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MASTER THESIS

**THE MODERATING ROLE OF EMOTION
MANAGEMENT IN THE RELATIONSHIP
BETWEEN MOBBING AND BURNOUT**

BURCU TAŞKAN

THESIS ADVISOR: ASST. PROF. DR. EVRİM GÜLERYÜZ

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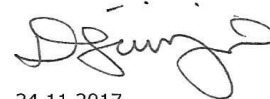
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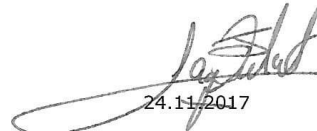
Assoc. Prof. Derya GÜNGÖR De BRUYN

I certify that I have read this thesis and that in my opinion it is fully adequate, in scope and in quality, as a thesis for the Master degree.



24.11.2017

Asst. Prof. Nevra CEM ERSOY



24.11.2017

Assoc.Prof.Dr. Çağrı BULUT

DIRECTOR OF THE GRADUATE SCHOOL OF SOCIAL SCIENCES

ABSTRACT

THE MODERATING ROLE OF EMOTION MANAGEMENT IN THE RELATIONSHIP BETWEEN MOBBING AND BURNOUT

Burcu Taşkan

MA, Psychology

Advisor: Asst. Prof. Evrim Güteryüz

2017

Burnout is one of the most detrimental threats in the workplace. Although there are a large number of studies investigating the relationship between mobbing and burnout, the mechanism under this relationship was still unknown. Based on the Affective Events Theory (Weiss & Cropanzano, 1996), workers show emotional reactions against to situations, which they experience at work and this reaction affects their organizational outcomes. According to this theory, emotion management, which includes emotion regulation strategies and emotional intelligence, will have a moderator effect between mobbing and burnout. The purpose of the first study is to contribute to the literature by investigating the moderator role of emotion management (emotion regulation and emotional intelligence) in the relationship between mobbing and burnout by collecting data from participants who work in a service industry occupation (220 nurses). In addition, consistent with the discussions about employees who have a non-service occupation may also experience burnout, the second study was conducted to replicate the first study by collecting data from a non-service occupation (220 engineers). Both in study 1 and study 2, emotional intelligence moderates the relationship between mobbing and burnout but it did not buffered the effects of mobbing on burnout. In contrast, two dimensions of emotion regulation did not moderate the relationship between mobbing and emotional exhaustion and depersonalization in both of the studies. The only difference between these two studies is that expressive suppression moderated the relationship between mobbing and reduced personal accomplishment in study 1. Furthermore, in study 2, in terms of levels of burnout, engineers who are not work in service occupation did not differ from nurses who need high levels of

face-to-face interactions in the workplace. Theoretical implications and future directions of this study are discussed.

Keywords: Burnout, mobbing, emotion management, emotion regulation, emotional intelligence, nurse, engineer, and affective events theory.



ÖZ

YILDIRMA VE TÜKENMİŞLİK ARASINDAKİ İLİŞKİDE DUYGU YÖNETİMİNİN DÜZENLEYİCİ ROLÜ

Burcu Taşkan

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Danışman: Yrd. Doç. Dr. Evrim Güteryüz

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Tükenmişlik kavramı, işyerindeki en zararlı tehditlerden biridir. Yıldırma ile tükenmişlik arasındaki ilişkiyi araştıran çok sayıda çalışma olmasına rağmen, bu ilişki altındaki mekanizma hala bilinmemektedir. Duygusal Olaylar Teorisine (Weiss & Cropanzano, 1996) dayanarak, çalışanlar, işyerinde yaşadıkları durumlara karşı duygusal tepkiler verirler ve bu tepkiler örgütsel sonuçları etkiler. Bu teoriye göre, duygu düzenleme stratejileri ve duygusal zekayı içeren duygu yönetiminin, yıldırma ve tükenmişlik arasında bir moderatör etkiye sahip olacağı öngörülmektedir. Birinci araştırmanın amacı, hizmet sektöründe çalışan işçilerden (220 hemşire) veri toplayarak, duygu yönetiminin (duygu düzenleme ve duygusal zeka) aracı rolünün yıldırma ve tükenmişlik arasındaki ilişkide belirlenerek, literatüre katkıda bulunmaktır. Bununla birlikte, tükenmişlik kavramının ağırlıklı olarak yüz yüze iletişim gerektiren mesleklerde görülebileceği bilgisinin artık bütün meslek gruplarında da görülebileceğini ortaya koyan tartışmalara paralel olarak, ikinci araştırma yürütülmüştür. Çok fazla yüzyüze iletişim gerektirmeyen üretim sektöründeki çalışanlara (220 mühendis) uygulanarak, birinci araştırmanın replikesini yapmayı amaçlanmıştır. Hem çalışma 1 hem de çalışma 2'de, duygusal zekanın yıldırma ile tükenmişlik arasındaki ilişkide moderatör etkiye sahip olduğu bulunmuştur ancak yıldırmanın tükenmişlik üzerindeki etkisinde tampon etkisi oluşturamamıştır. Buna karşılık, duygu düzenlemenin iki boyutuda, yıldırma ile duygusal tükenme ve duyarsızlaşma arasındaki ilişkide her iki çalışmada da düzenleyici rol oynamamıştır. Bu iki çalışma arasındaki tek fark, ifade bastırılmasının, çalışma 1'de mobbing ile düşük kişisel başarı hissi arasındaki ilişkide düzenleyici role sahip olmasıdır. Ayrıca, çalışma 2'de, hizmet mesleklerinde çalışmayan ve yüksek derecede yüz yüze etkileşime ihtiyaç duymayan mühendisler,

hemşirelerden tükenmişlik seviyesi bakımından farklı değildir. Bu çalışmanın teorik sonuçları ve gelecekteki yönleri tartışılmıştır.

Anahtar sözcükler: Tükenmişlik, yıldırma, duygu yönetimi, duygu düzenleme, duygusal zeka, hemşire, mühendis, ve duygusal olaylar teorisi.

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Burcu Taşkan

İzmir, 2017

TEXT OF OATH

I declare and honestly confirm that my study, titled “THE MODERATING ROLE OF EMOTION MANAGEMENT IN THE RELATIONSHIP BETWEEN MOBBING AND BURNOUT” and presented as a Master’s Thesis, has been written without applying to any assistance inconsistent with scientific ethics and traditions. I declare, to the best of my knowledge and belief, that all content and ideas drawn directly or indirectly from external sources that are indicated in the text and listed in the list of references.

Burcu Taşkan

Signature

.....

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LIST OF ABBREVIATION

COR: Conservation of Resources

JD-R: Job Demands-Resources

ER: Emotion Regulation

EI: Emotional Intelligence

EQ: Emotional Quotient

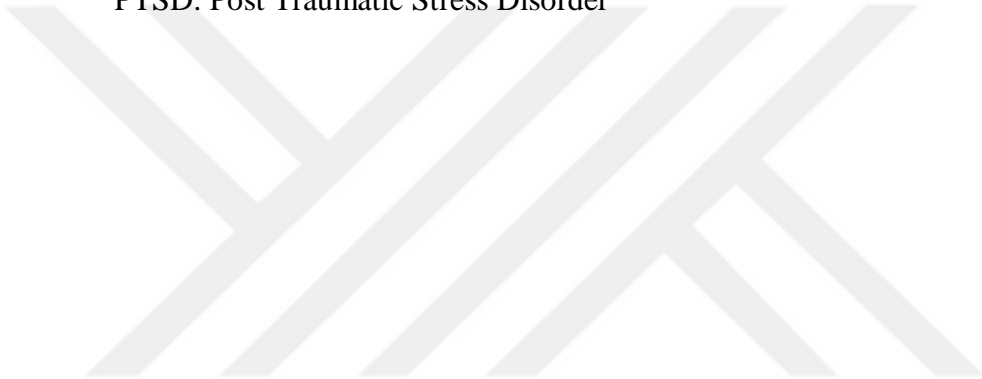
IQ: Intelligence Quotient

ERQ: Emotion Regulation Questionnaire

MBI-GS: Maslach Burnout Inventory – General Survey

GPA: Grade Point Average

PTSD: Post Traumatic Stress Disorder



CHAPTER I

1. INTRODUCTION

According to the International Labor Organization, mobbing is becoming the most essential problem in the new millennium. Based on the Ministry of Labour and Social Security, 32.262 calls received which were reported by the employees who exposed to mobbing between 2011 and 2016 in Turkey. Due to increased frequency of employees who experience mobbing, both organizations and society have been started to pay more attention to negative effects of this phenomenon. To explain effects of mobbing and stress, researchers coined several theories. Conservation of resources (COR) theory and affective events theory are the ones which are highly cited. Although there are plenty theory to clarify the relationship between mobbing and burnout, COR theory explained this relationship in the best way. Conservation of resources (COR) theory (Hobfoll, 1989) stated that, individuals motivated to gain or not to lose resources that are valuable for them and there is an emotional impact of conservation of resources. While trying to deal with abuse which is caused by mobbing and stress that is originated from losing a safe working environment, employees may experience burnout. Laschinger, Grau, Finegan, & Wilk (2010) conducted a study with 415 new graduate nurses in Canada and found that exposing to mobbing increased the level of burnout. Consistent with this study, Alkan, Yıldız, and Bakır (2011) indicated a positive relationship between mobbing and burnout in teachers in Turkey.

On the other hand, affective events theory (Weiss & Cropanzano, 1996) stated that almost all parts of the work may affect emotions in both negative and positive ways and workers experience events that are lead to emotional reactions which may affect organizational outcomes. This theory emphasizes that workers should consider their emotions and the events that cause them. For example, individuals who have a high level of emotional dissonance and a low level of emotion management are more prone to react strongly to negative situations. Therefore, emotions at work may affect organizational outcomes such as burnout, intention to quit, absenteeism, organizational citizenship behavior, etc.

Emotion management is an essential for understanding how emotional experiences are related with burnout (Henderson, 2001). In addition, Anderson (2002) reached a conclusion that the huge amount of nurses experience emotional distress and issues in their workplace. There is no research that examines how emotions affect mobbing and burnout relationship. The contribution of this paper will be explaining the relationship between mobbing and burnout by using emotion management as a moderator. Furthermore, burnout known as specific phenomenon for employees who work in human service occupations and require face to face communications with customers. On the other hand, in the last twenty years, the extends' of burnout changed. Regardless or profession, every employee could experience burnout (Shaufeli, Leiter, Maslach & Jackson, 1996). That's why, to demonstrate the conclusion that burnout may also be seen in occupational groups that do not require face-to-face communication, second study was conducted to replicate the first study by non-service occupation sample. In addition, besides whether the occupation need face-to-face communication or not, in study 1 nursing can be seen as low status job , on the other hand, in study 2 engineering might be seen as high status job.

CHAPTER II

2. LITERATURE REVIEW

2.1. Burnout

Burnout concept was first conceived in 1970's and since then its importance and popularity gradually have been increasing in the literature. Freudenberger (1974) defined burnout as getting exhausted because of intense use of energy, resources and power. Nowadays, the most widely accepted definition of burnout was written by Maslach and colleagues who perceive burnout with its three dimensions (Maslach, 1982; Maslach & Jackson 1981; Pines & Maslach, 1980). In this definition, burnout is accepted as a three-dimensional syndrome (emotional exhaustion, depersonalization and reduced personal accomplishment) that often occurs in people who constantly work with other people and require face-to-face communication. Also, Maslach, Schaufeli, & Leiter, (2001) described the burnout as long term syndrome that causes an emotional and chronic stress among individuals.

Burnout is defined as a syndrome associated with stress. It was said that it was caused by stress, and it was even used synonymously with stress. Although burnout is considered a form of stress, it is a much more negative situation for people to feel helpless, trapped and exhausted. Burnout has symptoms and effects similar to stress. But the most important feature that distinguishes burnout from stress is that burnout caused by the social relationship between the employee and the person (Sünter et al., 2006).

2.1.1. Models of Burnout

In this section, Cherniss Burnout Model, Edelwich and Brodsky Burnout Model, Pearlman and Hartman Burnout Model, Pines Burnout Model, Leiter Burnout Model, Karasek's job demand-control model, Hobfoll's conservation of resources model, Job Demands-Resources (JD-R) model, and Maslach Burnout Model were explained. Among these theories, the Maslach Burnout Inventory (MBI) is the most widely used model in the literature (Evans & Fischer, 1993; Greenglass, Burke, & Fiksenbaum, 2001; Hastings, Horne, & Mitchell, 2004; Iorga, Muraru, & Ciuhodaru, 2017) and has also been used in this thesis.

2.1.1.1. Chernis Model

Cherniss (1980) defined burnout as a time-spreading process that began as a reaction to work-related stress and ended with terminating psychological relationship with work. In other words, according to Cherniss, burnout is seen as a way to cope with stress and adapt to the stress sources that occur in the work environment. With this model, Cherniss points out the importance of role on burnout. In this context, role ambiguity defines the complexity between the potential stress sources and the factors that lead to overburden and confrontation with working with people.

According to Cherniss, burnout stems from inconsistencies that hidden in the role of the workers in the service sector. They tended to develop unrealistic insights into the meaning of being professional during their training and trial periods. New and inexperienced employees have some romantic dreams as their work will always be exciting, their talents will develop, their work will be appreciated, their friends and customers will support them, and the customers will go to cooperate with themselves. An employee entering a business life with similar expectations is becoming a shock. In other words, Cherniss is the first person to reveal the origin of burnout from the gap between the expectations of the employee and the realities of the business life (Örmen, 1993).

2.1.1.2. Edelwich and Brodsky Model

Edelwich and Brodsky (1980) came to the conclusion that burnout occurs after a series of consecutive, and determinable stages that are based on interviews, observations and experiences they have made on this field. They label this process as “Development Process of Burnout” and includes four steps that are; enthusiasm, stagnation, frustration and apathy. In enthusiasm phase, which is seen in the newly started periods; the individual has energetic, hopeful and unrealistic expectations. In stagnation stage, there is now a decrease in desire, hope and motivation. They begin to feel disturbed by the difficulties that they face when applying in their profession, from some points they have never cared about or denied before. In frustration stage, individuals who have started to work to help and serve other people, understand how difficult it is to change people, the system, the negative working conditions. They feel intense frustration. At this point, there are three roads to be selected and these are; adaptive defense and coping strategies, maladaptive defenses and with strategies of coping enhancing burnout, and self-withdrawal or avoidance. In the last stage

which is apathy, a natural defensive mechanism is used against the obstacles that arise when individuals do not have permanent obstruction in their work. During the period of insensitivity, individuals will try to protect their safe position, will perform a minimum amount of work and will avoid any struggle in the workplace.

2.1.1.3. Perlman and Hartman Model

In Perlman and Hartman (1982) models, three dimensions of burnout described three major stresses, as follows; physical exhaustion (physiological; physical symptoms such as fatigue), emotional exhaustion (emotional-cognitive; attitudes and feelings) and desensitization and low work efficiency (behavioral; symptomatic behaviors). The contribution of this model is to explain exhaustion with two dimensions; physical and emotional.

