discarded. Lastly, and tangentially linked to the choice of location, is the fact that we sought to have a variety of respondents (age, nationality), for that reason, apart from approaching students at SSE, we invited respondents from other places to be tested as well.

3.7 Questionnaire

The study is of quantitative nature where a questionnaire befalls as the basis for collecting data. The respondents were asked to answer a total of 70 questions, divided into (i) self-evaluation, (ii) control questions, (iii) action relevant outcome measures and (iv) demographics (see Appendix 2 for a complete example of the questionnaire). The questions were to great extent based on indicators used in well-cited Management and Psychology journals and literature. Likewise, the multi-item measurement, scales, that the respondents were asked to answer are common in Business and Management research and scientifically supported. The questionnaire was in English since many of the respondents at SSE are international and the aim was to generate generalizable conclusions. Also, everyday words and terminology was used to assist the process of answering the questions.

As recommended by Nemoto & Beglar (2014), Likert-scale questionnaires were mostly used in this questionnaire. These types of questions are the most commonly used instrument for measuring affective variables such as self-efficacy, motivation and anxiety since they allow researchers to gather large and specific amounts of data with ease (Nemoto & Beglar, 2014; Messick, 1989). In the questionnaire, two ranges were used for the Likert-scales: most of the responses were evaluated on a range between 1 and 7 to be able to draw more precise estimates for the degree of correlation between variables and to recognize finer distinctions between respondents (Bryman & Bell, 2011). The seven-point scale was presented as a continuum bounded by two bipolar adjectives, “disagree” and “agree” (or “not at all” and “extremely”), where the low value in the interval scale (1- Disagree) was placed on the left and the high value (7- Agree) was placed on the right (Söderlund & Öhman, 2003; Söderlund, 2005). For four of the questions, the Likert-scale format was used, insofar as the respondents were asked to rate the likelihood of an action between 1 and 7 (1 being not likely at all and 7, very likely), but the presentation was slightly different. The respondents were presented two extreme and opposing situations and were asked to evaluate the likelihood of acting according to each of the descriptions between 1 and 7. This was done to increase the reliability and accuracy of the results given that only two sub-questions were used to measure the correlation between our different dependent and independent variables. However, as mentioned previously, for two of the questions the Likert scale was different, only ranging between 1 and 4. This wasn't a personal choice, but rather a consequence of using an already existing evaluative diagnostic criterion which uses this range (see State-Trait Anxiety Index below). Lastly, two open ended questions were used to measure respondents' level of aggression and to measure the age span.

To investigate whether CWB are mitigated when employees are allowed to release their tensions in a rage room, the questionnaire was designed to measure: (i) State-Trait Anxiety Index, (ii) Satisfaction, (iii) Emotions, (iv) Aggression, (v) Empowerment, (vi) CWB and (vii) Demographics.

State-Trait Anxiety Index

STAI is comprised of two questionnaires out of which only one, Y1, measuring State Anxiety was used in our questionnaire. It was measured twice, both before and after the exposure and measured by a selection of fourteen statements out of the original 20. Respondents took a stance towards all the statements through bipolar statements “Not at all” vs. “Very much”. Cronbach's $\alpha = 0.793$.

Satisfaction

As a manipulation control question for empowerment and positive affect, satisfaction was measured. The question was inspired from Bushman (2002) article. A seven-point Likert-scale was employed, where 1 indicated “not at all” vs. 7 “extremely”.

Emotions

As a manipulation control question, the emotions measurement was adopted from the PANAS-X Scales (Watson & Clark, 1999). A selection of eleven adjectives that measured positive and negative affect was chosen, such as “happy”, “active”, “irritable”, “angry”, etc., with bipolar labels “Agree” vs. “Disagree”. Cronbach’s $\alpha = 0.814$

Aggression

As a manipulation control question and to measure aggression, the respondents were asked an open question, “Choose the quantity of tabasco that you want Alexander or Carolina to consume. Cooking a meal requires approx. 3 drops (3ml)”. (Moss, 2016)

Empowerment

The questions measuring empowerment are divided into the four components of empowerment (Meaning, Competence, Self-Determination and Impact). The questions were formulated in terms of a work-related scenarios with two opposing outcomes based on fight-or-flight mechanisms (Kunimatsu & Marsee, 2012). The respondents were then asked to rank the likelihood of responding to the scenario according to each option between a range of “highly likely to act in this way” and “highly unlikely to act in this way”. Cronbach’s $\alpha = 0.803$.

CWB

To measure CWB, the respondents were asked a series of thirteen questions based on the article by Fox & Spector (1999) such as: “Would you day dream rather than doing your work?”, “Would you steal something from work?”, etc. They were asked to take a stance to each of the questions on a range between “Disagree” to “Agree”. Cronbach’s $\alpha = 0.843$.

Demographics

To measure gender, a nominal scale was employed. Age was measured using an interquartile range and a nominal scale was applied to collect data about occupation.

3.8 Analytical tools

The quantity of data conducted originated from 64 respondents. The questionnaire was manually handed out as well as manually plotted into the statistical computer program SPSS. SPSS was used to perform all tests and analysis.

To compare the Rage room group and the control group, Independent sample t-tests were performed. Two-sided independent tests were adjusted to one-sided with a significance level lower than 5%. Next, all results indicated a level of significance between 1% and 5% were accepted into the study. To index, the multi-item measurements were investigated for internal reliability. A Cronbach Alpha value exceeding the demand of < 0.7 grounded the decision to compute an index of each variable. To introduce strong supporting results when comparing the groups and questions, the four index was used for further analysis.

Finally, two separate questions measured aggression and satisfaction on a 1 and 7 point Likert scale. Since the aggression and satisfaction measure only consisted of one question, they were individually compared and analyzed between groups. In the next section (4) the results are presented.

3.9 Data quality

The quality of data is of paramount importance in quantitative business studies where reliability and validity are the most critical variables to consider (Bryman & Bell, 2011). Reliability is fundamentally concerned with issues of consistency of measures (Bryman & Bell, 2011). Low reliability demonstrates that the measurement are mischievous and that the probability of unsuccessful measurement is high. An experiment's reliability in turn is influenced by how adequately the study is conducted, i.e. if the results are replicable (Söderlund, 2005). Validity attribute "whether or not an indicator (or set of indicators) that is devised to gauge a concept really measures that concept" (Bryman & Bell, 2011). Even though both variables are analytically dissimilar, they are still akin. For instance, Bryman & Bell (2011) states that validity presupposes reliability, whereas reliability does not presuppose validity. This statement conveys that if the potential measurement failure is high, it cannot be valid. We have taken this basis and consideration into account when designing the study.