2.1.1.4. Pines Model

According to the Pines model, burnout indicates physical, emotional and mental exhaustion situations. Chronic fatigue, decreased energy, discomfort and weakness are indicators of physical fatigue. Hopelessness, deceitfulness and frustration show emotional exhaustion. According to the this model, on the basis of burnout, there are work environments that keep the individual constantly under emotional pressure (Pines & Aronson, 1988).

2.1.1.5. Leiter Model

This model puts emotional exhaustion at the center of burnout. Employees are assumed to have developed emotional exhaustion primarily because they are more sensitive to the sources of stress and requirements in the workplace. The main stress sources causing burnout in the model are the high workload and the conflicts with the other workers in the workplace. According to Leiter model; depletion in the workforce is increasingly insensitive to sources of stress. To prevent burnout, employees should focus on stress sources that directly affect their emotional exhaustion. (Leiter, 1993).

2.1.1.6. Karasek's Job Demand-Control Model

Karasek's (1979) job demand-control model is the best-known model to explain burnout process. This model stated that people, who have high work demand and low job control, will experience the high level of strain. In contrast, when they have high level of job control and low work demand, their probability of

experiencing strain will decrease. Actually, job-demand control model focuses on job control with controlling resources and this control plays a buffering role in stress. Consistent with this, ability to control emotions can have an important role in handling with stress and strain that are caused by mobbing. Van der Doef & Maes (1999) found that high job demand and low control had a negative effect on both psychological and physiological well-being. To emphasize the moderating role of emotion management in the relationship between mobbing and burnout, demands refer to negative relationship between employee and supervisor and control refers to regulating and managing one's emotional expressions at work in this theory. In case of the perception of mobbing, when employees cannot use emotion regulation strategies effectively, their burnout level will increase.

2.1.1.7. Hobfoll's Conservation of Resources Model

In terms of Hobfoll's (1989) conservation of resources theory (COR), individuals strive against to protect their resources. If their resources are threatened, then the stress emerges. Finally, because of the lack of resources, individuals may experience the resilience increase. According to this model, stress occurs under three conditions; when individuals' key resources are threatened with loss, when resources are lost and when individuals fail to gain resources following significant resource investment. Hobfoll (2001) reported that burnout occurs after the third condition; if individuals substantially spend time and effort, then limited amount of resources would lead to burnout. Maslach, Jackson and Leiter (1996) stated that when resources are depleted, individuals experience stress which would lead to burnout, especially emotional exhaustion.

2.1.1.8. Job Demands-Resources (JD-R) Model

Demerouti, Bakker, Nachreiner, & Schaufeli, (2001) proposed that the Job Demands-Resources (JD-R) model can be used to determine workers' burnout experiences. He created two categories: job demands and job resources. When workers feel mental and physical exhaustion because of high job demands, their energy will be depleted and they will experience burnout.

2.1.1.9. Maslach Model

According to this model, Maslach defined burnout as a syndrome that manifests itself in the “people work” professions. Working with people requires face-to-face communications. Therefore, they feel exhausted emotionally direction, desensitization towards the people they meet and work, and decrease in the sense of personal accomplishment (Maslach & Jackson, 1981).

Burnout has three dimensions; emotional exhaustion, depersonalization and reduced personal accomplishment (Maslach & Jackson, 1981). Emotional exhaustion means that a person’s energy is reduced and emotional resources are running out of with time. It is the starting, central and most important component of the burnout situation. This component of burnout is more about work stress. An intense work in the emotional direction, individuals’ workload and pace are pushing themselves and are crushed under the emotional demands of other people. Emotional exhaustion happens as a reaction to this (Bahar, 2006). Individuals feel emotional resources are exhausted and feeling emotionally tired because of emotional exhaustion. Researchers described depersonalization as with emotional exhaustion, when employees do not have proper energy to be interested in their jobs; they isolate themselves from other workers to protect themselves. It represents the interpersonal dimension of burnout and indicates negative, rigid attitudes towards the customers and lack of interest to work (Maslach et al., 2001). Reduced personal accomplishment occurs with an individuals’ negative acts, attitudes and evaluations to themselves. The reduced personal accomplishment that represents the individuals’ assessment about themselves. They feel that their success has fallen on competence and efficiency in the business environment (Maslach et al., 2001). Employees have a growing sense of inadequacy that they will not be helpful to customers’ needs. Individuals who have intense social relations and face to face communications with other people, are more likely to increase their burnout level. Barutçu and Serinkan (2008) stated that burnout is a common problem of many occupations such as teachers, nurses, lawyers, academicians, medical doctors, police and social workers.

2.1.2. Antecedents of Burnout

Individual factors and organizational factors that are antecedents of burnout can be examined under two headings as mentioned below.

2.1.2.1. Individual Factors

Individual factors are age, and gender.

2.1.2.1.1. Age

Younger and inexperienced employees are more likely to experience burnout than older and experienced workers. The reason for this can be explained by the difference in their expectation levels from their work and coworkers. The young people who have just started to work; they expect a lot from themselves and the organization such as prizes, appreciation of supervisors, the high expectations of professional development. When these expectations are not met, employees may experience burnout. As the employees get experienced and become older, they would have a tendency to be more realistic about work expectations. In a short, younger workers are more prone to experience burnout than older workers (Stevens & O'Neill, 1983).

2.1.2.1.2. Gender

Despite of huge amount of research that investigated the relationship between gender and burnout, there is no consensus on this relationship. Schwap & Iwanicki (1982) stated that experiencing burnout is more prevalent among male workers than female workers; in contrast, women said they were suffering from burnout more than males (Etzion & Pines, 1986). Also, Lemkau, Rafferty, Purdy, & Rudisill (1987) did not found any significant difference between females and males in terms of their burnout level.

According to Maslach (1982), women were more emotionally exhausted than men, while men were more depersonalized. This change may reflect differences in masculine and feminine gender roles. Women are expected to be more emotional and more sensitive and enthusiastic to the feelings of others than men. On the other hand, men are more rigid, they are expected to be unemotional. Based on the findings of Purvanova & Muros (2010) female employees experience more emotional exhaustion than male employees with a slight difference, whereas male employees experience more depersonalization than female employees.

2.1.2.2. Organizational Factors

Workload, role conflict and role uncertainty, lack of control, mobbing, reward deficiency, and content of the job are organizational factors and these factors are explained below.

2.1.2.2.1. Workload

Workload defined as “the amount of work to be done at a certain time” (Maslach & Leiter, 1997). Even both excessive workload or inadequate workload are factors that are affecting burnout, the most common source of burnout is excessive workload. Huge amount of workload means that the employee has to finish the work within a certain time limit, the worker is in terms of job requirements, or the worker has a high standard of work. Insufficient workload is also known to cause the same amount of stress. Maslach & Leiter (1997) regarded workload as one of the main dimensions of organizational life. When we look from the organizational framework, workload is viewed as productivity. However, when it is viewed from the individual frame, it means time and energy. For this reason, compromising between the two frames is important in establishing a work-balanced relationship.

Furthermore, the concept of workload is defined as the quantitative workload when workers have not sufficient skills and abilities to complete the work. However, when employees perceive that they can not complete the work in the given time, this will be qualitative workload. When we look at the research, insufficient resources rise the probability of experiencing burnout because of the downsizing policies, the decrease in the number of personnel and the increase of the redundancy of bureaucratic processes, the high workload and high staffing pressure, especially in the quantitative way (Ok, 2002, pp.30).

2.1.2.2.2. Role Conflict and Role Uncertainty

Luthans (1992) stated that employees confronted with different expectations in the workplace and had difficulties in fulfilling them. These difficulties were; an individual-role conflict, when it is necessary to do something contrary to the personal and value judgments of individuals, when their superiors give contradictory instructions on how to perform a task. In addition, there is a conflict between roles when there are multiple roles undertaken and when these roles overlap each other.

Lack of educational background, authority and responsibilities of the tasks that need to be done due to inadequate training, corrupt communication or deliberate information retention, and lack of information about performance evaluation criteria also lead to uncertainty of the role which may lead to burnout.

2.1.2.2.3. Lack of Control

In general, employees burnout levels especially emotional exhaustion and reduced personal accomplishment dimensions, are high in situations where they do not keep control of their work life (Jackson, Turner, & Brief, 1987). Shaddock, Hill, & Van Limbeck (1998) found that employees who worked hard and demanded a large part of their time and are not included in the decision-making mechanism or who have limited participation are higher level of burnout than those who are more involved in this process.

2.1.2.2.4. Reward Deficiency

Managerial feedback is a mechanism in which employees are usually not accustomed to this. Managers should communicate, praise and give advice to their employees on how well they are doing their job and how much they need to improve themselves. In order to create an active communication between the employees and the managers, it is important to have a balanced control system as well as to give reward for contributions of the employees. According to Maslach & Leiter (1988), crises in the workplace reduce the capacity of workers rewarding system in a meaningful way, and cause them to suffer internal and external dissatisfaction. This decrement leads to the loss of the attractiveness of the work done.

2.1.2.2.5. Content of the Job

There is an inverse relationship between the amount of change in the content of the job and burnout. In situations where high performance is required, the risk of exhaustion would increase. For example, a monotonous worker with a small amount of change has a low probability to experience burnout, while the burnout risk of an employee increases, when the amount of change is higher. Also, another issue that needs to be mentioned is that employees, who have low levels job satisfaction, would have a tendency to experience burnout than employees who have high levels of job satisfaction (Sümer, 2005). In addition, in some cases it is difficult, sad and annoying

to contact with people. Working with customers or patients who have high demands, do not follow instructions, are impatient will cause employees to feel distress. Thus, people who work in forced labor will always have to make concessions from themselves.

2.1.3. Consequences of Burnout

Consequences of burnout can be divided into two category; individual outcomes and organizational outcomes.

2.1.3.1. Individual Consequences

Emotional exhaustion of burnout also brings physical fatigue. This tension caused by burnout, which is constantly in the workplace, leads to the feeling that something is going to be continually reversed for the malaise and uneasiness of the person due to insomnia. In addition, chronic fatigue and tension leads to influenza, colds, and headache in a long time period (Sabuncuoğlu & Tuz, 2005). However, Sabuncuoğlu and Tuz (2005) indicated that the most important and obvious consequences of burnout are that it consumes energy of individual. On the other hand, physiological disorders such as circulatory system and cardiovascular diseases, respiratory system diseases, digestive system diseases, reproductive system diseases, endocrine gland diseases, and migraine are very high due to a powerful relationship between stress and burnout. In addition to such physical problems, psychological problems such as anxiety, depression, insomnia, helplessness, decreased self-esteem, and vulnerability can be seen. Insomnia can become an essential problem because ongoing emotional exhaustion can prevent sleep or deep sleep. Lastly, the tendency to take alcohol, tobacco, and the use of narcotics are behavioral consequences of burnout.

2.1.3.2. Organizational Consequences

Maslach (1982) states that the most visible effect of burnout is employees' decrement of job performance in terms of quality. As a result of this, the motivation level of employees dropped. Employees in this situation no longer cared about the work they had done and did not feel pressure and request to be more successful. Burnout has some detrimental effects on some organizational outcomes such as decreased job satisfaction, participation, job desire, performance, group affiliation,

and increased physical and emotional symptoms, health problems, occupational accidents, intention to quit and absenteeism (Wrigh ve Bonett, 1997).

With the definition of stress “being exposed to an emotional pressure for a long time”, emotion management should be taken in place to handle the result of both mobbing and burnout. Murphy (1999) stated that employees’ emotion management has a high correlation with subjective and objective well-being and happiness. When employees feel happy and well, their burnout level decreases. Grunau (2007) reached a conclusion that there is a statistically positive relationship between mobbing and burnout. He showed that 25% of the total variance in burnout is explained with mobbing. In a study whose participants were physician assistants at hospitals, it was found that there was a significant positive relationship between mobbing and three levels of burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment) (Dikmetaş, Top, and Ergin, 2011). Akın, Aydın, Erdoğan, & Demirkasımoğlu (2014) conducted a study including primary school teachers and reached a conclusion that emotion management and emotional labour have a determining role in burnout levels.

2.2. Mobbing

The concept of mobbing used for the first time by Konrad Lorenz, who was an etiologist in the 1960s. Lorenz used this concept to describe the behavior of a group of animals that attacked a group of animals that are weaker and unprotected than themselves. Later, Swedish psychologists used the concept of mobbing to identify and name bullying behaviors among school children (Davenport, Schwartz and Elliott, 2003). Leymann then noticed that the concept of mobbing also can be seen in the workplace with similar behaviors between animals or school children (Leymann, 1996). In the workplace, mobbing and bullying are interchangeable terms to specify negative acts (Sperry, 2009).

Leymann (1990) defined mobbing as “hostile and unethical communication that is directed in a systematic way by one or more persons, mainly towards one targeted individual” (p. 120). Different terminologies are used for mobbing synonymously in the literature with some geographical and terminological differentiations such as; ‘harassment’ (Brodsky, 1976), ‘psychological terror’

(Leymann, 1990), ‘bullying’ (Hoel & Cooper, 2000), ‘workplace trauma’ (Wilson, 1991), ‘victimization’ (Olweus, 1994), ‘work abuse’ (Bassmann, 1992), ‘workplace aggression’ (Baron & Neuman, 1996) and ‘emotional abuse’ (Keashly, 1998), (Table 1). To label a specific behavior as mobbing, there are some criterias. Firstly, it emerged with the existence of a negative behavior and being exposed to that behavior frequently and in a long term by a mobber. Then, a negative effect of this behavior emerges on a person who is exposed to mobbing and the person starts to perceive that behavior as negative. As a result, a power imbalance emerges between the mobber and the victim (Aydın & Özkul, 2007).

Table 1

The Summary Table of Mobbing Definitions by Different Authors

Author	Used Term	Definition
Broadsky, 1976	Harassment	A person attempts to feel discomfort in another person by maltreatments, such as persistent and repeated pressures, intimidates, torment, frightens and wears down.
Thylefors, 1987	Scapegoating	Repeated and negative treatment and actions from one or many individuals.
Leymann, 1990	Mobbing/ Psychological Terror	Unethical and hostile behaviors towards a victim in a systematic (at least once a week) and long term (at least six months).
Wilson, 1991	Workplace Trauma	Disintegration of employees’ personality because of continuous malicious treatment by supervisor or co-worker.
Hoel and Cooper, 2000	Bullying	Systematically and persistently receiving negative and aggressive behaviors from one or more individuals. In this situation, the victim has difficulty in handling negative acts and defending himself/herself.
Davenport, Schwartz, and Elliott, 2003	Mobbing/ Emotional Abuse	Indicating negative and malignant behaviors, ignoring and humiliating an individual. Also, forcing him/her to leave the job and putting a huge pressure for making others feel dependent and worthless.

2.2.1. Antecedents of Mobbing

Antecedents of mobbing can be divided into two categories; individual antecedents and organizational antecedents.

2.2.1.1. Individual Antecedents

The factors that cause mobbing can be listed as follows; individual characteristics of victims, individual characteristics of who applies mobbing to the victim (mobber), and organizational factors.

2.2.1.1.1. Individual Characteristics of Victims

In the literature, there are some contradictory findings based on the relationship between personality traits of victims and mobbing (Davenport, Schwartz, & Elliott, 2003; Leymann, 1996; Zapf & Einarsen, 2003). Davenport, Elliot, & Schwartz (2003) proposed that whether employees could exposure mobbing because of their personality traits such as having relatively superior knowledge and skills, being competitive, creative and innovative. According to Zapf and Einarsen (2003), three characteristics of the victims involved in the formation of mobbing behaviors; the vulnerability of the victim, the lack of social skills and the lack of confidence in the victim and, being very successful and not fitting group norms. On contrary to this idea, an employee who exposure to mobbing, did not have psychological problems, or problems related to work. In addition, Davenport, Schwartz, & Elliott (2003) argue tha victims had many positive attributes in their working lives, such as intelligence, competence, creativity, honesty, success and dedication to their work. They suggested that creative people were more likely to be intimidated because they disturbed others because of new ideas that they produced. According to them, most of the victims of mobbing were the chosen ones because they threatened for the workers in the higher rankings. These higher profiles of the employees made them targets of mobbing (Hirigoyen, 1998). Also, Leymann (1996) claimed that the personality traits of victims cannot be influential because there was no research to determine how employees were before mobbing.

2.2.1.1.2. Individual Characteristics of Mobbers

Freud suggests that there are two basic innate tendencies of people which are sexuality and aggression. The strongness of these two basic tendencies makes

difficult for one to adapt to society. Individuals who exhibit psychological harassment behavior (mobbers) in the workplace feel the effect of aggression and sexuality (Hershcovis, & Barling, 2010). Cicerali (2011) proposed that mobbers usually hid their true identities behind masks, which are very perfect and good looking, usually exhibiting normal behavior in their working life. Adams (1992) pointed out that perpetrators' personality responsible for mobbing behavior at the workplace. The main personality traits of mobbers are; overly controlling, fearful, neurotic, antipathetic, narcissistic, paranoid mood, sadistic, hostile, prejudices, and trying to making own norms and organizational policy (Davenport, Schwartz, & Elliott, 2003).

2.2.1.2. Organizational Antecedents

Factors related to organizational structure has an important place that triggers mobbing in the workplace. Not only the personality traits of mobbers' and victims', but also organizational characteristics have an essential role in predicting mobbing. 16% of participants perceived organizational problems as the reason for mobbing (Zapf, 1999). It can be argued that the organizational causes leading to mobbing are due to the following factors; bad management of the organization, stressful workplace, monotone workplace, thought of delegation, and making changes such as downsizing, and restructuring (Davenport, Schwartz, & Elliott, 2003).

2.2.2. Consequences of Mobbing

Mobbing negatively affects both the organization and the individuals as a result of the negative effects created by the mobber. In this section, these results are presented under two separate headings; individual consequences and organizational consequences.

2.2.2.1. Individual Consequences

Leymann (1992) argues that mobbing creates a "ripple effect" on the victim. Because the effects of mobbing that start as mental deterioration and continues increasing the severity by harming the victim's physical health, psychological health, social environment, and economy. At the beginnings of mobbing attacks, victims put the blame on themselves because of the maltreatments of the mobbers. The victim who have lost self-confidence and self-esteem can not tolerate the fact that why all

these mistreatments happened to them. Therefore, their mental and physical health is severely deteriorated. Anxiety, post traumatic stress disorder (PTSD), depression, compulsions, suicidal behaviors, burnout, psychosomatic illnesses, and difficulty in concentrating are psychological factors that are results of mobbing. Bond, Tuckey, and Dollard (2010) found that there was a positive correlation between participants' mobbing levels and PTSD levels. According to Zapf's study (1999), the victims exposed to mobbing and those not exposed to mobbing were compared. In this comparison, they found that victims were more nervous, depressed and negatively affected and less self-confident than people who did not exposed to mobbing. The fact that the victims of mobbing are under extreme stress leads them to face with some physical problems such as back and neck pains, ulcer, gastrointestinal problems, urticaria, sleep disorders, breathing problems, asthma, cardiovascular disease and collapsing immune system (Tınaz, 2011). In addition, mobbing victims also can lose their jobs when they are affected greatly by the behavior they are exposed to. Accordingly, they are beginning to feel exhausted when they feel they are unsuccessful in their work, or when they feel they have no contribution to their work. While burnout causes job inefficiency, it can also increase the victims' intention to quit (Survegil, 2006). However, Çakır (2006), investigated the effect of mobbing behaviors at workplaces in Turkey and found that while majority of employees who were exposed to mobbing, were not willing to quit their jobs.

2.2.2.2. Organizational Consequences

Mobbing behaviors lead to negative consequences for the individual as well as negative consequences for their organizations. Increased turnover rate, low motivation to work or poor work performance are some of the important results for the organization (Hoel, & Cooper, 2000; Öcel, & Aydın, 2012). Psychologist Michael H. Harrison found that 42% of female employees and 15% of male employees were mobbed between 1999 and 2001, in a survey of 9.000 public employees in the United States. That's \$180 million in lost both in time and efficiency. According to the 2001 estimate, stress and stress-related diseases from organizational mobbing outcomes cost industry and tax payers 12 billion pounds per year (as cited in Furrell, 2002). Tınaz (2006) stated various organizational consequences of mobbing; increased sick leave, separation of trained employees from work, cost of new employee purchases by increasing the number of employees, the

cost of training activities with increased attendance, overall poor performance, compensation paid to employees, unemployment costs, legal process or court costs, and decreased in work quality, decreased organizational commitment, and job satisfaction.

In literature, there are large number of studies revealing the relationship between mobbing and burnout (e.g., Alkan, Yıldız & Bakır, 2011; Dikmetaş, Top & Ergin, 2011; Einarsen, Matthiesen & Skogstad, 1998; Kozak, Kersten, Schillmöller & Nienhaus, 2013). Mobbing can be seen as an antecedent of burnout. Einarsen, Matthiesen & Skogstad (1998) found that the nurses exposing to mobbing had higher level of burnout, lower job satisfaction and psychological well-being than the other nurses not exposing to mobbing. Borritz, Rugulies, Bjorner, Villadsen, Mikkelsen, & Kristensen, (2006) found a positive relationship between mobbing and all three dimension of burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment). Lovell & Lee (2009) define mobbing as emotional abuse so, when employees have an ability to manage their emotions, they can also cope with mobbing and burnout more easily. Goleman (2011) stated that if individuals are able to manage their emotions in stressful situations such as mobbing, they have a control on negative outcomes regardless of how much the situation is stressful. Hochschild (1983) indicated that emotion labor and emotion management indicated an effect in the burnout process. As we see in the definition made by Davenport, Schwartz, and Elliott (2003), mobbing is a kind of emotional abuse and employees who exposure to mobbing, are not able to control their emotion, eventually they will face with negative outcomes. Consistent with this view, mobbing which is an emotional demanding situation create stress and if people cannot manage their emotions, they may experience burnout.

2.3. Emotion Management

Goleman (2005) defines emotions as features that enable the individuals to learn by activating their learning potential, by asking questions to seek the unknown, by developing capacity and by practicing learning. All feelings are the impulses that enable us to move on. The Latin root of emotion is "motere". The verb, which means 'to act' or 'to move', and when the prefix "e" comes in front of "motere, it means "away" which gives the idea that every sensation is a movement. As it is evident

from its unique biological properties, every sensation in the emotional accumulation of the individual has a unique role (Goleman, 2001). The decisions we make are not taken only by reason or by cognitive intelligence. Whether we are aware of it or not, our feelings are also engaged. Human being is not just a thinking entity, gives direction to thinking. Emotions play a crucial role in the choice of the infinite number of personal decisions that can be taken in the flow of life, such as where to live, which profession to choose, and who to marry, can not be based solely on logic. In such cases, only formal logic does not work, and requires emotional motives, and emotional wisdom that has been compiled from past lives, in order to make the right decisions. Not being aware of emotions can lead to misperception in the choice of decisions and wrong choices (Tuğrul, 1999). Emotions are the ability to reason and develop thoughts.

Emotion management is defined as “the act of trying to change in degree of quality an emotion or feeling” (Hochschild, 1979, pp.561). It generally affects employees both in organizational and personal life. Following the studies of Goleman (2011 a,b), the importance of the term “emotion” has been increased. He paid attention to that in organizations, with modern age; the increment of technology and technical knowledge are inadequate in achieving organizational efficiency. Besides this, employees should give attention to how well they manage themselves and their emotions. Emotions not only affect the private life, but also the decision making processes in business life, reactions and the relationships. If employees are able to control and manage their emotions, their quality of work and relationship in the organization can also increase. Goleman (2011a) conducted a study with a huge amount of employees to investigate the role of emotions in the workplace. He emphasized that the importance of emotion management has been increasing and the need to be considered. When individuals are aware of their feelings, can recognize and manage them, can read others' feelings and cope effectively with them, they become advantageous in their ability to comprehend non-verbal rules that determine success in all areas of their lives. People with well-developed emotional skills can improve mental habits that will get more satisfaction from their lives and enrich their lives.

Goleman (2011b) stated that as a result of the emotion management, employees could better deal with a sense of frustration and helplessness in the

workplace. A decrease in the verbal humiliation behaviors, to express anger without fighting, to decrease in aggressive and self-harmful behaviors, to develop more positive feelings about themselves, better coping with negative situations, less loneliness and less social anxiety were observed. Furthermore, when employees were aware of their feelings, recognize and manage them, read others' feelings and cope effectively with them were advantageous in their ability to comprehend nonverbal rules that determine success in both workplace and private life. People with well-developed emotional skills could develop mental habits that would get more satisfaction from their lives and enrich their lives. Those who can not control their emotions, prevent themselves to focus on their job and to think clearly (Goleman, 2011a). Çeşitcioğlu (2003) pointed out that for a quality work life and private life, it is necessary to be friendly with the unbalanced feelings that can cause the personal potential to be wasted. For this reason, it is necessary to learn how to recognize emotions very well and to deal effectively with them. This recognition means that level of awareness in emotions should be increased. Those who have a high level of awareness and know their emotions well; have the chance to take the necessary precautions by becoming aware of their emotional imbalances.

Pena-Sarrionandia Mikolajczak & Gross (2015) made a meta-analysis to integrate emotion regulation and emotional intelligence and revealed that emotion management had two relatively independent dimensions that are emotion regulation (ER) and emotional intelligence (EI). In general, emotional regulation is seen as unstable characteristic as emotional intelligence is found as stable characteristic. In addition, Lazarus and Folkman's (1984) transactional stress-strain-coping theory proposed that strain (burnout) happens when coping strategies (emotion management) do not reduce existing job stressor (mobbing) in the adequate level. Çeşitcioğlu (2003) showed that when people manage their emotions, they can disarm the stressful situations and gains the significance.

2.3.1. Emotion Regulation

Emotion regulation is explained as "the processes that the individuals influence the emotions they have, when they have them, and how they experience and express these emotions" (Gross, 1998b, p. 275). It has two types of strategies: the first one is cognitive reappraisal which is an effort to change how you think about

something before the emotion induced while the second one is expressive suppression that is an effort to hide emotion. Cognitive reappraisal is an antecedent-focused strategy which means that individual tends to reevaluate the potential emotion eliciting situation to minimize its emotional impact. Expressive suppression is a response focused emotion regulation strategy that means attempting to hide or inhibit ongoing emotion-expressive behavior. In addition, these two emotion regulation strategies -cognitive reappraisal and expressive suppression- are not related (Gross and John, 2003). Individuals can use cognitive reappraisal or expressive suppression strategies separately or both at the same time or neither of two strategies (Carson, 2006). In general, both of them affect individuals' well-being and decrease negative outcomes (English & John, 2013).

2.3.1.1. Cognitive Reappraisal

Gross (1998) defined cognitive reappraisal as in an event that causes an emotional reaction, individuals have to interpret the same event differently in order to change the effect which creates negative emotional impact on them. It is an antecedent-focused emotion regulation strategy. Haga, Kraft and Corby (2009) reached a conclusion that the level of using the cognitive reappraisal strategy was positively correlated with general well-being. Mauss, Cook, Cheng, and Gross (2007) found that those who were inclined to use the cognitive reappraisal strategy in the anger-generating situations showed less negative emotions, less anger and more positive emotions. The consequences of cognitive reappraisal strategy can be listed as; very effectively expressing positive emotions, reducing the effects of negative emotions, experiencing more emotional experiences and addressing the positive aspects of the events in these interactions (Gross & John, 2003).

2.3.1.2. Expressive Suppression

Expressive suppression is to inhibit emotional expressive behavior. The individual is changing the tendency of an emotional reaction that has already arisen (Gross, 1998). Gross and Levenson (1993) made an experimental study to investigate the effect of using expressive suppression strategy. Participants of the experimental group using the strategy of expressive suppression gave less physical response (touching their face, moving their hands, etc.) compared to the control group. This strategy may be appropriate to prevent some of the negative emotions, such as anger

or anxiety, but may also lead to inconsistent results. Moore, Zoellner, and Mollenholt (2008) made a study with individuals who exposed to trauma, the strategy of expressive suppression in these individuals, became a habit. Because of excessive usage of expressive suppression strategy, it has been shown to be positively related to an increase in depression and anxiety. The consequences of using expressive suppression are emotional imbalance in the individual's internal and external attitude, living with negative emotions along with self-doubt, and a decreament in behavioral responses but failing to reduce emotional experience and repairing memory (Gross & John, 2003).

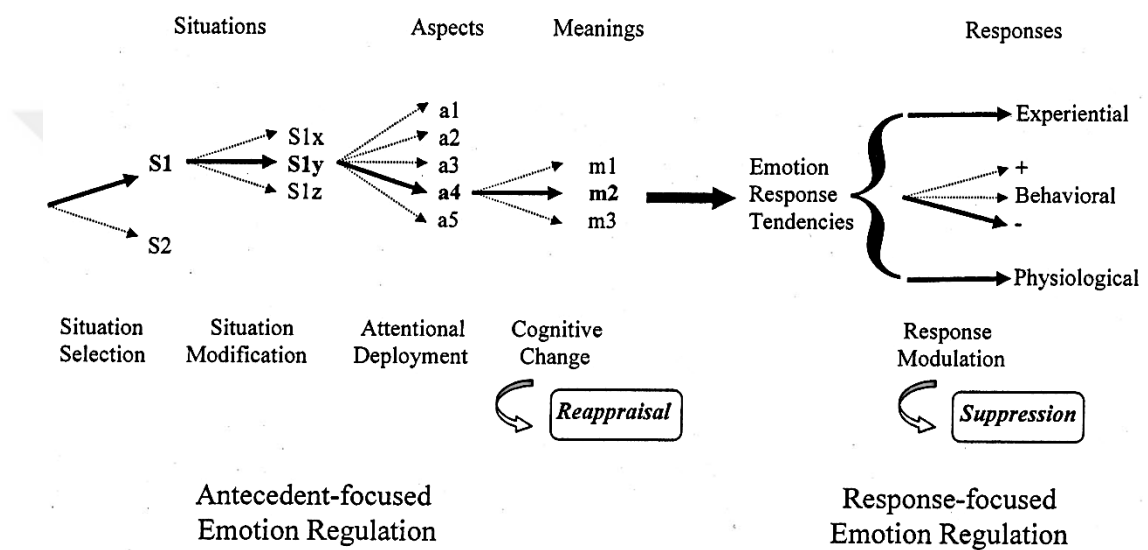


Figure 1. A process model of emotion regulation (Gross, 2001). Gross (2001) proposed a model to explain the process of emotion regulation. Based on this model, emotion can be regulated in the emotion regulation process at five steps which are; selecting the situation, modifiating the situation, deploying the attention, changing the cognitions, and modulating of experiential, behavioral, or physiological responses. While antecedent-focused emotion regulation includes the first four of these processes, response-focused emotion regulation contains only the fifth response-focused process. At each of these five points, the number of response options are optional, and the bold lines show a specific option that could be chosen. This model focuses on both cognitive reappraisal and expressive suppression (Figure 1).