3.9.1 Reliability

Reliability refers to the process of capturing data and “the extent to which a rating scale produces consistent or stable results” (Wilson, 2006). To ensure consistent and stable results in this study, we considered both primary and secondary sources, and mostly scientifically proven research methods, when designing the questionnaire. Well-cited articles, books and journals were explored in order to systematically tap into the concepts that the questionnaire aimed at capturing. The information used to structure the scenario-based and action-relevant empowerment measures was framed after reviewing established and trustworthy empowerment theory. However, since the specific field of study is unexplored, the empowerment measures have not been tested before in this context. Regardless, the chosen measures were verified first through a thorough pilot- and pre-study and later approved in consultation with our tutor, Micael Dahmén. The pilot study was performed qualitatively and in two parts; first, to ensure that the questionnaire was clear and that the respondents interpreted the questions correctly and second, to corroborate how well the STAI questions picked up the effects of MIST. The first part of the pilot study was quickly confirmed. After performing a Mann-U Whitney test that manifested significant effects on the dependent variable, as in other existing Psychology theory, the second part of the pilot was also found reliable. Therefore, we perceived the stability as high. Lastly, and to guarantee stability and consistency in results over time, we performed two pre-studies; one comprising 50 respondents and the other 10, both of which indicated that the effect sizes could be regarded as reliable. We then felt confident to proceed and regard the method used to collect data as comprehensive and reliable.

In terms of internal reliability, it is connected to the design of the multiple-item measures and refers to “whether or not the indicators used are related to the same thing, i.e. if there seems to be coherence and that indeed each question is aggregated to form an overall score” (Bryman & Bell, 2011). A far-reaching audit of well-cited books and articles was carried out in order to be confident that the questionnaires’ multi-item measurements captured respondents answers and that they correlated properly across various questions. A deliberate attention to primary sources was due, and only the most suitable for the very purpose of this study were selected to reinforce internal reliability, as recommended by Söderlund (2005). Performing a Cronbach’s alpha strengthened the assumptions about internal reliability (Bryman & Bell, 2011). In our study Cronbach’s Alpha ranged from 0.793 to 0.843, demonstrating strong internal consistency and high internal reliability. Consequently, performing an experimental design indicates that internal reliability is strong (Bryman & Bell, 2011).

3.9.2 Validity

According to Bryman & Bell (2011), validity is the most important criterion of quantitative research and also slightly more difficult to ensure. Consequently, employing an experimental research design required major attention to internal validity measures. Therefore, the main objective with this thesis was to emphasize an experimental design consistent with high validity in terms of internal and external validity, as well as ecological validity (Bryman & Bell, 2011).

Internal validity “indicates issues of causality, which concerns whether a conclusion that incorporates a causal relationship between two or more variables can stand responsible for the variation” (Bryman & Bell, 2011). In other words, internal validity is supported if the manipulations of the independent variables cause the desired or expected effects on the dependent variables. As explained previously (see Section 3.3.2 and Section 3.4), careful detail was placed to ensure that the testing was uninterrupted from external factors that could affect the result of the experimentation and the purposeful manipulation of the participants was moderated thoroughly. All the tests were performed at the Stockholm School of Economics, replicating possible real-life conditions of both a Rage room and an office space. During the contact with the respondents, they were all treated equally; receiving homogenous information ahead of answering the questionnaire and performing the experiment. The observation of the respondents engaging in the experiment was carried out from the same spot. Moreover, all respondents were randomly assigned to the experiment, helping us get rid of confounders. Both MIST and STAI as well as PANAS-X are widely used methods in Management and Psychology literature which ensured that the obtained results were due to the true nature of measured causality, and thus reinforced internal validity (Bryman & Bell, 2011).

External validity “indicates whether the results of a study can be generalized beyond the specific research context” (Bryman & Bell, 2011). All respondents were randomly assigned to the experiment which improves external validity. A special concern is related to the choice of environment. The environment can have a considerable impact on the studies external validity. In order to simulate an environment that is both similar to an organization's likewise effortlessly replicable, the experiment was performed at the premises of Stockholm School at Economics. A uniform distribution of respondents ranging from 43.8% women and 54.7% men with different occupations, ages varying from 20-66 and nationalities (23.4% international) participated in the study and represented the total sample. The two groups were rotated in order to minimize sample bias. This implies that the results can be generalized and that a retest in a

different occasions and time are likely to generate identical outcomes. Thus, external validity is strong.

Ecological validity “indicate whether or not social scientific findings are applicable to people’s every day, natural social settings (Bryman & Bell, 2011). The simulated laboratory environment in which the experiments took place was similar to a real Rage room setting. The look and feel was created with the purpose of how it could look like in an organizational situation. The tool used, a baseball bat, was also chosen to make the overall perception more natural a real Rage room. Therefore, the values, attitudes and opinions shared in the study are most likely comparable to those expressed from participants engaging in cathartic expressions in a real Rage room context. Accordingly, the nature of the study was designed to capture findings of participants expressing their natural habitat (Bryman & Bell, 2011).

4. RESULTS AND ANALYSIS

In this chapter the results from the main study are presented and the following analysis conducted. Hypothesis are presented as either accepted or not accepted. More specifically, this chapters' purpose is to convert the raw results of the statistical procedure into expressions that (1) convey numerically precise estimates of the quantities of greatest substantive interest, (2) include reasonable measures of uncertainty about those estimates, and (3) require little specialized knowledge to understand (King et al., 2000).

4.1 Results

Independent sample T-test and comparison of mean values estate the results and analysis. Furthermore, only one-sided significance tests are presented since the interest was to study the mean difference and variance that only occur in one direction, that is $\theta = g(X_c, \beta)$.

There are some problems relating to null hypothesis significance testing. For instance, the P value is just a simplification of reality and the procedure of thinking in binary terms, that is effect and no effect does not “tell us what we want to know” (Cohen, 1994). Therefore, two general principles relate to the treatment of data to improve the research and reporting of this study's' evidence (=data), and thus make confident inferences about what is possibly happening in the underlying population. First, we consider the null hypothesis testing and data to primarily generate an intuitive interpretation of observations, and secondly, we routinely report effect sizes in the form of confidence limits (Cohen, 1994).

	Women	Men	Rather not say	Average age
Rage Room	13	19	1	29.30
Waiting	15	16	-	30.77

Table 2. Group descriptives

4.1.1 Brief side-note regarding design

The sample size of each group may be considered as small. However, since the design of the laboratory experiment is of strong character, the effects conducted can be seen as trustworthy. In addition, it consists of a solid manipulation (MIST) and measurement of the Frustration (STAI) variable, both before and after engaging in a Rage room. Both methods are common and widely used in Management and Psychology literature. Furthermore, three manipulation control questions were employed to corroborate and ensure that the literature used covered the effects we aimed at capturing. As a consequence, the results presented are seen as accurate and meaningful.

4.2 The effects of Rage room

4.2.1 Therapeutic use of Rage room

	Rage room		Waiting			
	Mean	Std. Dev.	Mean	Std. Dev.	Difference	Sig.
Q1_Frustration	2.76	0.32	2.31	0.33	0.45	P = 0.001*

*= Significance at 1% level

Table 3. Measure of STAI (Frustration)

The first hypothesis is related to the usefulness of Rage Rooms in reducing “bottled up” feelings and state frustration (Bushman, 2002; Bohart, 1980). The post performed STAI result reveals that the mean difference of 0.45 between the Rage room group (mean = 2.76) and the control group (mean = 2.31) is significant on the 1% level. As indicated, the effects follow a reverse causality with the stated hypothesis. Therefore, H1 is not supported.

H1: Rage Room will be tension reducing and will let individuals feel less frustrated afterwards.

NOT SUPPORTED

4.2.2 Rage rooms impact on the overall psychological empowerment at the workplace

	Rage room		Waiting			
	Mean	Std. Dev.	Mean	Std. Dev.	Difference	Sig.
Q4-7_Empowerment	4.84	1.29	4.23	1.19	0.61	P = 0.047**

**= Significance at 5% level

Table 4. Measure of Empowerment

Hypothesis 2 involved the impact of Rage Room on the overall construct of psychological empowerment as well as the influence of Rage Room on each separate dimension of empowerment. Psychological empowerment is defined as “intrinsic task motivation reflecting a sense of self-control in relation to one’s work and an active involvement with one’s work role” (Spreitzer, 1995).

Rage Room participants demonstrate higher levels of psychological empowerment (mean = 4.84) compared to the control group (mean = 4.23). The total mean difference of 0.61 between the groups are supported by a 5% significance level. Therefore, H2 is confirmed.

H2: Rage Room will increase the overall construct of one’s perception of psychological empowerment.

SUPPORTED

4.2.3 CWB and Rage room

	Rage room		Waiting			
	Mean	Std. Dev.	Mean	Std. Dev.	Difference	Sig.
Q8_CWB	3.31	0.85	4.20	1.16	0.89	P = 0.001*

*= Significance at 1% level

Table 5. Measure of CWB

Hypothesis 4a suggest that Rage Rooms will minimize intentions to engage in counterproductive work behavior. Intentions are not equal to behavior, but rather an estimation of how an individual will act in the future. According Spector & Fox (2005) illustration, minimizing CWB

intentions should be an organizational priority since the experience of injustice is detrimental to organizations' performance and well-being.

The impact of Rage Room on CWB was lower (mean = 3.31) compared to the control group, Waiting, (mean = 4.20) with a difference of 0.89. The reduced intentions to engage in CWB was significant on the 1% level. The results included overall CWB intentions, which implies that the Rage Room reduced the intentions to engage in minor and severe organizational CWB, as well as minor and severe personal CWB compared to the control group. The results clearly indicated that Rage rooms can be implemented in organizations to monitor CWB.

	Rage room		Waiting			
	Mean	Std. Dev.	Mean	Std. Dev.	Difference	Sig.
Q2C_Q of ta-basco	2.12	2.09	3.87	3.17	1.75	P = 0.001*

*= Significance at 1% level

Table 6. Measure of Aggression

The results further demonstrated that engaging in an aggressive episode in fact influence the perception of revenge as well as overt and covert retaliation. Participants in the Rage room group indicated a significant smaller amount of tabasco to Alexander & Carolina to consume (mean = 2.12). The result coincides with lower levels of aggression compared to the control group (mean = 3.87). The mean difference of 1.75 is significant on the 1% level. Therefore, H4a is confirmed.

H4a: Rage Room will minimize CWB since it reduces the sense of violence and feelings of revenge.

SUPPORTED

4.3 Explanation and evaluation

4.3.1 Positive affect experienced in Rage room

	Rage room		Waiting			
	Mean	Std. Dev.	Mean	Std. Dev.	Difference	Sig.
Q3_Affect/Arousal	5.11	1.27	4.24	1.17	0.87	P = 0.039**

**= Significance at 5% level

Table 7. Measure of Positive affect

Hypothesis 3 was accompanied to measure positive affect. Positive affect is defined as a state of “high energy, full concentration, and pleasurable engagement” (Watson & Clark, 1999). The computed variable operated as a manipulation control question for positive arousal. The participant engaging in the Rage room demonstrated increased positive affect (mean = 5.11) in contrast to the control group (mean 4.24). The difference of 0.87 is significant on the 5% level. An important notion about this result is that the negative emotional reaction induced by MIST is transferred to positive arousal when acting out in a Rage room. Therefore, H3 is confirmed.

H3: Rage Room will increase the state of positive affect.

SUPPORTED

4.3.2 Satisfaction experienced in Rage room

	Rage room		Waiting			
	Mean	Std. Dev.	Mean	Std. Dev.	Difference	Sig.
Q2D_Satisfaction	4.51	1.73	3.32	1.64	1.19	P = 0.001*

*= Significance at 1% level

Table 8. Measure of Enjoyment

To investigate whether participants understood the underlying objective of the study, and whether a Rage room caused positive appreciation of the overall situation or not, the control manipulation question 2D about satisfaction was included into the questionnaire. The Rage room group indicated higher levels of satisfaction than the control group. Hypothesis 4b suggests that Rage Room participants enjoyed the activity they just performed to a greater degree (mean = 4.51) than the participants in the control group (mean = 3.32). The difference of 1.19 is significant at the 1% level. This is an important finding, indicating that the Rage room in fact induced the effects that we aimed at capturing in this study. Since satisfaction is connected to empowerment, arousal, CWB and in general frustration, the results strengthen the assumptions that Rage room is a good method to use when transforming internal pressure and negative feelings into performance enhancing abilities among employees. Therefore, H4b is confirmed.

H4b: Rage Room will increase the state of satisfaction

SUPPORTED

	Rage room		Waiting			
	Mean	Std. Dev.	Mean	Std. Dev.	Difference	Sig.
Q1_Frustration	2.76	0.32	2.31	0.33	0.45	P = 0.001*
Q3_Affect/Arousal	5.11	1.27	4.24	1.17	0.87	P = 0.039**
Q2C_Q of tabasco	2.12	2.09	3.87	3.17	1.75	P = 0.001*
Q4-7_Empowerment	4.84	1.29	4.23	1.19	0.61	P = 0.047**
Q8_CWB	3.31	0.85	4.20	1.16	0.89	P = 0.001*
Q2D_Satisfaction	4.51	1.73	3.32	1.64	1.19	P = 0.001*

Table 9. Summary of Results

4.4 Summary of hypotheses

Below is a section that summarize the tested hypotheses, aligned with a note regarding whether they were supported or not supported from the study.

Research Question	Hypotheses
<p><i>Should Rage rooms be used in organizations to decrease the expression of Counterproductive work behavior?</i> <i>Are Rage rooms a good method to handle emotions and internal pressure?</i></p>	
<p><i>Will Rage room and a cathartic expression have an effect on an employees experienced intensity in frustration and internal pressure?</i></p>	<p>H1: Rage Room is tension reducing and will let individuals feel less frustrated afterwards.</p> <p>NOT SUPPORTED</p>
<p><i>Will Rage room have an effect on the overall construct of psychological empowerment?</i></p>	<p>H2: Rage Room will increase the overall construct of one's perception of psychological empowerment.</p> <p>SUPPORTED</p>
<p><i>Will Rage room have an effect on the behavioral reactions of employees?</i></p>	<p>H2: Rage Room will increase the state of positive affect.</p> <p>SUPPORTED</p>
<p><i>Will Rage room have an positive effect on ones phsycological state, for instance the anticipation of punishment and in general the emotional reactions among individuals?</i></p>	<p>H4a: Rage Room will minimize CWB since it reduce the sense of violence and feelings of revenge.</p> <p>SUPPORTED</p> <p>H4b: Rage Room will increase the state of satisfaction.</p> <p>SUPPORTED</p>

Figure 3. Summary of Results

5. DISCUSSION AND CONCLUSION

This chapter will critically examine what has been learnt by answering the study's research question. Judgments that are drawn arise out of findings and are debated in the section devised to conclusions. Conclusions are guided by the blueprint in the background. The chapter ends with a discussion, supply of managerial implications, critique and suggestions for future research topics.