When individuals use cognitive reappraisal in positive emotions, their self-esteem and psychological adjustment level increase; however, using expressive suppression in positive emotions, their self-esteem and self-adjustment decrease (Nezlek & Kuppens, 2008). In addition, Haga, Karft, & Corby (2009) proposed that there was a positive relationship between cognitive reappraisal and life satisfaction; whereas, a positive correlation was found between expressive suppression and depression.

Hochschild (1983) proposed that because of high workload, nurses spent high emotional labor when they faced with patients and other issues. He made categorization for using different emotion regulation strategies; functional and dysfunctional for nurses' well-being. As a result, empathy was found as a functional strategy to help nurses to cope with high workload which decreased their turnover intentions and burnout (Santo, Pohl, Saiani and Battistelli, 2014).

To our knowledge, there is no study investigating the relationship between mobbing and emotion regulation, but there are some studies focusing on the relationship between bullying and emotion regulation. Cicchetti, Ackerman and Izard (1995), proposed that victims of bullying can have lower level of skills to regulate their emotions. Wilton, Craig and Pepler (2000) found that there is a deficit in emotional regulation in victims of bullying. Also, low level of emotion regulation leads to influence the severity and length of the bullying behavior.

Both of the emotion management strategies can be seen as an adaptive strategy but, excessive use of expressive suppression may drain emotional and cognitive resources (Gross, 2002). According to Conservation of Resources Theory (COR) (Hobfoll, 1989), when an individual has limited resources for a long time, other resources are also affected negatively and burnout occurs. Even cognitive reappraisal is a useful strategy to manage unpleasant emotions; expressive suppression is less effective to cope with them (Gross, 1998). Besides, Gross and John (2003) showed that cognitive reappraisal leads to a better interpersonal functioning but, expressive suppression causes worse interpersonal functioning. Chang (2009) reached a conclusion that there is a negative correlation between cognitive reappraisal and burnout. Also, Ghanizadeh and Royaei (2015) found statistically negative correlation between cognitive reappraisal and emotional exhaustion and depersonalization. In addition, reappraisal was negatively correlated

with reduced personal accomplishment (Hülshager & Schewe, 2011). In the light of COR theory, employees try to protect their resources and if their resources are depleted, they may experience stress. When employees are exposed to mobbing, to struggle the negative situation they may use all cognitive and emotional resources which may lead to burnout. In this process, cognitive reappraisal may play a role in protecting existing resources in the stressful situation, the higher use of these strategies, may lower burnout levels of the employees. Employees who exposed to mobbing might experience low levels of burnout only when they use cognitive reappraisal strategy.

Hypothesis 1a: Cognitive reappraisal moderates the relationship between mobbing and emotional exhaustion.

Hypothesis 1b: Cognitive reappraisal moderates the relationship between mobbing and depersonalization.

Hypothesis 1c: Cognitive reappraisal moderates the relationship between mobbing and reduced personal accomplishment.

In contrast, Zapf, Seifert, Schmutte, Mertini, & Holz (2001) demonstrated a positive correlation between expressive suppression and emotional exhaustion and depersonalization. Consistent with these findings, Kafetsios, Nezlek & Vassilakou (2012) found a positive correlation between expressive suppression and emotional exhaustion. In addition, Brotheridge, & Grandey (2002) indicated a positive correlation between expressive suppression and reduced personal accomplishment.

Hypothesis 2a: Expressive suppression moderates the relationship between mobbing and emotional exhaustion.

Hypothesis 2b: Expressive suppression moderates the relationship between mobbing and depersonalization.

Hypothesis 2c: Expressive suppression moderates the relationship between mobbing and reduced personal accomplishment.

2.3.2. Emotional Intelligence

The history of emotional intelligence can be traced back to fifth century B.C.; Plato said “the whole learning process is actually based on an emotional base”. Goleman coined the term emotional intelligence in 1995. After he published the book “Emotional Intelligence: Why It Can Matter More Than IQ” the concept of emotional intelligence has spread widely and rapidly. For example, American Dialect Society has chosen emotional intelligence as the most useful new word of the late 1900's. At first, the concept of emotional intelligence was spreading in the field of basic psychology then, this concept has also taken in applied psychology and a solution for problems in modern business and education fields (Deniz, Öztürk, & Hamarta, 2007). “Emotional intelligence is defined as “the including abilities of controlling impulses and persisting in the face of frustration to delay gratification, to regulate one’s moods and keep distress from swamping the ability to think; to emphasize and to hope” (Goleman, 1995). On the other hand, Mayer, & Salovey (1997) described the term as "a form of social intelligence that enables an individual to monitor and distinguish between emotions of self and others, and the ability to use the knowledge they have gained from these processes in their thoughts and behaviors". In other words, when the job includes high stressful and workload situations, if individuals have high level of emotional intelligence, they can perceive and interpret own and others’ emotions very well and their probability to experience burnout will be low. Emotional intelligence focuses on the ability to being aware of and using the emotional information in social interactions; therefore, it has connection with every aspects of life (Goleman, 1995). In addition, Bar-On (2005, p. 3) defined emotional intelligence as “to understand oneself and others, to express oneself effectively, to maintain good relations with others, effectively and successfully cope with pressures, challenges and daily demands”. ”Emotional intelligence includes five main points; to recognize, understand and express emotions, to control and regulate emotions, to understand how others feel and how to relate to them, to adapt to change and to solve problems and to have positive effects and to be self-motivated (Bar-On, 2005). Besides the emotional intelligence provides learning to recognize and evaluate ourselves and others' emotions, it also allows us to respond appropriately by reflecting the emotional informations to our everyday life and by giving appropriate responses to our work (Yeşilyaprak, 2001).

In the last twenty years, a huge amount of researches on people's mental activities, the function of emotions has been neglected interestingly. As a result of this, cognitive intelligence criteria and tests have been used as the only source of data for predicting the individual's accomplishments in private and business life. However, emotional intelligence has helped to predict the academic success and GPA scores of students. Even individuals have high level of cognitive intelligence, success and happiness in business and personal life might not be achieved. Emotional intelligence contributes the success of individuals beyond their cognitive intellectuals. That is because of concept of "emotional intelligence" that includes the newly recognized emotional qualities that are a major factor in mental activities (Canbulat, 2007).

With the opinion that McClelland (1973) proposed, attention was drawn to considering competence instead of intelligence in employees. It has been argued that how well individuals perform at work or whether they will be successful in life can not be predicted by looking at traditional academic skills, school grades and high-level diplomas. Instead, it has been suggested that success in business is determined by a number of specific qualifications, including self-discipline, empathy, social skills and initiative, rather than academic success at school. The qualities that distinguish successful individuals in their fields from their co-workers in the mediocre level are some basic human skills that cognitive intelligence tests certainly can not measure (Yeşilyaprak, 2001). Canbulat (2007) proposed that emotional intelligence explains how individuals can control their emotions and how to use them more efficiently. Being aware of their feelings increases their potential to become more comfortable over the problems that they encountered in their everyday life. Ciarrochi, Chan, Caputi, & Roberts (2001) reached a conclusion that emotional intelligence has an essential role in workers' success in their works.

Emotional intelligence seems to be addressed in two basic approaches; ability model and mixed models. Ability model includes cognitive-emotional ability which is having ability to recognize process and using emotional information (Petrides, Frederickson and Furnham, 2004). Mixed model includes both mental abilities and personality traits like empathy which is highly important for healthcare workers (Brackett, Mayer and Warner, 2004). In contrary to emotion regulation, with the light of Schutte et al.'s (1998) study, Birks, McKendree and Watt (2009) stated that

emotional intelligence is a stable concept which participants did not show significant differences in emotional intelligence scores through 2005/16 academic year time.

There are four main emotional models that are proposed by Mayer & Salovey's Emotional Intelligence Model (1997), Bar-On's Emotional Intelligence Model (1997), Goleman's Emotion Intelligence Model (2001), and Cooper & Sawaf's Emotional Intelligence Model (1997).

2.3.2.1. Mayer & Salovey's Emotional Intelligence Model

Mayer & Salovey (1997) emotional intelligence model is accepted as an ability approach. The authors defined emotional intelligence as "an ability to perceive, evaluate and express feelings accurately; to integrate thought with emotion, to understand and analyze emotions, to control emotions" and includes four main dimensions (Mayer, & Salovey, 1997), (Figure 2). Taking into account the problems of self-assessment emotional intelligence scales, they have suggested that performance-based scales are needed. They have prepared the multifactor emotional intelligence scale (MEIS), stating that it is necessary for emotional intelligence to be treated as a true intelligence form. In the last decade this test has been developed and made more reliable and named as "MSCEIT" (Mayer-Salovey-Caruso Emotional Intelligence Test). In addition to the ability to understand and manage emotions, this test also includes the ability to read face expressions, understand the dynamics of emotions, solve individual problems, and providing to measure them (Zeidner, Matthews & Roberts, 2004).

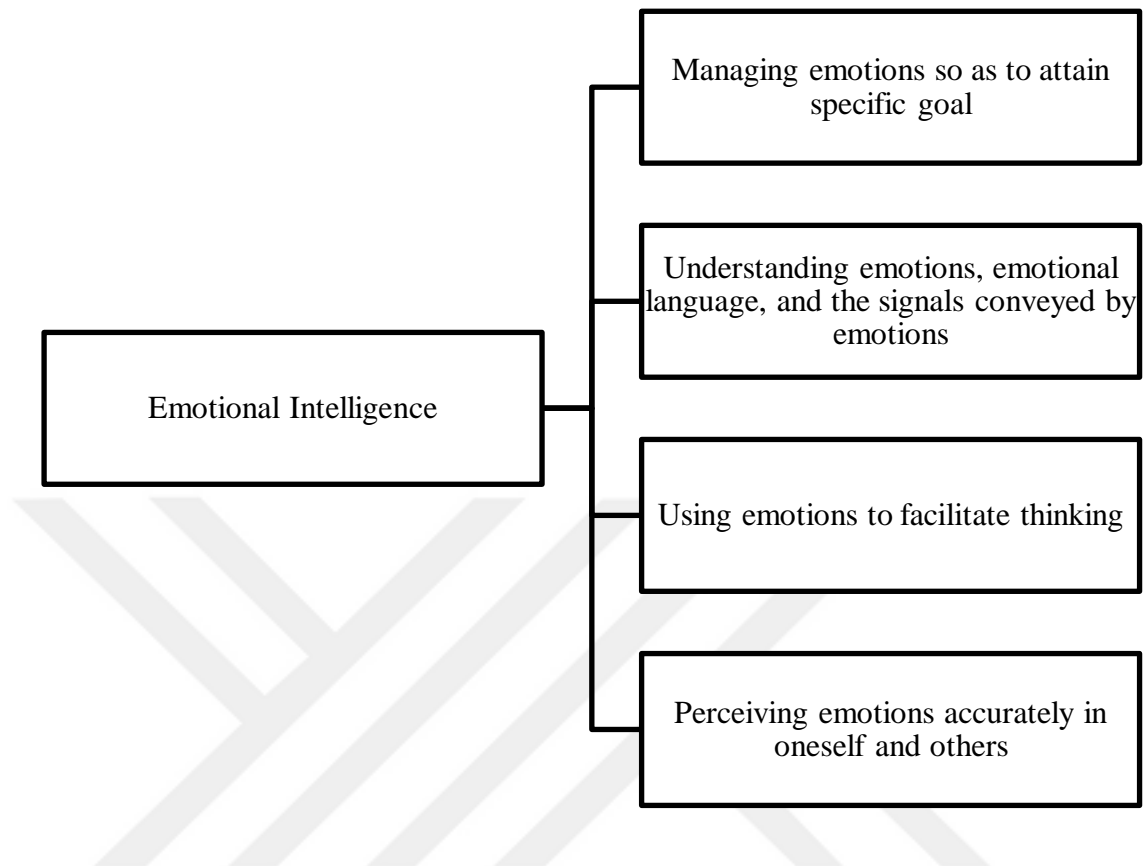


Figure 2. The Four-Branch Model of Emotional Intelligence (Mayer& Salovey, 1997).

2.3.2.2. Bar-On's Emotional Intelligence Model

Reuven Bar-On (1997), which makes one of the leading models of emotional intelligence, improves the first emotional intelligence scale with the name "Emotional Quotient (EQ) " for the first time. Bar-On has developed the "Emotional Quotient Inventory" aimed at measuring the potential for success of people and completing the missing aspects of IQ measurements. Bar-On measured the validity and reliability of the model in 12 different countries between the years 1985 and 1997 (e.g., Canada, USA, Argentina, Germany, South Africa and Israel) and he was found that emotional intelligence was not related to cognitive intelligence. Inventory was revised in 2000 and its deficiencies were tried to be completed. Even though the number of questions is long and with more than an interviewer would want, it

considered to be one of the most valid scales to measure emotional intelligence (Bar-On, 2005). Bar-On (2000) describes emotional intelligence in the form of “personal, emotional and social competence and skills that will help the individual to be able to push the pressure and demands of the individual from the environment” (cited in Mayer, Salovey, & Caruso, 2000; p. 401). Bar-On's emotional intelligence model consists of five main dimensions: interpersonal, intrapersonal, adaptability, stress-management and general mood (Table 2).

Table 2

Emotional Intelligence Model by Bar-On (1997).

Scale	Qualities that form the dimension
Intrapersonal	Self-esteem, Emotional Awareness, Self-expression, Independence, Self-fulfillment
Interpersonal	Empathy, Social Responsibility, Interpersonal Relationships
Adaptability	Subject/Objective Awareness, Flexibility, Problem solving
Stress-management	Stress Tolerance and Response Control
General-mood	Happiness and Optimism

2.3.2.3. Goleman’s Emotional Intelligence Model

Goleman (2001) developed his emotional intelligence model is based on the model of Mayer and Salovey (1997). Emotional intelligence is the ability to recognize the feelings of ourselves and others, to motivate ourselves, and to manage our feelings within our relationships. Emotional Quotient is more important than Intelligence Quotient for a successful life (Goleman, 1998). IQ and EQ are not opposed to each other, but are separate skills. Although there is a little connection

between some aspects of these constructs, this connection is quite small (Goleman, 1995). Goleman's emotional intelligence model consists of 5 elements; self-awareness, self-regulation, motivation, empathy and social skills (Table 3).