5.1 Conclusion

“You might think you're in control of unwanted emotions when you ignore them, but in fact they control you. Internal pain always comes out. Always. And who pays the price? We do.”
SUSAN DAVID

Through a laboratory experiment, we have examined the behaviors, thoughts and feelings triggered in a Rage room after a frustrating episode. The findings show reduced aggression, and increased positive arousal transfer, which entail a state of satisfaction³ (Spector & Fox, 2005; Spreitzer *et al.*, 1997). This in turn has behavioral effects on the organization through reduced CWB engagement and increased perception of psychological empowerment. The results are beneficial for employees and organizations alike. For employees, engaging in a Rage room will increase their internal motivation and improve their performance because it will make them feel more in control (self-determination), like they can make a difference (impact), that their work adds value (meaning) and that it is fairly recognized and rewarded (competence). For the organization, this will imply that the employees will act with higher managerial effectiveness and innovation which will result in increased competitiveness.

5.1.1 Catharsis and frustration

This study has proven that when concentrated negative emotions like aggression “build up” inside, the act of “finishing the business” and “coping” with the threat inducing situation by using a cathartic expression in fact reduced the experienced aggression and increased the state of well-being by serving with an injection of positive arousal, affect and satisfaction. Reverse to what we hypothesized, the intensity of frustration increased when engaging in a Rage room. In contrast to previous research within the field of Catharsis theory, our study accumulates to

³ The observed results may be due to experimental flaws. For instance, the participants in the control group sat in pairs in the same room and waited in silence as instructed by us whereas the participants in the Rage room were individually led by us to engage in the destructive behavior. The data collected from the participants was self-reported behavior, which could also tamper with the results. Consequently, there might be some difficulties in generalizing the tentative results to real life.

the body of research that empirically support catharsis theory, concurrently, extend the scope of interest by investigating the use of cathartic expressions in relation to frustration. The results contradicted what Bushman (2002) article advocated by applying Cognitive Neoassociations theory (Berkowitz, 1993) that using a cathartic expression to vent anger is “like using gasoline to put out a fire – it only feeds the flame”. Instead, our research recognized that venting anger minimized the aggressive response and increased positive affect in comparison of doing nothing at all. Aversive events may therefore gauge a positive outcome, which Brymer & Schwitzer, 2013 and Bohart, 1980 au contraire did coincide with. Nonetheless, the results may be even more impressive if the respondents in the control group had the possibility of grasping the baseball bat during the waiting experiment without engaging in an aggressive manner. Additionally, as Bushman (2002) mentions, distracting the control group respondents with an event that is incompatible with aggression, and nonaggressive in nature, such as showing an entertaining TV program or doing crossword, could imply even larger effects on the dependent variable. Competently, our research identified that externalizing feelings of aggression reduce the negative emotional state but increase frustration, in line with Bushman’s (2002) findings that rumination exacerbate aggression.

An aggressive episode was positively correlated with frustration and in fact showed significantly higher values of frustration. Although we were surprised by these findings, the strong previous support we had found in literature regarding this matter had inclined us to include control manipulation questions on the matter. Since many past studies had focused on measuring the negative aspects of engaging in aggressive episodes, we included a set of control questions which both could reinforce the negative aspect and/or highlight the positive emotions. Frustration is a multifaceted concept and as such, it should be investigated from multiple angles.

As was expected, when analyzing the complementary questions regarding emotions, the initial belief that Rage rooms would lessen the negative effects of frustration, were confirmed. The same individuals who engaged in the Rage room also scored significantly less “angry” and “irritable” and significantly more “happy”, “alert” and “energetic” than their counterparts who Waited instead. These words suggest that acting out in a Rage room creates positive arousal in these individuals, which is associated with increased energy levels, engagement, improved memory, concentration and performance (Watson & Clark, 1999).

These slightly contradicting results then make us question the measure used to evaluate frustration and STAI's ability to capture state anxiety in our laboratory experiment. In our questionnaire we selected a total of fourteen out of the original twenty words that the STAI Y1 form is composed of. And when looked at in closer detail, some words can, on their own, be impacted by other elements other than frustration. For instance, it seems possible that directly after engaging in a Rage room or in any other vigorous activity, with an increased pulse and levels of adrenaline, a person would not feel "calm" or "at ease". This could explain the compromised results and the fact that internal pressure and feelings of relief were not as reduced as anticipated.

5.1.2 Empowerment

The overall perception of psychological empowerment increased after engaging in a Rage room. The study concluded that all dimensions of empowerment: meaning, competence, self-determination and impact is positively affected by the cathartic expression. Intrinsic task motivation increased as a factor of induced satisfaction and decreased levels of anxiety. Rage room increased the managerial and organizational effectiveness, the overall performance, the innovation capacity and the long-term organizational survival by encouraging employees to navigate through their work role with an active orientation where they wish and feel able to shape their work role and context. As hypothesized, employees will fight more to achieve the organizational and personal goals and show greater task efficiency after using a cathartic expression in a Rage room.

5.1.3 CWB

For employees, it is important to understand that Rage room provide the needed resources that distract employees from specific workplace related circumstances leading to workplace deviance. Rage room significantly minimized abuse against others, production deviance, sabotage, theft and withdrawal. As hypothesized, using anger as a symbolic gratification, restored the perception of injustice and the fundamental need for retaliation and revenge. The study concluded that violations of rules, norms and promises; or attack on power or status reduces when all dimensions of counterproductive work behavior is minimized (Spector & Fox, 2005).

5.2 Discussion

Previous studies have questioned the usefulness of catharsis in practice and often concluded that expressing aggression provokes more aggression (Bushman *et al.*, 1999). However, the

increasing popularity of Rage rooms suggests otherwise. Therefore, and as an extension to the existing academic research on venting “bottled up” emotions, this study has explored the possibility of using Rage rooms in organizational settings to minimize CWB. This study is thereby pioneer in investigating the effects of using Rage rooms. And we believe that the analysis of the data in the previous section as well as the following discussion are of interest to the reader and will generate valuable insights for the academic community and reduce the research gap in this field.

In the workplace, environmental conditions such as a lack of autonomy, interpersonal conflicts, organizational constraints and heavy workload can lead to frustration building up and result in harmful acts against the organization or its components (Spector, 1997). In other words, it seems that organizations that are very strict, hierarchical, rule-based, high-pressure, performance-based and with formal structures will naturally tend to create frustrations amongst employees. Consequently, the CWBs will be more significant in these environments and, as discussed in Section 2.3.1, the negative effects will go beyond the individual and have spillover effects economically, in terms of the workplace environment and potentially on the success of the company itself. This finding is especially interesting because in Sweden, over the past few decades, there has been a trend of organizations becoming “flatter”, less strictly managed and more based on personal meaning, impact and rewards rather than punishments. The trend of flattening organizations is supported also by a growing body of evidence that shows that they outperform those organizations with more traditional hierarchies in most situation (Kastelle, 2014). It suggests that organizations have reacted to the negative impacts that frustration and internal pressure have on the firm and its stakeholders. It also theorizes that the best suited organizations for the implementation of Rage rooms are those that are more “traditional” and that follow hierarchical organizational structures since it is in those that the frustrations run highest and where it would do most benefit. The positive effects of the expression of emotions in Rage rooms will be able to provide some of the key components that make flat organizations better performers than hierarchical ones, without need to change the formal structures.