Table 3

Goleman's Emotional Intelligence Model

Components	Definitions
Self-awareness	Knowing one's internal states, preferences, resources and intuitions
Self-regulation	Managing one's internal impulses and resources
Motivation	Emotional tendencies that guide or facilitate reaching goals
Empathy	Awareness of other's feelings, needs, and concerns
Social Skill	Adeptness and inducing desirable responses in others

2.3.2.4. Cooper & Sawaf's Emotional Intelligence Model

According to Cooper and Sawaf (1997), emotional intelligence is the ability to feel, understand and effectively use the power of emotions and rapid perception as a source of human energy, knowledge and relationships. Emotional intelligence enables us to recognize and evaluate the feelings of ourselves and others, as well as to give them the appropriate response by reflecting the energy of emotions into our everyday lives and our business (Cooper & Sawaf, 1997).

Cooper and Sawaf (1997) prepared the "Emotional Intelligence Map" test in their "Executive EQ" book. The test consisted of 250 items based on 21 subscales of the emotional intelligence model (cited in Schutte, et al., 1998). Cooper and Sawaf (1997) studied emotional intelligence in four dimensions; emotional literacy, emotional fitness, emotional depth, and emotional alchemy.

Affective Events Theory (Weiss & Cropanzano, 1996) is a very comprehensive theory to explain emotional experiences at work. This theory explains the relationship between employees' emotions and their reactions to work-related outcomes such as performance, satisfaction, commitment, burnout, well-being, etc. Spector and Goh (2001) indicated that negative emotions and negative effective states determine the outcome variables such as burnout. In a study conducted with 235 nurses, it was found that emotional intelligence has an important role in the prevention of burnout (Farmer, 2004). Çobanoğlu (2005) proposed that when employees' emotional intelligence level is high, the probability of being exposed to mobbing is getting lower because they would have high capacity to build a mutual empathy they would aim to stay away from the mobbing and they give their all potential to their work. Polat (2013) found a negative correlation between mobbing and emotional intelligence. As a result, when individuals who have high level of emotional intelligence exposed to mobbing, they will have low levels of burnout than the individuals who have low levels of emotional intelligence.

Hypothesis 3a: Emotional intelligence moderates the relationship between mobbing and emotional exhaustion.

Hypothesis 3b: Emotional intelligence moderates the relationship between mobbing and depersonalization.

Hypothesis 3c: Emotional intelligence moderates the relationship between mobbing and reduced personal accomplishment.

With the aim of this study, it is proposed that being able to manage emotions would be an important factor in decreasing the effects of perceptions of mobbing on burnout.

In this study, mobbing is predictor variable, burnout is criterion variable whereas emotion management (emotion regulation and emotional intelligence) is the moderator. The premise is that mobbing would statistically significantly affects the

nurses' burnout level with the moderator effect of emotion management (emotion regulation and emotional intelligence) (Figure 3).

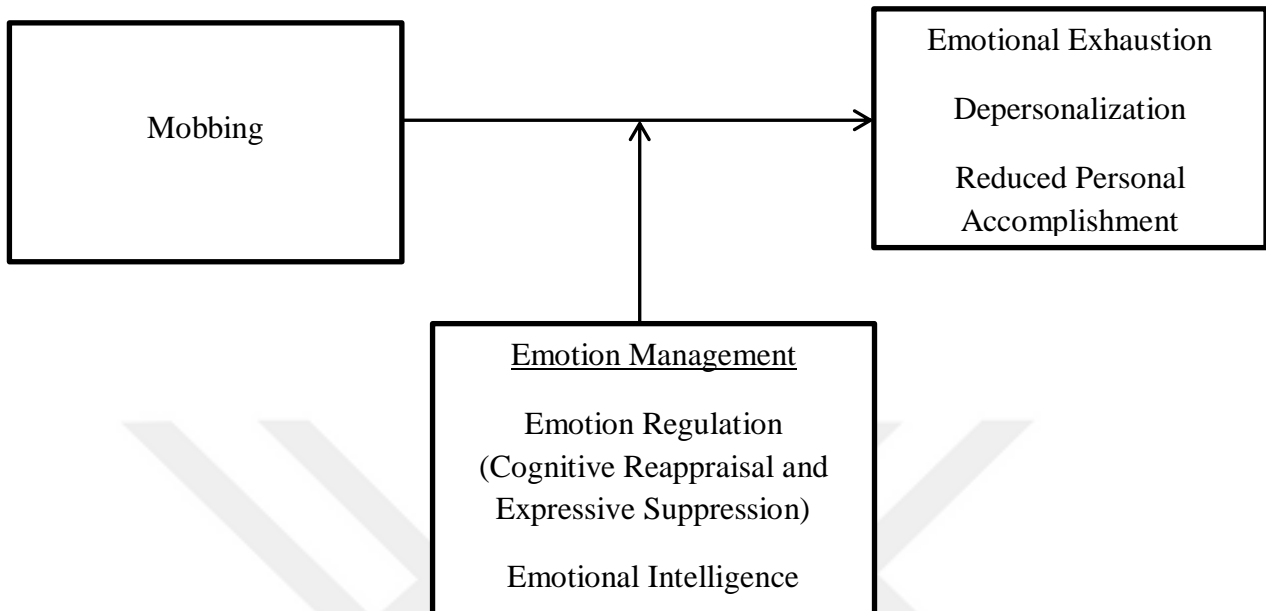


Figure 3. The Conceptual Framework

CHAPTER III

STUDY 1

3. METHOD

3.1. Participant

Data was collected in health care services in İzmir and in total, 220 nurses participated to this study. Participants ranged in the ages from 21 to 58 years ($M = 36.56$; $SD = 8.21$) and 56.4% were female. The clear majority of employees (55.5%) had bachelor's degree. They had an average tenure of 14.26 years ($SD = 8.77$ years) and an average tenure in their current organization of 8.05 years ($SD = 5.76$ years). Most of these employees (62.8%) worked in the public sector. After deleting two multivariate outliers, analyses were conducted using the data of 218 participants.

3.2. Materials

3.2.1. Negative Act Questionnaire-R

The scale was developed by Einarsen and Reaknes (1997) and revised by Einarsen and Hoel (2001). It includes 22 items to measure “workplace bullying” like “Someone withholding information which affects your performance”. Items do not include “bullying” term to eliminate the effect of it on participants (Einarsen & Raknes, 1997). Participants are responsible for answering those items by considering how often they are exposed to expressed behavior in the last six months. The items were rated on a 5 point-scale (responses ranging from 1 “never”, to 5 “every day”). The internal consistency coefficient was ranged from .84 to .93 (Einarsen et al., 2009). Also, Einarsen, Hoel, & Notelears, (2009) found statistically significant relationship between negative acts and psychosomatic complaints and absenteeism. Aydın and Öcel (2009) translated this questionnaire into Turkish and the internal consistency coefficient was found as .88. They found KMO as 0.75 and one factor structure that is explained 39 % of the total variance.

3.2.2. Maslach Burnout Inventory

Maslach Burnout inventory was developed by Maslach and Jackson (1981) and it includes 22 items; nine of them belongs to emotional exhaustion, five of them belongs to depersonalization and eight of them belongs to personal accomplishment one of which is “I have accomplished many worthwhile things in this job” can be a sample item. One such item for emotional exhaustion is “ I feel fatigued when I get up in the morning and have to face another day on the job”. For depersonalization, “I don’t really care what happens to some recipients” can be a sample item. Therefore, three total scores were obtained: high emotional exhaustion and depersonalization and reduced personal accomplishment scores are considered as indicative of burnout. The scale ranged from 1 (never) to 5 (every day) with a Likert type scale. Ergin (1993) adapted the scale to Turkish and found that the internal consistency coefficients of emotional exhaustion, depersonalization and personal accomplishment were .83, .65 and .72, respectively. Test-retest reliability coefficients of the dimensions were .83, .72 and .67, respectively.

3.2.3. Emotion Regulation Questionnaire

Emotion Regulation Questionnaire (ERQ) was developed by Gross and John’s (2003) with 10 items. ERQ aims to measure two dimensions; expressive suppression and cognitive reappraisal as personalized emotion regulation strategies. Cognitive reappraisal dimension includes six items such as “When I want to feel less negative emotions, I change the way I am thinking about the situation.” Expressive suppression dimension includes four items such as “I control my emotions by not expressing them.” The internal consistency coefficients for cognitive reappraisal were ranged from .75 to .82 and for expressive suppression it was ranged from .68 to .76. Ulaşan Özgüle (2011) made Turkish adaptation of this questionnaire. Response categories of the questionnaire ranged from 1 (not agree) to 6 (totally agree) with a Likert type scale. Consistent with the original study, she found two dimensions: expressive suppression and cognitive reappraisal which are explained 49.68% of the total variance. The internal consistency coefficients of cognitive reappraisal and expressive suppression were .78 and .64, respectively.

3.2.4. Emotional Intelligence Inventory

Bar-On (1997) developed emotional intelligence scale and it is known as the most reliable and used measurement to assess emotional intelligence in literature. It includes 133 items and Acar (2001) adapted the scale to Turkish and decreased the item number to 88; in general there are 87 items and 88th item includes "I gave sincere manner and correct answer to the above statement." The questionnaire ranged from 1 (not agree) to 5 (totally agree) with a Likert scale. The Cronbach's Alpha coefficient was .83. The inventory includes five sub-dimensions and these are intrapersonal, interpersonal, stress management, adaptability and general mood, whose alpha coefficients were .79, .64, .76, .59 and .72, respectively.

3.2.5. Demographic Variables

There were five demographic variables that are about nurses and these are; age, gender, education, working in public or private organization and total work tenure.

3.3. Procedure

Data was collected by applying questionnaires conducted with 220 nurses. Participants were informed that the research is voluntary and there is no monetary incentive for participation. Unique survey codes were given to all participants. The survey approximately took 15 minutes to complete. After participants completed the survey, surveys were collected unordered. The process ended with my thanking the employees for their participation.

3.4. Data Analysis

After collecting the questionnaire data, descriptive statistics (means, standard deviations, frequencies, and percentages) and raw correlations of variables were computed by using SPSS version 22. The Cronbach's alpha reliability coefficients were calculated for measuring the internal consistency of each scale. To determine the relationship between the independent (mobbing, emotional management) and dependent variables (burnout), hierarchical multiple regression analysis techniques were used.

CHAPTER IV

4. RESULT

The result consists of three sections. In the first section, data screening is presented. In the second section, preliminary analyses that are descriptive statistics and bivariate correlations among variables are indicated. In the last section, hypothesis testing is presented in order to test whether emotion management (emotion regulation and emotional intelligence) moderates the relationship between mobbing and burnout.

4.1. Data Screening and Cleaning

In this study, there is no missing value, participants answered all questions in the survey. Although there was no univariate outlier in the data, there were two multivariate outliers whose case numbers were 113 and 115 therefore, these cases were deleted and further analyses were conducted for 218 cases. All normality assumptions also were met.

4.2. Preliminary Analyses

The means, standard deviations, and inter-correlations among variables are reported in Table 4. The relationships between variables of our model were supported by correlational analyses. In study 1, based on the Pearson zero-order correlations mobbing had a significant positive correlation with all three burnout dimensions; emotional exhaustion ($r=.63, p<.01$), depersonalization ($r=.77, p<.01$), and reduced personal accomplishment ($r=.47, p<.01$). Also, mobbing had a statistically significant correlation with all three moderators; cognitive reappraisal ($r=.51, p<.01$), expressive suppression ($r=.48, p<.01$) and emotional intelligence ($r=-.19, p<.01$). It was found that cognitive reappraisal ($r=.52, p<.01$), expressive suppression ($r=.48, p<.01$) and emotional intelligence ($r=.15, p<.05$) were significantly related to emotional exhaustion. Besides, cognitive reappraisal ($r=.50, p<.01$) and expressive suppression ($r=.50, p<.01$) were significantly related to depersonalization ($r=.54, p<.01$) but not significantly related to emotional intelligence ($r=-.03, p>.05$).

Lastly, although emotional intelligence ($r=.07, p>.01$) did not show significant correlation with personal accomplishment, cognitive reappraisal ($r=.42, p<.01$) and expressive suppression ($r=.47, p<.01$) showed significant correlations.



Table 4
Descriptive Statistics and Correlations among Variables in Study Samples

Measure	M	SD	1	2	3	4	5	6	7
1. Mobbing	2.75	.99	(.96)						
2. Cognitive Reappraisal	4.10	1.03	.51**	(.83)					
3. Expressive Suppression	4.21	1.18	.48**	.58**	(.78)				
4. Emotional Intelligence	3.44	.53	-.19**	.25**	.14*	(.96)			
5. Emotional Exhaustion	3.36	.84	.63**	.52**	.48**	.15*	(.86)		
6. Depersonalization	3.05	1.10	.77**	.50**	.50**	-.03	.74**	(.86)	
7. Reduced Personal Accomplishment	3.05	.93	.47**	.42**	.47**	.07	.50**	.63**	(.87)

Note. N= 218. Values in parentheses along the diagonal are Cronbach's alpha.

* $p < .05$ (two tailed). ** $p < .01$ (two tailed).

4.3. Hypothesis Testing

To test the hypotheses whether cognitive reappraisal and expressive suppression moderate the relationship between mobbing and burnout (emotional exhaustion, depersonalization, and personal accomplishment), hierarchical multiple regression analyses were conducted. To our knowledge, there is no previous research about the interaction effect of cognitive reappraisal and expressive suppression on burnout. Although we do not have any hypothesis about interaction effect of cognitive reappraisal and expressive suppression on burnout, a four way moderated regression analysis was conducted based on the exploratory part of this study.

4.3.1. Moderating Role of Emotion Regulation in the Relationship between Mobbing and Emotional Exhaustion

The overall model for emotional exhaustion was significant, $R^2=.462$, $F(9,208)=19.83$, $p<.001$. The variables were centered and interaction term between mobbing and cognitive reappraisal, mobbing and expressive suppression, and cognitive reappraisal and expressive suppression was created to avoid potentially problematic high multicollinearity with the interaction term (Aiken & West, 1991). In the first step, Age and gender were used as controlled variables in the moderation analysis and the significant effect did not found, $R^2=.012$, $F(2,215)=1.32$, $p>.05$. In the second step, three variables were included: mobbing, cognitive reappraisal, and expressive suppression. These variables accounted for a significant amount of variance in emotional exhaustion, $\Delta R^2=.444$, $\Delta F(3,212)=57.66$, $p<.001$, which explained 44% of the variance in emotional exhaustion. Mobbing, $\beta=.45$, $p<.001$, cognitive reappraisal, $\beta=.20$, $p<.05$, and expressive suppression, $\beta=.14$, $p<.05$, were significant predictors of emotional exhaustion. In the third step, the interaction term between mobbing and cognitive reappraisal, mobbing and expressive suppression, and cognitive reappraisal and expressive suppression was added to the regression model, and third model did not predict scores on the emotional exhaustion to a statistically significant degree, and they did not significantly add to the amount of variance, $\Delta R^2=.004$, $\Delta F(3,209)=.55$, $p=.65$. Interaction term between mobbing and cognitive reappraisal, $\beta=-.07$, $p=.30$ (Hypothesis 1a was not supported), mobbing and expressive suppression, $\beta=.08$, $p=.26$ (Hypothesis 2a was not supported), and cognitive reappraisal and expressive suppression, $\beta=-.02$, $p=.76$, did not significantly

add to the amount of variance in emotional exhaustion. The interaction term among mobbing, cognitive reappraisal and expressive suppression which was created in the final step of the regression analysis did not accounted for a significant proportion of the variance in emotional exhaustion, $\Delta R^2=.002$, $\Delta F(1,208)=.59$, $p=.44$, $\beta=.06$, $p=.44$ (Table 5.1).



Table 5.1

Summary of Hierarchical Regression Analysis for Variables Predicting Emotional Exhaustion

	<i>B</i>	<i>SE B</i>	β	<i>P</i>
Step 1				
Constant	3.36	.06		.00
Gender	-.06	.06	-.07	.30
Age	-.06	.06	.07	.30
Step 2				
Constant	3.37	.04		.000
Gender	-.02	.04	-.02	.708
Age	-.02	.04	-.02	.706
Mobbing	.38	.05	.45	.000
Reappraisal	.17	.06	.20	.003
Suppression	.12	.05	.14	.028
Step 3				
Constant	3.38	.05		.000
Gender	-.01	.04	-.02	.744
Age	-.02	.04	-.03	.637
Mobbing	.39	.05	.46	.000
Reappraisal	.14	.06	.16	.034
Suppression	.16	.06	.19	.013
MobbingxReappraisal	-.07	.07	-.07	.304
MobbingxSuppression	.07	.06	.08	.259
ReappraisalxSuppression	-.02	.05	-.02	.760
Step 4				
Constant	3.37	.06		.000
Gender	-.02	.04	-.02	.701
Age	-.02	.04	-.03	.609
Mobbing	.37	.06	.44	.000
Reappraisal	.13	.06	.15	.050
Suppression	.15	.07	.18	.029
MobbingxReappraisal	-.07	.07	-.07	.272
MobbingxSuppression	.07	.06	.08	.274
ReappraisalxSuppression	-.01	.05	-.01	.880
MobbingxReappraisalxSuppression	.05	.06	.06	.443

Note. $R^2=.01$ for Step 1; $\Delta R^2=.44$ for Step 2; $\Delta R^2=.00$ for Step 3; $\Delta R^2=.00$ for Step 4 ($p =.443$).

4.3.2. Moderating Role of Emotion Regulation in the Relationship between Mobbing and Depersonalization

The overall model for depersonalization was significant, $R^2=.632$, $F(9,208)=39.63$, $p<.001$. In the first step, gender and age entered as control variables but the significant effects did not find $R^2=.019$, $F(2,215)=2.09$, $p>.05$. In the second step, mobbing, cognitive reappraisal, and expressive suppression were included. These variables accounted for a significant amount of variance in depersonalization, $\Delta R^2=.61$, $\Delta F(3,212)=114.41$, $p<.001$, which explained 61% of the variance in depersonalization. Although cognitive reappraisal $\beta=.08$, $p=.13$ was not a significant predictor of depersonalization, mobbing, $\beta=.67$, $p<.001$, and expressive suppression, $\beta=.14$, $p<.05$, were significant predictors of depersonalization. In the third step, the interaction term between mobbing and cognitive reappraisal, mobbing and expressive suppression, and cognitive reappraisal and expressive suppression was added to the regression model, and third model did not significantly add to the amount of variance, $\Delta R^2=.006$, $\Delta F(3,209)=1.09$, $p=.36$. Interaction term between mobbing and cognitive reappraisal, $\beta=-.03$, $p=.62$ (Hypothesis 1b was not supported), mobbing and expressive suppression, $\beta=-.003$, $p=.96$ (Hypothesis 2b was not supported), and cognitive reappraisal and expressive suppression, $\beta=.09$, $p=.08$, did not significantly add to the amount of variance in depersonalization. In the final step of the regression analysis, an interaction term among mobbing, cognitive reappraisal and expressive suppression was created. However, it did not account for a significant proportion of the variance in depersonalization, $\Delta R^2=.000$, $\Delta F(1,208)=.23$, $p=.63$, $\beta=-.03$, $p=.63$ (Table 5.2).

TABLE 5.2

Summary of Hierarchical Regression Analysis for Variables Predicting
Depersonalization

	<i>B</i>	<i>SE B</i>	β	<i>P</i>
Step 1				
Constant	3.05	.07		.000
Gender	-.10	.08	-.09	.179
Age	.10	.08	.09	.199
Step 2				
Constant	3.06	.05		.000
Gender	-.01	.05	-.01	.820
Age	-.02	.05	-.02	.730
Mobbing	.74	.06	.67	.000
Reappraisal	.09	.06	.08	.130
Suppression	.15	.06	.14	.014
Step 3				
Constant	3.02	.06		.000
Gender	-.01	.05	-.01	.915
Age	-.02	.05	-.02	.630
Mobbing	.72	.06	.65	.000
Reappraisal	.08	.07	.07	.242
Suppression	.17	.07	.15	.016
MobbingxReappraisal	-.04	.07	-.03	.617
MobbingxSuppression	-.00	.07	-.00	.962
ReappraisalxSuppression	.10	.06	.09	.079
Step 4				
Constant	3.02	.06		.000
Gender	-.00	.05	-.00	.944
Age	-.02	.05	-.02	.650
Mobbing	.73	.06	.66	.000
Reappraisal	.09	.07	.08	.218
Suppression	.18	.07	.16	.015
MobbingxReappraisal	-.03	.07	-.03	.654
MobbingxSuppression	-.00	.07	-.00	.978
ReappraisalxSuppression	.10	.06	.08	.103
MobbingxReappraisalxSuppression	-.03	.06	-.03	.634

Note. $R^2=.02$ for Step 1; $\Delta R^2=.61$ for Step 2; $\Delta R^2=.01$ for Step 3; $\Delta R^2=.00$ for Step 4 ($p=.634$).

4.3.3. Moderating Role of Emotion Regulation in the Relationship between Mobbing and Reduced Personal Accomplishment

The overall model for reduced personal accomplishment was significant, $R^2=.408$, $F(9,208)=15.95$, $p<.001$. In the first step, age and gender were entered in the moderation analysis and the significant effect did not found, $R^2=.014$, $F(2,215)=1.49$, $p>.05$. In the second step, mobbing, cognitive reappraisal, and expressive suppression were included. These variables accounted for a significant amount of variance in reduced personal accomplishment, $\Delta R^2=.30$, $\Delta F(3,212)=30.49$, $p<.001$, which explained 30% of the variance in reduced personal accomplishment. Cognitive reappraisal, $\beta=.13$, $p=.09$, was not a significant predictor of reduced personal accomplishment, mobbing, $\beta=.27$, $p<.001$, and expressive suppression, $\beta=.27$, $p<.001$, were significant predictors of reduced personal accomplishment. In the third step, the interaction term between mobbing and cognitive reappraisal, mobbing and expressive suppression, and cognitive reappraisal and expressive suppression was added to the regression model, and third model significantly add to the amount of variance, $\Delta R^2=.10$, $\Delta F(3,209)=11.45$, $p<.001$. Although, interaction term between mobbing and cognitive reappraisal, $\beta=.09$, $p=.19$ (Hypothesis 1c was not supported), and cognitive reappraisal and expressive suppression, $\beta=.10$, $p=.09$, did not significantly add to the amount of variance in reduced personal accomplishment, mobbing and expressive suppression, $\beta=.21$, $p<.05$ (Hypothesis 2c was supported), significantly added to the amount of variance in reduced personal accomplishment. Simple slopes for the association between mobbing and reduced personal accomplishment were tested for low (-1 SD below the mean), moderate (mean), and high (+1 SD above the mean) levels of expressive suppression. Each of the simple slope tests revealed that the mobbing was more strongly related to reduced personal accomplishment for high levels of expressive suppression (gradient=0.46 $p<.05$). Figure 4 plots the simple slopes for the interaction. In the final step of the regression analysis, an interaction term including mobbing, cognitive reappraisal and expressive suppression, did not accounted for a significant proportion of the variance in reduced personal accomplishment, $\Delta R^2=.000$, $\Delta F(1,208)=.08$, $p=.78$, $\beta=.02$, $p=.78$ (Table 5.3).

TABLE 5.3

Summary of Hierarchical Regression Analysis for Variables Predicting Reduced Personal Accomplishment

	<i>B</i>	<i>SE B</i>	β	<i>P</i>
Step 1				
Constant	3.05	.06		.000
Gender	-.06	.06	-.06	.379
Age	.08	.06	.09	.191
Step 2				
Constant	3.05	.05		.000
Gender	-.01	.06	-.02	.795
Age	.01	.06	.01	.883
Mobbing	.26	.07	.27	.000
Reappraisal	.12	.07	.13	.090
Suppression	.25	.07	.27	.000
Step 3				
Constant	2.83	.06		.000
Gender	.02	.05	.02	.723
Age	.02	.05	.03	.638
Mobbing	.25	.06	.26	.000
Reappraisal	.02	.07	.02	.818
Suppression	.31	.08	.34	.000
MobbingxReappraisal	.10	.08	.09	.187
MobbingxSuppression	.22	.07	.21	.004
ReappraisalxSuppression	.10	.06	.10	.094
Step 4				
Constant	2.83	.07		.000
Gender	.02	.05	.02	.741
Age	.02	.05	.03	.650
Mobbing	.24	.07	.25	.001
Reappraisal	.01	.08	.02	.859
Suppression	.31	.08	.33	.000
MobbingxReappraisal	.10	.08	.09	.200
MobbingxSuppression	.22	.07	.21	.004
ReappraisalxSuppression	.11	.06	.11	.090
MobbingxReappraisalxSuppression	.02	.07	.03	.777

Note. $R^2=.01$ for Step 1; $\Delta R^2=.30$ for Step 2; $\Delta R^2=.10$ for Step 3; $\Delta R^2=.00$ for Step 4 ($p =.777$)

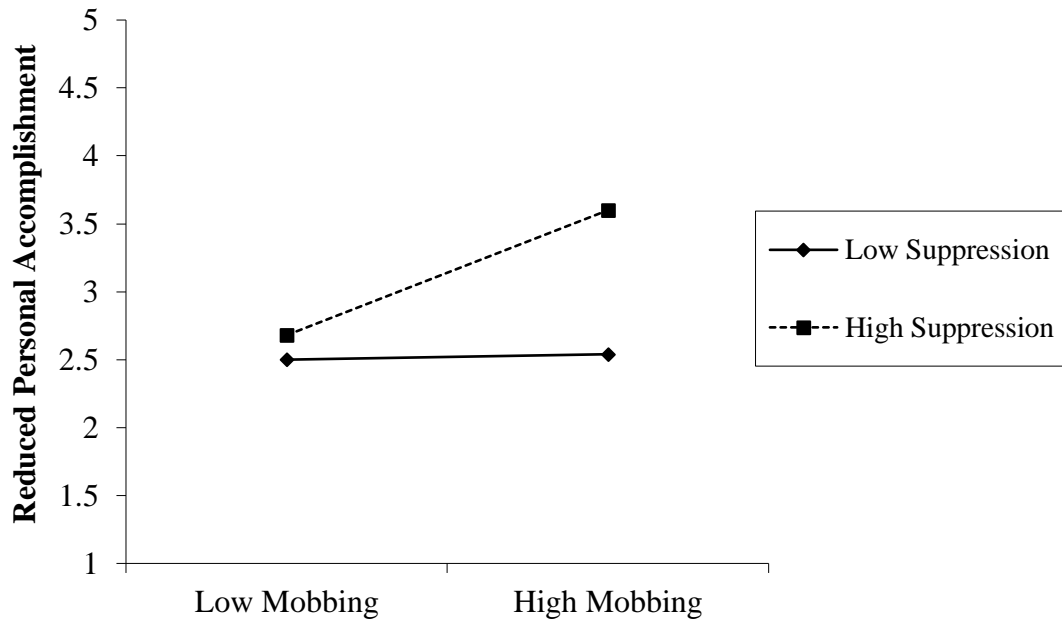


Figure 4. Interaction between Mobbing and Expressive Suppression Predicting Reduced Personal Accomplishment

4.3.4. Moderating Role of Emotional Intelligence in the Relationship between Mobbing and Emotional Exhaustion

A hierarchical multiple regression analysis conducted to test the hypothesis that whether emotional intelligence moderates the relationship between mobbing and burnout (emotional exhaustion, depersonalization and reduced personal accomplishment). The overall model which explained 48% of the variance in emotional exhaustion was significant, $R^2=.48$, $F(5,212)=39.12$, $p<.001$. In the first step, gender and age entered as control variables but the significant effects did not find $R^2=.012$, $F(2,215)=1.32$, $p>.05$. In the second step, two variables included: mobbing and emotional intelligence, $\Delta R^2=.46$, $\Delta F(2,213)=90.99$, $p<.001$. Mobbing, $\beta=.68$, $p<.001$, and emotional intelligence, $\beta=.28$, $p<.001$, were significant predictors of emotional exhaustion. Next, the interaction term between mobbing and emotional intelligence was added to the regression model, which accounted for a significant proportion of the variance in emotional exhaustion, $\Delta R^2=.01$, $\Delta F(1,212)=5.12$, $p<.05$, $\beta=.12$, $p<.05$ (Hypothesis 3a was supported), (Table 6.1). Simple slopes for the association between mobbing and emotional exhaustion were tested for low (-1 SD below the mean), moderate (mean), and high (+1 SD above the mean) levels of emotional intelligence. Each of the simple slope tests revealed that the mobbing was more strongly related to emotional exhaustion for high levels of emotional

intelligence (gradient=0.64 $p<.001$). Figure 5.1 plots the simple slopes for the interaction.

TABLE 6.1

Summary of Hierarchical Regression Analysis for Variables Predicting Emotional Exhaustion

	<i>B</i>	<i>SE B</i>	β	<i>P</i>
Step 1				
Constant	3.36	.06		.000
Gender	-.06	.06	-.07	.295
Age	.06	.06	.07	.295
Step 2				
Constant	3.37	.04		.000
Gender	.00	.04	.00	.976
Age	-.01	.04	-.01	.787
Mobbing	.58	.04	.68	.000
Emotional Intelligence	.24	.04	.28	.000
Step 3				
Constant	3.39	.04		.000
Gender	.00	.04	.00	.962
Age	-.01	.04	-.01	.886
Mobbing	.55	.05	.65	.000
Emotional Intelligence	.21	.04	.26	.000
MobbingxEmotional Intelligence	.10	.04	.12	.025

Note. $R^2=.01$ for Step 1; $\Delta R^2=.46$ for Step 2; $\Delta R^2=.01$ for Step 3 ($p <.05$).