The positive effects of Rage rooms were corroborated when exploring the behavior of individuals in organizations. It was positively surprising to see that the strongest findings in the study were those that were the most applicable to real life settings. As suggested by the control questions to the post-testing, acting out feelings in a Rage room has positive effects; it enhances employee’s self-control and self-regulation which improves organizations’ general cognitive

ability and overall emotional intelligence. The results clearly demonstrated that individuals who acted out in a Rage room fulfilled their needs and resolved experienced problems to a greater degree than those just waiting (Kuiper, 1995). For instance, CWB outcomes of experienced provocations are less detrimental for organizations after individuals acted out in a Rage room. In other words, Rage room relieved one of the main sources of frustration, high pressure on task performance, by giving it a boost. Additionally, the cathartic experience in the Rage room increased the perception of control over the situation (Spector, 1978; Argyris, 1957). Improved emotions coupled with higher levels of EQ, goal attainment and task performance will naturally create a better relationship between the individual and the organization (Spector, 1978).

The novelty of these findings are remarkable since no previous literature has pointed to the preventive mechanisms that engaging in a Rage room can have. The prevention aspect of this type of activity is also found in the complementary empowerment benefits that Rage rooms provide, such as increased concentration and resilience. Accordingly, acting out in a Rage room increased the overall degree of psychological empowerment among employees, enhanced performance, effectiveness, innovation, well-being and overall positive attitudes in individuals and organization alike (Spreitzer, 1995). Venting feelings in a safe environment also allowed employees to feel more able to shape their work role and improved the intrinsic task motivation and thus satisfaction. In other words, rather than displaying a “fight mechanism” when confronted with goal interferences and obstacles, the employees will be psychologically better prepared to overcome the issues, without taking it out on the organization or on those around them (Spector, 1978; Spector, 2005; Spreitzer, 1995). Even though empowerment is not seen as a capability or skill in general, the empowerment injection due to Rage rooms energizes organizations and improve its competitiveness. For instance, the expressive value gained from increased levels of empowerment results in more drive and discipline as well as higher levels of initiative takings among employees.

Although empowerment can be achieved through other ways apart from Rage rooms, the underlying pieces that contribute to empowerment through this method are more favorable than other methods. If we return to the origin of Rage rooms, we mentioned that the Japanese explain the success of these places through the words *tatemaie* (socially desirable expressions of feelings) and *honne* (innermost true feelings), an idea that also was supported in our Initial work

(Section 3.1). People act differently depending on the circumstance by either expressing feelings that are considered socially acceptable or, if they feel safe enough, expressing their true emotions. In our Initial work, we tested the effects of a Rage room if individuals were asked to write about being in said room. Although the mental stimulation of writing about an action in theory should have the same effects as actually being in one, when we tested on a selection of respondents, it was clearly not the case (Barsolou, 2008). Participants knew that their produced texts would be read by other people and were consequently pressured to express *tatemaie*, whereas their counterparts who physically engaged in a Rage room felt safer and less watched, allowing them to express *honne*. It is precisely this expression of one's true feelings that has numerous benefits. First, it allows frustrated individuals in organizations to release their "bottled up" emotions. Second, and more importantly, it will bring them closer to their inner world, helping them to navigate future obstacles with self-acceptance, clear-sightedness and an open mind, which ultimately is what determines how successful they will become (David, 2016; David, 2017).

In sum, although we are taught from a very young age through social norms that we should suppress and monitor our feelings and not act upon them, during times where high pressure is put on individuals from organizations, rigid denial doesn't work. The emotional suppression will only keep on building inside and get stronger, causing the unwanted and negative emotions to control you and force you to "finish the business" at the expense of others. As David (2017) says, "radical acceptance of all of our emotions -- even the messy, difficult ones -- is the cornerstone to resilience [and] thriving". If Rage rooms provide an agency for this acceptance to happen and to realize that an *a priori* considered negative action can provide positive effects, it is definitely worth to try to understand the phenomenon in closer detail.

5.3 Managerial implications

The findings in this study have given insights and practical implications for a number of actors on a variety of levels, including employers, human resource practitioners and individuals in high pressure roles, amongst others. The findings have the potential of inspiring and introducing new thoughts to use Rage rooms as a new and effective way of dealing with organizational frustrations and its widespread effects.

5.3.1 Employers

As an employer, and especially since the introduction of the law AFS 2015:4 in the year 2016, employers are held accountable to try to prevent employees from having to go on sick leave as a consequence of unhealthy amounts of job burden or abusive or discriminating behaviors (Psykisk Ohälsa, Stress, Hot och Våld, 2017). The ways in which this should be prevented are not stated, but the law clearly states that ‘everything’ in their hand should be done to avoid negative psychological effects originating in the workplace. This study introduces an alternative way of handling the feelings of frustration that in the long run, can give rise to worsened psychological strains and sick leaves. As seen in this study, the effects of Rage rooms on individuals are tangible after a very short amount of time (as little as 30 seconds) and the items that are hit and destroyed don’t need to be costly. Using cardboard boxes was useful and it could even be further supported by the fact that it helps breaking paper products into smaller pieces, which makes recycling easier and more manageable.

5.3.2 Human resource practitioners

Closely linked to the role of employers is that of the HR department in firms. They exist as a middleman between employees and management and are there to keep track of regulating benefits and compensations as well as any disputes, harassment or counseling issues. Given the rise in sick leaves as a consequence of burn-outs and the existing CWB at organizations, HR practitioners are directly touched upon in this study. Firstly, the possible introduction of Rage rooms into organizations will hopefully ease the number of burn-outs in organizations. A burn out, more than being a tremendous burden for the person who is afflicted, signifies a very elevated cost for the company. They will have to pay a portion of the salary to the employee who no longer works at the firm, and also will have to spend resources (money and time) to find a suitable substitute. If a substitute is not found, then the most probable solution will be for other colleagues to pick up the work and therefore have a greater burden themselves, which is not positive for any of the parts in the long run. Secondly, until the individual actually reaches the point of being incapable of continuing to work, the frustration caused by the lack of control over one’s emotional situation will most probably result in a degree of CWB. This will, as covered in Section 2.4 on “hot” (affective) aggression, have negative impact on all those surrounding the individual, probably causing more internal conflicts, harassment and simply put, a negative working environment; it will have a domino effect. If Rage rooms can help avoid all of these issues, then HR definitely should be directly interested in the results of this study.

5.3.3 High pressure roles

For those who find themselves in a high-pressure role, it often involves long working hours, always performing at the top of one's abilities and being productive. This can be difficult to maintain for long periods of time if there is no way to deal with the "bumps on the road" and the frustrations or goal interferences. If individual wishes to continue working in this sector, then it is important that s/he find ways in which to deal with it. As seen in this study, Rage rooms aid individuals by feeling more empowered and less anxious. A very short amount of time spent in a Rage room can have significant impacts on one's alignment between work role and beliefs, values and standards; the belief that one will perform successfully; self-autonomy and control over one's actions; and the perception that one can make a difference in the managerial process (Spreitzer, 1995). In other words, feeling empowered will allow individuals to feel and therefore be more competitive, have higher self-esteem and locus of control and, simply put, recharge batteries to confront new barriers and problems and stressful situations.