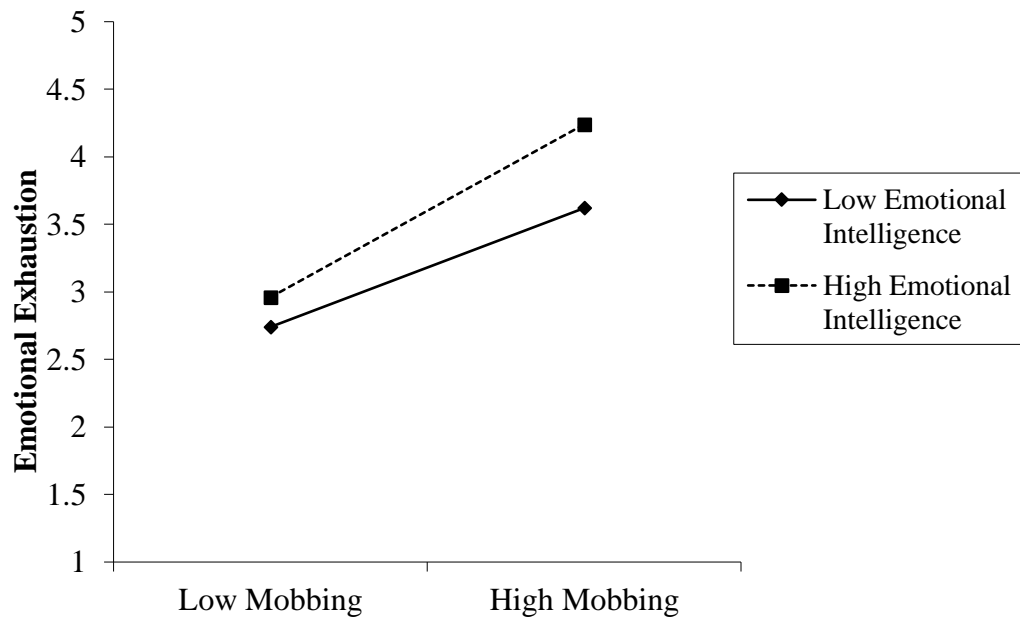


Figure 5.1. Interaction between Mobbing and Emotional Intelligence Predicting Emotional Exhaustion

4.3.5. Moderating Role of Emotional Intelligence in the Relationship between Mobbing and Depersonalization

The overall model for depersonalization was significant, $R^2=.64$, $F(5,212)=74.32$, $p<.001$ and explained 64% of the variance in depersonalization. In the first step, age and gender were entered in the moderation analysis and the significant effect did not found, $R^2=.019$, $F(2,215)=2.09$, $p>.05$. In the second step, two variables included: mobbing and emotional intelligence, $\Delta R^2=.60$, $\Delta F(2,213)=164.90$, $p<.001$. Mobbing, $\beta=.80$, $p<.001$, and emotional intelligence, $\beta=.13$, $p<.05$, were significant predictors of depersonalization. Next, the interaction term between mobbing and emotional intelligence was added to the regression model, which accounted for a significant proportion of the variance in depersonalization, $\Delta R^2=.02$, $\Delta F(1,212)=12.64$, $p<.001$, $\beta=.16$, $p<.001$ (Hypothesis 3b was supported), (Table 6.2). Simple slopes for the association between mobbing and depersonalization were tested for low (-1 SD below the mean), moderate (mean), and high (+1 SD above the mean) levels of emotional intelligence. Each of the simple slope tests revealed that the mobbing was more strongly related to depersonalization for high levels of emotional intelligence (gradient=1.01 $p<.001$). Figure 5.2 plots the simple slopes for the interaction.

TABLE 6.2

Summary of Hierarchical Regression Analysis for Variables Predicting
Depersonalization

	<i>B</i>	<i>SE B</i>	β	<i>P</i>
Step 1				
Constant	3.05	.07		.000
Gender	-.10	.08	-.09	.179
Age	.10	.08	.09	.199
Step 2				
Constant	3.06	.05		.000
Gender	-.00	.05	-.00	.950
Age	-.01	.05	-.01	.882
Mobbing	.89	.05	.80	.000
Emotional Intelligence	.14	.05	.13	.003
Step 3				
Constant	3.09	.05		.000
Gender	-.00	.05	-.00	.969
Age	.00	.05	.00	.959
Mobbing	.84	.05	.75	.000
Emotional Intelligence	.11	.05	.10	.026
MobbingxEmotional Intelligence	.17	.05	.16	.000

Note. $R^2=.02$ for Step 1; $\Delta R^2=.60$ for Step 2; $\Delta R^2=.02$ for Step 3 ($p < .001$).

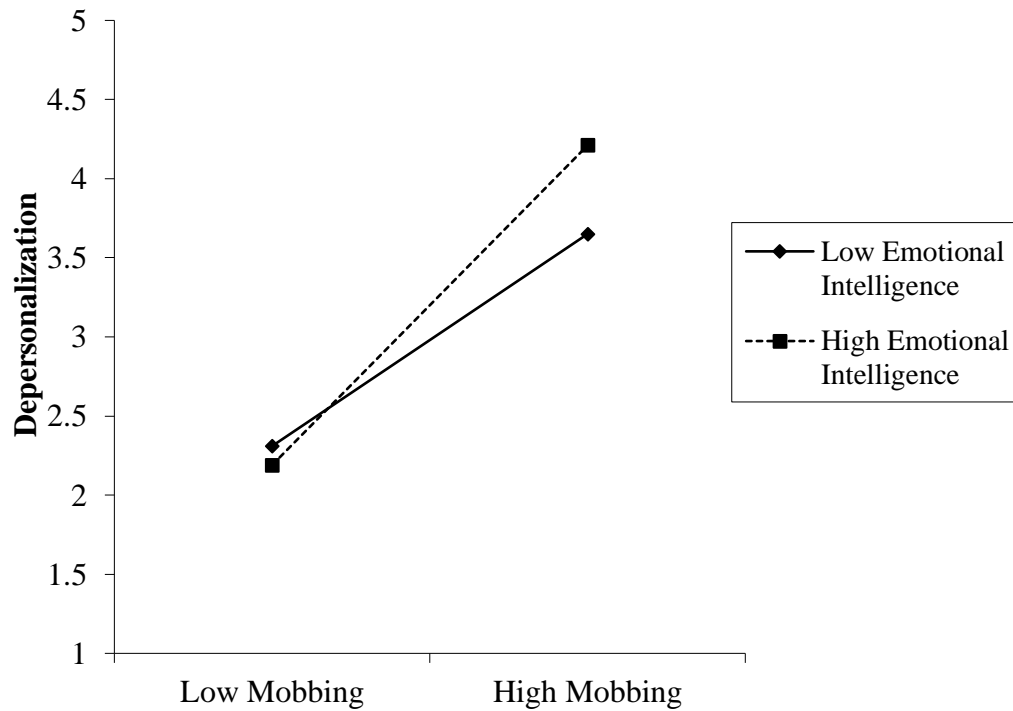


Figure 5.2. Interaction between Mobbing and Emotional Intelligence Predicting Depersonalization

4.3.6. Moderating Role of Emotional Intelligence in the Relationship between Mobbing and Reduced Personal Accomplishment

The overall model for reduced personal accomplishment was significant, $R^2=.39$, $F(5,212)=26.61$, $p<.001$. Emotional intelligence explained 39% of the variance in reduced personal accomplishment. In the first step, gender and age entered as control variables but the significant effects did not find $R^2=.014$, $F(2,215)=1.49$, $p>.05$. In the second step, two variables included: mobbing and emotional intelligence, $\Delta R^2=.24$, $\Delta F(2,213)=33.29$, $p<.001$. Mobbing, $\beta=.50$, $p<.001$, and emotional intelligence, $\beta=.16$, $p<.05$, were significant predictors of reduced personal accomplishment. Then, the interaction term between mobbing and emotional intelligence was added to the regression model, which accounted for a significant proportion of the variance in reduced personal accomplishment, $\Delta R^2=.14$, $\Delta F(1,212)=47.29$, $p<.001$, $\beta=.39$, $p<.001$ (Hypothesis 3c was supported), (Table 6.3). Simple slopes for the association between mobbing and reduced personal accomplishment were tested for low (-1 SD below the mean), moderate (mean), and

high (+1 SD above the mean) levels of emotional intelligence. Each of the simple slope tests revealed that the mobbing was more strongly related to reduced personal accomplishment for high levels of emotional intelligence (gradient=0.73 $p<.001$). Figure 5.3 plots the simple slopes for the interaction.

TABLE 6.3

Summary of Hierarchical Regression Analysis for Variables Predicting Reduced Personal Accomplishment

	<i>B</i>	<i>SE B</i>	β	<i>P</i>
Step 1				
Constant	3.05	.06		.000
Gender	-.06	.06	-.06	.379
Age	.08	.06	.09	.191
Step 2				
Constant	3.05	.06		.000
Gender	-.01	.06	-.01	.919
Age	.03	.06	.03	.637
Mobbing	.47	.06	.50	.000
Emotional Intelligence	.15	.06	.16	.008
Step 3				
Constant	3.12	.05		.000
Gender	-.00	.05	-.00	.951
Age	.05	.05	.05	.361
Mobbing	.36	.06	.38	.000
Emotional Intelligence	.08	.05	.08	.152
MobbingxEmotional Intelligence	.37	.05	.39	.000

Note. $R^2=.01$ for Step 1; $\Delta R^2=.24$ for Step 2; $\Delta R^2=.14$ for Step 3 ($p <.001$).

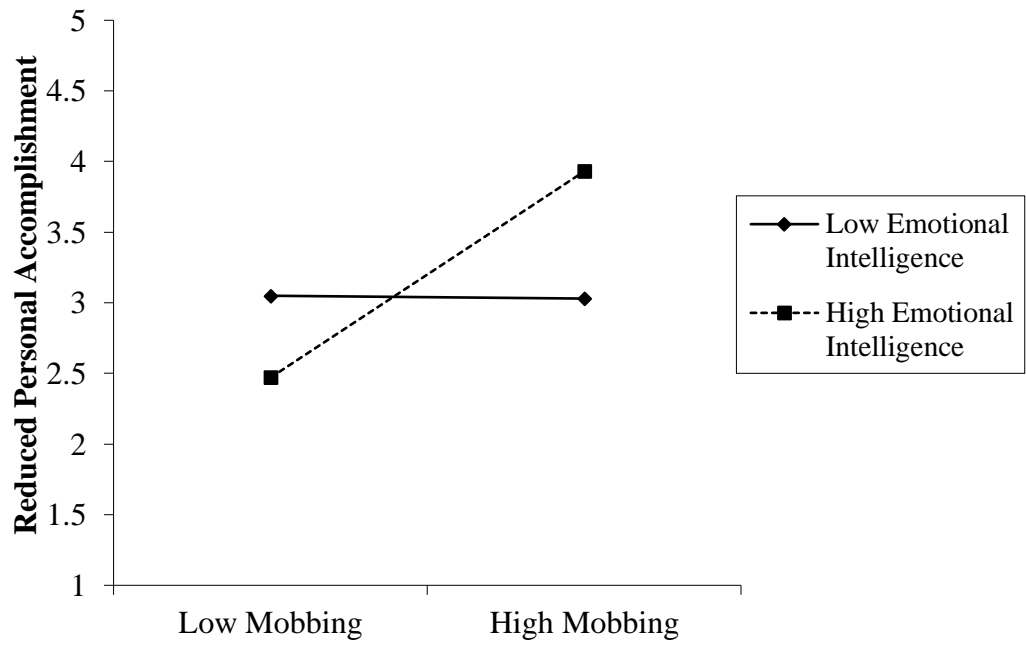


Figure 5.3. Interaction between Mobbing and Emotional Intelligence Predicting Reduced Personal Accomplishment

CHAPTER V

STUDY 2

5. Literature Review

Although burnout has been emerged as a phenomenon which is experienced in jobs requiring face to face communications, Schaufeli, Leiter, Maslach and Jackson (1996) changed the extends' of burnout beyond the traditional borders of human service occupations which are thought as "people work." They claimed that the process of burnout can take almost similar form in other occupations which do not require face to face communications with customers. Accordingly they developed Maslach Burnout Inventory – General Survey (MBI-GS) to measure employees' burnout level regardless of their profession. In the original version of burnout, there are three separate basic dimensions, Maslach and her collaborators (1996) slightly used redefined descriptions of these dimensions in the general version of the scale. "Emotional exhaustion" was changed with "exhaustion", "depersonalization" replaced with "cynicism", and the feeling "lack of personal accomplishment" was changed with feeling a "drop in professional efficacy" at both human service and non-service occupations. Emotional exhaustion means that there is a decrease in emotional resources and it can be formed in physical, emotional and mental tiredness and fatigue. Cynicism is about developing negative behaviors toward other people and disengagement and a loss of motivation to their job can be seen. Professional efficacy also refers to feeling successful about themselves (Maslach & Leiter, 2008).

There is very limited number of research to show the relationship between mobbing and burnout in non-service occupations. Mościcka-Teske, Drabek, and Pyzalski (2014) investigated the relationship between workplace bullying and burnout and they reported that when employees are exposed to workplace bullying, they reported higher level of exhaustion and cynicism and lower level of professional efficacy.

Although Schaufeli, Maslach, & Marek (1993) expressed that "caring" occupations such as health care, teaching, social service, etc. are more prone to experience burnout and these high burnout- jobs need emotion regulation behaviors

especially interacting with public. Demerouti, Bakker, Nachreiner & Schaufeli (2001) showed that burnout process is not specific for the human service occupations, in other occupations which are industry and transport, employees also experience burnout. Burnout concept is not a special concept for the specific occupations which are labeled as “people-work”. It develops because of exposing long-term emotionally demanding situations, not because of working with people. Facing with emotionally demanding situation created a discrepancy and mismatch between the person and the job and he/she eventually feel burnout. Emotion management is an important term for all types of occupations. Erickson and Ritter (2001) stated that emotion management plays a key role in both non-service and human service occupations.

Consistent with the discussions in the literature is about the target population of burnout, different from study 1, in the study 2 it is expected that burnout will be experienced in a non-serviced occupation (engineering) and emotional management (emotion regulation and emotional intelligence) would moderate the relationship between mobbing and burnout. The aim of the second study is to replicate the first study using sample which is consist of non-service occupation.

CHAPTER VI

6. METHOD

6.1. Participant

220 engineers, who worked in İzmir, participated in this study. Of 220 participants, 42.4% were female. They ranged in the ages from 20 to 65 years ($M = 36.66$; $SD = 8.75$). A huge number of employees (64.1%) had bachelor's degree. They had an average tenure of 12.62 years ($SD = 8.94$ years) and an average tenure in their current organization of 7.97 years ($SD = 6.99$ years). Most of these employees (63.1%) worked in the private sector. One univariate outlier and two multivariate outliers were detected and deleted from the data. Therefore, the data of 217 participants were included in the analysis.

6.2. Materials

Materials of the second study is the same to the materials of the first study except for the burnout scale. Negative act questionnaire-R, emotion regulation questionnaire, emotional intelligence inventory, and demographic variables were used in study 2. In addition to those materials, Maslach Burnout Inventory-General Survey (MBI-GS) used to assess burnout levels of engineers.