5.4 Critique

Thoughtful critique is due to positive intentions and for causes of sense making. The advices presented are focused on valuable insights discovered during the time we administered this study, and certain improvements that can be made when revising it. Weaknesses concern the design of the questionnaire, the experiment, the sample and the statistical inference.

The study can be questioned in two ways. First, even though a careful selection of well-cited articles and academic journals grounded the decision to use the STAI measurement when gathering data about experienced frustration, STAI in this study failed to capture the subtle effects we anticipated to prove. Therefore, the given conclusions can be associated with anchoring bias, which convey that the judgements drawn are in some way irrelevant to the problem that is being solved (Kahneman *et al.*, 2011). Instead, a more customized measurement should have been accommodated to study the interaction of explanatory variables. Preferably one that would more accurately explain the captured effects. For instance, State-Trait Anger Scale (STAS) or State-trait Anger Expression Inventory (STAXI) could have been adapted. Secondly, the questionnaire was time consuming and took almost 15 minutes to complete and included plenty of text to read. Such factors can negatively influence the quality of answers provided and hence, the data collected (Bryman & Bell, 2011).

During the study itself, we aimed at creating an environment similar to an authentic Rage room context. In order to accomplish the objectives required for an authentic environment, certain limitations were realized. For instance, an authentic Rage room environment is similar to an office environment, including a desk and a computer, a telephone, glass bottles and office furniture. Due to financial restrictions, such objects were excluded in this study, implying that the experimental effects may be deceptive. Instead, cardboard boxes as inanimate objects were used for the Rage room experiment. Uncertainty whether the experiments laboratory environment induced the same psychological states as obtained in an authentic Rage room environment is therefore questionable. However, we treat the authentic Rage room and experimental environment as indifferent in this study. To adequately address the mediating and moderating effects of an authentic Rage room, more objects to destroy associated with an office would be suggested to specify the relationship between Rage room, counterproductive work behavior, satisfaction and performance outcomes.

Certain critique refers to the statistical inference. For identification, we used the data conducted to learn about the data we did not have, but feasibly could have gotten. Even though the majority of the hypotheses are significant, the sample representation in each group is small (33 in Rage room and 31 in Waiting). *Vis a vi*, a larger representation and a longer set of cases would demonstrate more generalizable results aligned with people's everyday lives, natural habitat and perception (Bryman & Bell, 2011). Therefore, the confidence interval used to generalize back and further applied when drawing recommendations for organizations can be seen as anemic. Nevertheless, theory recommend at least 30 people, but in practice it should be approximately 100 respondents in each group. Also, since the experiment was conducted at the Stockholm School of Economics, the sample may represent a homogeneous set of people, their beliefs, feelings and thoughts.

Additionally, the research lacks conceptually. We did not confront the long-term effects of either the Rage room or the control group. Instead, the field study only investigated respondents at one occurrence. Results are therefore drawn from effects that appeared after one occasion and during a relatively short period of time. To strengthen the quality of these results and thus to be applicable to organizations, the same set of respondents should be studied over a longer period of time and after multiple engagements to understand the long-term effects of both groups. As of now, we cannot reject the possibility that data collected may be biased by the

presence of us. Therefore, the results we presented in this study may be biased by the interaction between us and the study participants. If these biases are systematic in their occurrence, the results may also be compromised (Miyazaki & Taylor, 2008).

Finally, the cause analysis can be up for comments. The stability and predictability of the results gathered may be due to the present generations' perception of internal pressure. A different set in time and different set in groups can therefore reflect counterfactual outcomes that are not raised in this research study.

5.5 Future research

5.5.1 Organizational culture vs. National culture

We decided in the beginning of this paper to exclude culture as a field of interest. Instead, the trajectory of this research study anticipated to serve organizations with generalizable findings concerning the impact of Rage rooms. Therefore, we did not consider individual differences in relation to the impact of Rage rooms. However, during the experiment, two participants revealed that they really disliked the idea of engaging in a cathartic expression. While doing the pre-studies and letting people write about what to do in a Rage room, one participant wrote: "I don't like this idea and I don't want think about violent acts". This information brought new thoughts to mind and planted a seed. In the background section of this thesis we illustrated that even though the fact that the origin of Rage room arose from a very reserved culture like Japan, it was quickly picked up in a considerably more expressive culture like the United States'. The transnational transfer of Rage room as phenomena initiate inquiry about the social cross-border adaption of using aggressive outlets to vent repressed emotions, especially in relation to the activity of multinational organizations. Therefore, today's understanding of how organizational aggression and frustration are linked to thoughts, feelings and behavior across employees worldwide, or whether it reflects the nature of culture in each society is unexplored. A suggestion for future research would therefore concern answering the questions whether Rage rooms earn the same popularity in an MNC established in a non-violent culture like India?

5.5.2 Longitudinal study

The results obtained in this study are conducted during a short period of time in April. Studying the effects of Rage room and engaging in cathartic expression over multiple occasions may

alternate dissimilar results than to those presented in this research. Therefore, initiating a longitudinal study and measure the effects of using Rage rooms more than once, preferably once or twice a week for a year, would contribute to a deeper and broader understanding of the Rage room phenomena and its long-term as well as potentially cumulative implications on individuals and organizations alike. This would shed light on whether the possibility of instituting Rage rooms in organizations as a permanent measure would only increase the mental health of employees or if it is best used for full effect in a more sporadic manner.

5.5.3 Organizational savings due to Rage room

Findings indicated that the arrangement of Rage rooms in organizations denoted deliberate steps toward monitoring employees' behavior approaching the organizations own advantage. Since the effects of CWB in this study were of convincing nature; future research should address the relative impact of Rage rooms on the cost side of the business. That would for instance reflect what savings are due to using Rage rooms as a monitoring agency in organizations and how can it influence organizations efficiency performance?

From another perspective, the findings indicated that Rage room positively influenced integrity. The reduction in CWB and increasing levels of empowerment demonstrated that the effects of Rage room indeed go beyond what this study touched upon. Comparing Rage room to effects of organizational citizenship behavior would further contribute to the management literature.

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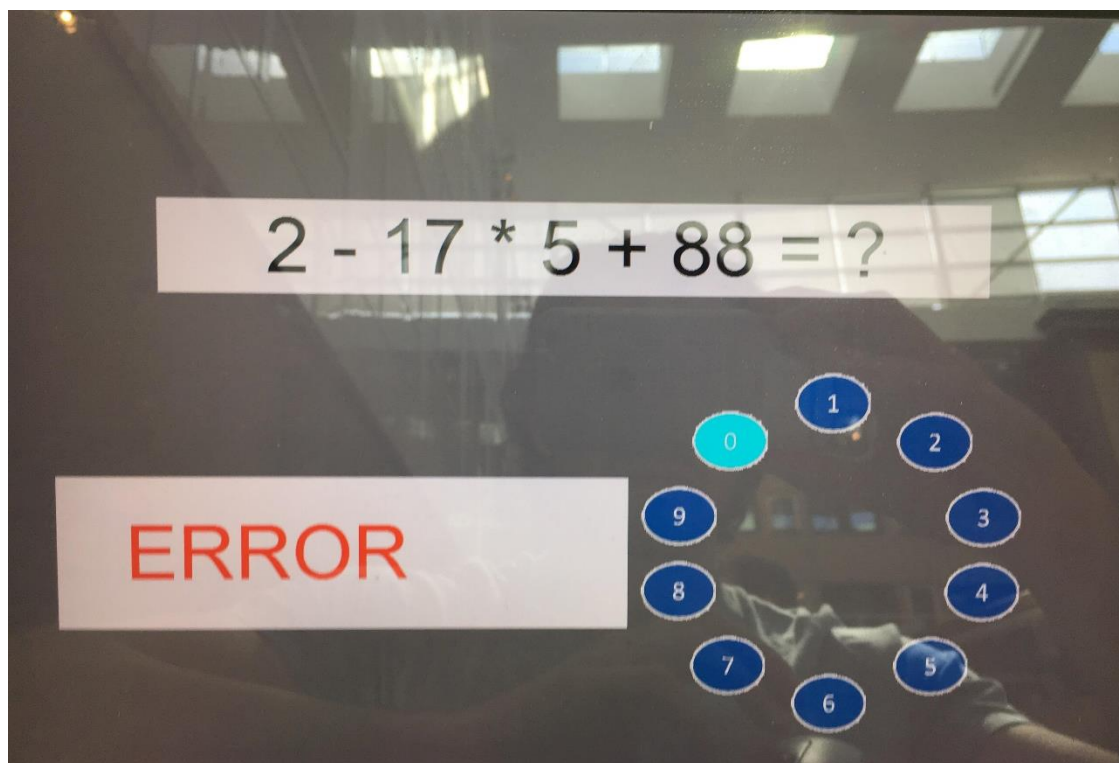
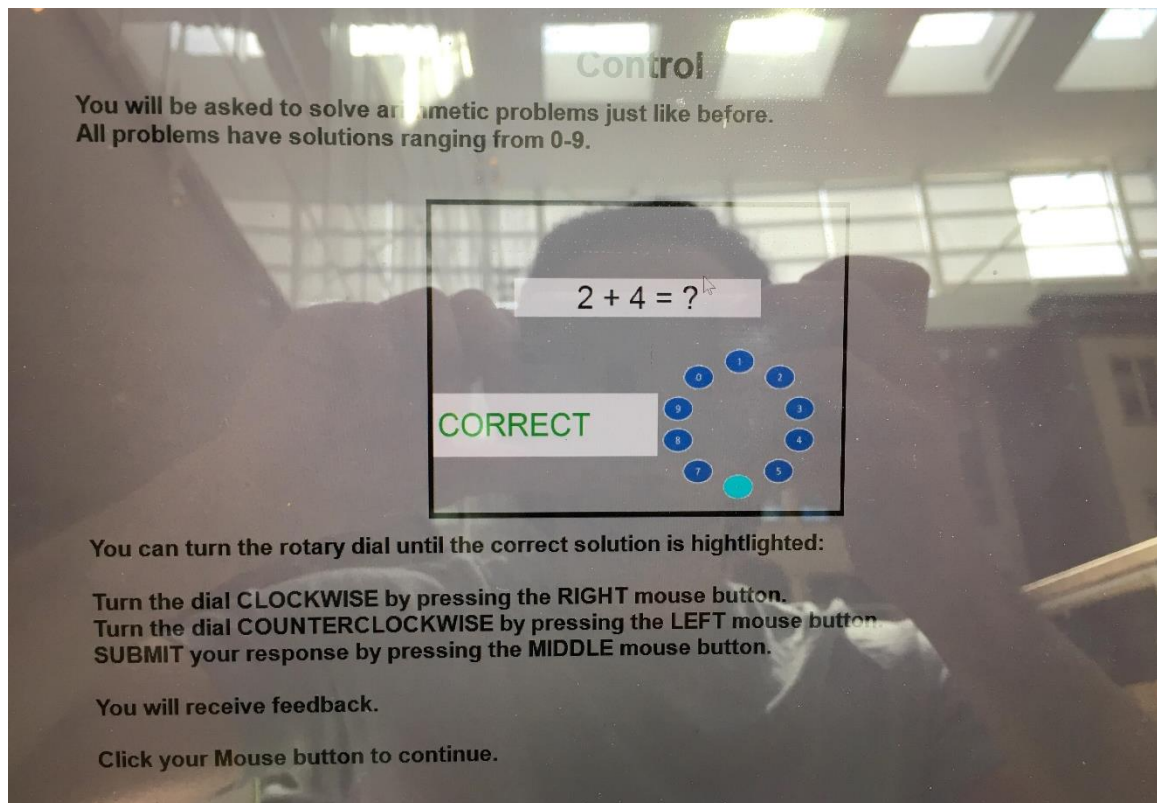
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7. APPENDICES

7.1 Appendix 1: Visual demonstration of MIST



7.2 Appendix 2: Questionnaire

1A

How do you feel right now, that is at this moment?

There is no right or wrong answer.

		Not at all		Very much	
		1	2	3	4
a	I feel calm	1	2	3	4
b	I feel secure	1	2	3	4
c	I feel tense	1	2	3	4
d	I feel strained	1	2	3	4
e	I feel at ease	1	2	3	4
f	I feel upset	1	2	3	4
h	I feel satisfied	1	2	3	4
j	I feel comfortable	1	2	3	4
k	I feel self-confident	1	2	3	4
l	I feel nervous	1	2	3	4
o	I am relaxed	1	2	3	4
p	I feel content	1	2	3	4
s	I feel steady	1	2	3	4
t	I feel pleasant	1	2	3	4

2A

How do you feel right now, that is at this moment?

There is no right or wrong answer.

		Not at all		Very much	
		1	2	3	4
a	I feel calm	1	2	3	4
b	I feel secure	1	2	3	4
c	I feel tense	1	2	3	4
d	I feel strained	1	2	3	4
e	I feel at ease	1	2	3	4
f	I feel upset	1	2	3	4
h	I feel satisfied	1	2	3	4
j	I feel comfortable	1	2	3	4
k	I feel self-confident	1	2	3	4
l	I feel nervous	1	2	3	4
o	I am relaxed	1	2	3	4
p	I feel content	1	2	3	4
s	I feel steady	1	2	3	4
t	I feel pleasant	1	2	3	4

2C Choose the quantity of tabasco that you want Alexander or Carolina to consume! Cooking a meal requires approx. 3 drops (3 ml

I would like Alexander or Carolina to consume _____ ml of tabasco

	Disagree						Agree
2D How much did you enjoy the activity you just performed?	1	2	3	4	5	6	7

3

How do you feel right now, that is at this moment? There is no right or wrong answer. I feel...

		Disagree						Agree
a	Happy	1	2	3	4	5	6	7
b	Aroused	1	2	3	4	5	6	7
c	Excited	1	2	3	4	5	6	7
d	Alert	1	2	3	4	5	6	7
e	Active	1	2	3	4	5	6	7
f	Strong	1	2	3	4	5	6	7
g	Proud	1	2	3	4	5	6	7
h	Guilty	1	2	3	4	5	6	7
i	Irritable	1	2	3	4	5	6	7
j	Bold	1	2	3	4	5	6	7
k	Energetic	1	2	3	4	5	6	7
l	Angry	1	2	3	4	5	6	7

Evaluate how likely you are to act as described in both scenarios (i) and (ii) with a mark between 1 (highly unlikely to act in this way) and 7 (highly likely to act in this way) on the space provided to the right of each subquestion.

4

a

You are a person who deeply cares about your performance at work. You are a member of the finance team and you are asked to produce a report about last years' financial figures. You ask your boss for certain information for the third time and you are told that it is classified. You know that not having this information will negatively impact the report you can produce and your overall performance evaluation. You:

- i You highly respect your boss and although it worries you that your work won't be at its best and the result it will have on your performance, you spend some extra hours on it and do your best. _____/7
- ii It is not okay that you are given a task that you cannot complete, especially if you are going to be blamed for it. So you go to your boss one final time and say that you need access to that information, otherwise you will not hand in work that doesn't do you justice. _____/7

b

You just came out of a meeting with your boss. It is the third one you have had in the past few months. He has told you time after time that he is very disappointed with your work and that you are performing poorly. You have asked him time and time again what it is that he means and how you could improve, since you don't feel that there are any clear areas of improvement. His answer is always "You know exactly what it is that you're doing wrong. So think about it...". Today he has given you a final warning: either you improve before the next meeting or you're fired. You have tried everything and nothing has worked. You:

- i If your boss says that you are doing something wrong and it is that obvious, then you shouldn't continue questioning him about it. However, you still don't know what it is that you're doing wrong. So you decide that you will go to a couple of colleagues who have worked at the firm for longer and ask them for their opinion. Hopefully, that will help. _____/7
- ii You have done everything that is in your hands to improve. In every way. So when you get the same answer today, you confront your boss: No, I don't know what it is because you won't tell me. I have a right to know what it is that you are giving me the "warning" for. Or if you just want to fire me, then go ahead. But this is not the end of it. _____/7

5

a

You have promised your partner for several years now that you are going to make a trip to Asia and travel around for 9 months. Everytime you are about to purchase the tickets, new things at work pop up. Last time, you even had to pay a fee for cancelling the trip late and your partner is feeling more and more disappointed every time. Your boss is going back on his word again and filling up your calendar the coming year. You:

- i You really want to continue working at your current job, afterall you are happy about everything else. Perhaps you should just talk to your partner and agree on a shorter 1 week or 10 day vacation instead. _____/7
- ii You have been working at the same firm for almost 10 years and after this time, you are - according to company policy- allowed to take a year off. So you speak up against your boss and let him know that 5 months from now you will be taking a leave of absence, that you have a list of colleagues who can take over your outstading projects and clients. _____/7

b

You have worked very intesely the past few weeks: very late nights and early mornings. The "high season" at work is over and you ask your boss for an afternoon off. He tells you "no" and gives no explanation to support his answer. You had a colleague who was fired when he had the same request and took the evening off anyway, disregarding your boss' answer. You:

- i You knew even before you started working at this firm, that the whole industry requires long days and quite often working over time. So you have no other choice but to accept what your boss says. _____/7
- ii You have completed all of your work, you have been working extremely hard; being the first at the office in the mornings and the last person to leave. You are worth one afternoon off. If that is a reason to get fired, then so be it. You are not willing to be afraid of your boss. _____/7

6

a

Your boss comes to your desk and tells you that you are not getting your bonus this year. You:

- i You were counting on this money for Christmas, but you will simply have to make do with what you have. Perhaps you could have worked even harder. He might be right, may be you didn't deserve it enough. _____/7
- ii You have been keeping control of how much you've worked and the value you have provided to the firm, you have brought in new clients and closed important contracts, so you tell your boss this. "What do you mean I am not getting a bonus? I have a contract that is very clear when it comes to this, and I demand my bonus. It is not for you to take away as you wish". _____/7

b

Out of all your colleagues, you feel that you are the most experienced and creative member, but your opinion is not taken into account when it comes to a major organizational change because you're not as senior as the rest. You:

- i You understand that company politics play a very large role in the decision making and accept that it is the way the firm works. _____/7
- ii It is not okay that just because you are more junior in *this* firm that your opinion can be ignored. You are not quiet about this, and make sure that your voice is heard; it is an important decision and you can't just let it be. _____/7

7

a

Your boss has told you to complete a task and has given you very precise instructions on how to complete it. You have been sitting with the task for some time now and you have found an alternative way of doing the work but that is much more time efficient. You ask him if it's okay to do it your way and he dismisses you saying that his way is the only way. You:

- i Your boss is your boss and if he tells you to do something in a specific way, it is probably because he knows best. You know how to complete the task using both methods, so although it is more work it is not worth creating a bad environment at the office. _____/7
- ii accepting his decision without asking questions, you show confidence in your method and insist that he listens to what you have to say because it makes no sense that he dismisses it, ignoring your professional opinion. _____/7

b

You have been working in the same firm for the past 4 years. You start feeling ownership over some projects and you have a team of people who trusts you and counts on you. The past year has been hard on the company and you just got an offer for a new job. You really feel that your current organization is a very good fit for you, but the new job offers greater economic security in the future. You:

- i You really don't like the fact that the firm is doing worse this year. Yes, it is true that quite a few people are counting on you, but you also have to think about yourself and you prefer the greater economic security that the new job comes with, even if it means walking out on projects. _____/7
- ii It is true that the organization has been doing worse the past year, but you have people counting on you, you have projects and you don't quit halfway, you push through. _____/7

8 Rate how likely you are to act in the following ways at work/university

		Disagree						Agree
		1	2	3	4	5	6	7
a	Daydreaming rather than doing your work?	1	2	3	4	5	6	7
b	Purposely ignoring your boss?	1	2	3	4	5	6	7
c	Complaining about insignificant things at work?	1	2	3	4	5	6	7
d	Telling people outside the job what a lousy place you work at?	1	2	3	4	5	6	7
e	Seriously considering quitting your job?	1	2	3	4	5	6	7
f	Purposely coming back to work or coming back from lunch-breaks late?	1	2	3	4	5	6	7
g	Staying home from work saying you are sick when you are not?	1	2	3	4	5	6	7
h	Purposely not working hard when there are things to be done?	1	2	3	4	5	6	7
i	Stealing something from work?	1	2	3	4	5	6	7
j	Playing a practical joke on someone at work?	1	2	3	4	5	6	7
k	Failing to help a co-worker?	1	2	3	4	5	6	7
l	Starting an argument with someone at work?	1	2	3	4	5	6	7
m	Being nasty to a fellow worker?	1	2	3	4	5	6	7

9 What is your main occupation? (mark the option that suits you best)

- a) working b) student c) retiree d) parental leave e) signed off f) other

10 Age (i.e. 31 years old) _____

11 Gender (mark the option that describes you best)

- a) woman b) man c) other/rather not say

12 Would you volunteer without pay for another research study to help out a desperate graduate student? YES NO

Thank you for your time and help in completing this survey!