6.2.1. Maslach Burnout Inventory – General Survey (MBI-GS)

The MBI-GS (Schaufeli, Leiter, Maslach, & Jackson, 1996) includes three subscales (i.e., exhaustion, cynicism, and professional efficacy) which are close to the original MBI. The main aim of this inventory is detecting burnout in occupations that do not require face to face communications with costumers. Exhaustion is measured with five items which include “I feel burned out from my work”, and “I feel tired when I get up in the morning and have to face another day on the job.” Cynicism is also measured with five items, such as “I have become less enthusiastic about my work”, and “I have become more cynical about whether my work contributes anything.” Lastly, professional efficacy is measured with six items, including “I feel I am making an effective contribution to what this organization does”, and “In my opinion, I am good at my job”. The items were rated on a 5 point-scale (responses ranging from 1 “never”, to 5 “every day”). Leiter and Schaufeli

(1996) found that Cronbach's Alpha coefficients of this scale was ranging from .84 to .90 for exhaustion, .74 to .84 for cynicism, and .70 to .78 for professional efficacy. Gündüz, Çapri and Gökçakan (2013) adapted the scale to Turkish and found Cronbach's Alpha coefficients of the scale was ranging from .72 to .82.

6.3. Procedure and Data Analysis

The same procedure and data analysis of the first study were applied in the second study. 220 engineers participated to this study and they were informed that the research is voluntary and there is no monetary incentive for participation. With unique survey codes, surveys were collected unordered. At the end of collection, I thanked employees for their participation.



CHAPTER VII

7. RESULT

The result consists of three sections. In the first section, data screening is presented. In the second section, preliminary analyses that are descriptive statistics and bivariate correlations among variables are indicated. In the last section, hypothesis testing is presented in order to test whether the emotion management (emotion regulation and emotional intelligence) moderates the relationship between mobbing and burnout.

7.1. Data Screening

There is no missing value in this study, participants answered all questions in the survey from beginning to at the end of the survey. An outlier detected in this data whose case number was 14 and it was deleted. In addition, there were two multivariate outliers whose case numbers were 4 and 13 and these cases were deleted and further analyses were conducted for 217 cases. All normality assumptions also were met.

7.2. Preliminary Analyses

In table 7, means, standard deviations, and inter-correlations among variables are shown. In sample 2, mobbing has a significant correlation with all three burnout dimensions; exhaustion, ($r=.78, p<.01$), cynicism, ($r=.83, p<.01$), and professional efficacy ($r=.78, p<.01$). In addition, mobbing had a statistically significant correlation with all three moderators; cognitive reappraisal ($r=.23, p<.01$), expressive suppression ($r=.32, p<.01$) and emotional intelligence ($r=-.28, p<.01$). Cognitive reappraisal ($r=.24, p<.01$), expressive suppression ($r=.31, p<.01$) and emotional intelligence ($r=-.20, p<.01$) correlated significantly with exhaustion. Cognitive reappraisal ($r=.29, p<.01$), expressive suppression ($r=.41, p<.01$), and emotional intelligence ($r=-.14, p<.05$) showed significant correlation with cynicism ($r=.54, p<.01$). Cognitive reappraisal ($r=.22, p<.01$), expressive suppression ($r=.31, p<.01$), and emotional intelligence ($r=.28, p>.01$) showed significant correlation with professional efficacy.

Table 7
Descriptive Statistics and Correlations among Variables in Study Samples

Measure	M	SD	1	2	3	4	5	6	7
1. Mobbing	2.18	1.03	(.97)						
2. Cognitive Reappraisal	4.31	.92	.23**	(.80)					
3. Expressive Suppression	4.30	1.23	.32**	.50**	(.79)				
4. Emotional Intelligence	3.71	.49	-.28**	.02	.07	(.96)			
5. Exhaustion	2.68	1.09	.78**	.24**	.31**	-.20**	(.85)		
6. Cynicism	2.43	1.20	.83**	.29**	.41**	-.14*	.84**	(.86)	
7. Professional Efficacy	2.49	1.26	.78**	.22**	.31**	-.19**	.70**	.82**	(.93)

Note. N= 217. Values in parentheses along the diagonal are Cronbach's alpha.
* $p < .05$ (two tailed). ** $p < .01$ (two tailed).

7.3. Hypothesis testing

In this study, the hypotheses were tested using hierarchical multiple regression analysis. To test the hypotheses whether cognitive reappraisal and expressive suppression moderate the relationship between mobbing and burnout (exhaustion, cynicism, and professional efficacy), a hierarchical multiple regression analysis was conducted. Before determining the moderator role of emotion management in the relationship between mobbing and burnout, age and gender were controlled and no significant effect was found.

7.3.1. Moderating Role of Emotion Regulation in the Relationship between Mobbing and Exhaustion

The overall model for exhaustion was significant, $R^2=.625$, $F(9,207)=38.28$, $p<.001$. In the first step, gender and age entered as control variables but the significant effects did not find $R^2=.003$, $F(2,214)=.28$, $p>.05$. In the second step, three variables were included: mobbing, cognitive reappraisal, and expressive suppression and these variables accounted for a significant amount of variance in exhaustion, $\Delta R^2=.618$, $\Delta F(3,211)=114.62$, $p<.001$, which explained 62% of the variance in exhaustion. Although mobbing, $\beta=.76$, $p<.001$, was significant predictor of exhaustion, cognitive reappraisal, $\beta=.04$, $p=.41$, and expressive suppression, $\beta=.05$, $p=.35$ were not significant predictors of exhaustion. In the third step, the interaction term between mobbing and cognitive reappraisal, mobbing and expressive suppression, and cognitive reappraisal and expressive suppression was added to the regression model, and the third model did not predict scores on the exhaustion to a statistically significant degree, and they did not significantly add to the amount of variance, $\Delta R^2=.004$, $\Delta F(3,208)=.70$, $p=.55$. Interaction term between mobbing and cognitive reappraisal, $\beta=.03$, $p=.59$ (Hypothesis 1a was not supported), mobbing and expressive suppression, $\beta=.04$, $p=.52$ (Hypothesis 2a was not supported), and cognitive reappraisal and expressive suppression, $\beta=.00$, $p=.96$, did not significantly add to the amount of variance in exhaustion. In the final step of the regression analysis, an interaction term among mobbing, cognitive reappraisal and expressive suppression was created. It did not accounted for a significant proportion of the variance in exhaustion, $\Delta R^2=.00$ $\Delta F(1,207)=.08$, $p=.76$, $\beta=-.02$, $p=.77$ (Table 8.1).

TABLE 8.1

Summary of Hierarchical Regression Analysis for Variables Predicting Exhaustion

	<i>B</i>	<i>SE B</i>	β	<i>P</i>
Step 1				
Constant	2.68	.08		.000
Gender	.06	.08	.05	.460
Age	-.00	.08	-.00	.976
Step 2				
Constant	2.67	.05		.000
Gender	-.00	.05	-.00	.953
Age	-.04	.05	-.04	.413
Mobbing	.83	.05	.76	.000
Reappraisal	.05	.06	.04	.408
Suppression	.05	.06	.05	.349
Step 3				
Constant	2.65	.05		.000
Gender	-.01	.05	-.01	.858
Age	-.05	.05	-.05	.303
Mobbing	.80	.06	.74	.000
Reappraisal	.05	.06	.04	.451
Suppression	.05	.06	.05	.372
MobbingxReappraisal	.04	.07	.03	.593
MobbingxSuppression	.05	.08	.04	.520
ReappraisalxSuppression	.00	.05	.00	.962
Step 4				
Constant	2.66	.06		.000
Gender	-.01	.05	-.01	.834
Age	-.05	.05	-.05	.307
Mobbing	.82	.07	.75	.000
Reappraisal	.05	.06	.04	.432
Suppression	.05	.06	.05	.387
MobbingxReappraisal	.04	.07	.04	.575
MobbingxSuppression	.04	.08	.04	.611
ReappraisalxSuppression	.00	.05	.00	.965
MobbingxReappraisalxSuppression	-.01	.05	-.02	.774

Note. $R^2=.003$ for Step 1; $\Delta R^2=.62$ for Step 2; $\Delta R^2=.00$ for Step 3; $\Delta R^2=.00$ for Step 4 ($p = .774$).

7.3.2. Moderating Role of Emotion Regulation in the Relationship between Mobbing and Cynicism

The overall model for cynicism was significant, $R^2=.720$, $F(9,207)=59.10$, $p<.001$. In the first step, age and gender were used as controlled variables in the moderation analysis and the significant effect did not found, $R^2=.009$, $F(2,214)=1.01$, $p>.05$. In the second step, mobbing, cognitive reappraisal, and expressive suppression were included. These variables accounted for a significant amount of variance in cynicism, $\Delta R^2=.701$, $\Delta F(3,211)=169.84$, $p<.001$, which explained 70% of the variance in cynicism. Although cognitive reappraisal $\beta=.04$, $p=.37$ was not significant predictor, mobbing, $\beta=.77$, $p<.001$, and expressive suppression, $\beta=.14$ $p<.05$, were significant predictors of cynicism. In the third step, the interaction term between mobbing and cognitive reappraisal, mobbing and expressive suppression, and cognitive reappraisal and expressive suppression was added to the regression model, and third model did not significantly add to the amount of variance, $\Delta R^2=.01$, $\Delta F(3,208)=2.46$, $p=.06$. Interaction term between mobbing and cognitive reappraisal, $\beta=.05$, $p=.32$ (Hypothesis 1b was not supported), mobbing and expressive suppression, $\beta=.06$, $p=.27$ (Hypothesis 2b was not supported), and cognitive reappraisal and expressive suppression, $\beta=-.04$, $p=.35$, did not significantly add to the amount of variance in cynicism. In the final step of the regression analysis, an interaction term among mobbing, cognitive reappraisal and expressive suppression was created. It did not accounted for a significant proportion of the variance in cynicism, $\Delta R^2=.000$, $\Delta F(1,207)=.00$, $p=.99$, $\beta=-.00$, $p=.99$ (Table 8.2).

TABLE 8.2

Summary of Hierarchical Regression Analysis for Variables Predicting Cynicism

	<i>B</i>	<i>SE B</i>	β	<i>P</i>
Step 1				
Constant	2.43	.08		.000
Gender	.12	.08	.10	.162
Age	.03	.08	.03	.680
Step 2				
Constant	2.41	.05		.000
Gender	.04	.05	.04	.333
Age	-.02	.05	-.01	.703
Mobbing	.93	.05	.77	.000
Reappraisal	.05	.06	.04	.365
Suppression	.17	.05	.14	.002
Step 3				
Constant	2.40	.05		.000
Gender	.03	.05	.03	.464
Age	-.03	.05	-.03	.520
Mobbing	.90	.05	.74	.000
Reappraisal	.04	.06	.03	.498
Suppression	.17	.06	.14	.004
MobbingxReappraisal	.07	.07	.05	.317
MobbingxSuppression	.08	.07	.06	.271
ReappraisalxSuppression	-.04	.04	-.04	.346
Step 4				
Constant	2.40	.05		.000
Gender	.03	.05	.03	.469
Age	-.03	.05	-.03	.521
Mobbing	.89	.06	.74	.000
Reappraisal	.04	.06	.03	.503
Suppression	.17	.06	.14	.004
MobbingxReappraisal	.07	.07	.05	.320
MobbingxSuppression	.08	.08	.06	.302
ReappraisalxSuppression	-.04	.04	-.04	.347
MobbingxReappraisalxSuppression	-.00	.05	-.00	.991

Note. $R^2=.01$ for Step 1; $\Delta R^2=.70$ for Step 2; $\Delta R^2=.01$ for Step 3; $\Delta R^2=.00$ for Step 4 ($p=.991$).

7.3.3. Moderating Role of Emotion Regulation in the Relationship between Mobbing and Professional Efficacy

The overall model for professional efficacy was significant, $R^2=.639$, $F(9,207)=40.78$, $p<.001$. In the first step, gender and age entered as control variables but the significant effects did not find $R^2=.005$, $F(2,214)=.53$, $p>.05$. In the second step, mobbing, cognitive reappraisal, and expressive suppression were included. These variables accounted for a significant amount of variance in professional efficacy, $\Delta R^2=.607$, $\Delta F(3,211)=109.84$, $p<.001$, which explained 61% of the variance in professional efficacy. Even cognitive reappraisal, $\beta=.01$, $p=.92$, and expressive suppression, $\beta=.06$, $p=.22$ were not significant predictors of professional efficacy, mobbing, $\beta=.76$, $p<.001$, was significant predictor. In the third step, the interaction term between mobbing and cognitive reappraisal, mobbing and expressive suppression, and cognitive reappraisal and expressive suppression was added to the regression model, and third model significantly add to the amount of variance, $\Delta R^2=.02$, $\Delta F(3,208)=4.65$, $p<.05$. Interaction term between mobbing and cognitive reappraisal, $\beta=.11$, $p=.07$ (Hypothesis 1c was not supported), mobbing and expressive suppression, $\beta=.07$, $p=.25$ (Hypothesis 2c was not supported), and cognitive reappraisal and expressive suppression, $\beta=-.04$, $p=.41$, did not significantly add to the amount of variance in professional efficacy. In the final step of the regression analysis, an interaction term among mobbing, cognitive reappraisal and expressive suppression was created. It did not accounted for a significant proportion of the variance in professional efficacy, $\Delta R^2=.003$, $\Delta F(1,207)=1.94$, $p=.17$, $\beta=.07$, $p=.17$ (Table 8.3).

TABLE 8.3

Summary of Hierarchical Regression Analysis for Variables Predicting Professional Efficacy

	<i>B</i>	<i>SE B</i>	β	<i>P</i>
Step 1				
Constant	2.49	.09		.000
Gender	.06	.09	.05	.510
Age	.08	.09	.06	.378
Step 2				
Constant	2.48	.05		.000
Gender	-.01	.06	-.01	.916
Age	.04	.06	.03	.488
Mobbing	.95	.06	.76	.000
Reappraisal	.01	.07	.01	.919
Suppression	.08	.07	.06	.221
Step 3				
Constant	2.44	.06		.000
Gender	-.03	.05	-.02	.638
Age	.01	.06	.01	.843
Mobbing	.89	.06	.71	.000
Reappraisal	.01	.07	.01	.908
Suppression	.07	.07	.05	.342
MobbingxReappraisal	.15	.08	.11	.067
MobbingxSuppression	.10	.09	.07	.254
ReappraisalxSuppression	-.04	.05	-.04	.414
Step 4				
Constant	2.41	.06		.000
Gender	-.02	.05	-.01	.753
Age	.01	.06	.01	.864
Mobbing	.83	.08	.66	.000
Reappraisal	-.01	.07	-.00	.933
Suppression	.07	.07	.06	.289
MobbingxReappraisal	.14	.08	.10	.093
MobbingxSuppression	.14	.09	.10	.123
ReappraisalxSuppression	-.04	.05	-.04	.421
MobbingxReappraisalxSuppression	.08	.05	.07	.165

Note. $R^2=.01$ for Step 1; $\Delta R^2=.61$ for Step 2; $\Delta R^2=.02$ for Step 3; $\Delta R^2=.00$ for Step 4 ($p =.165$).

7.3.4. Moderating Role of Emotional Intelligence in the Relationship between Mobbing and Exhaustion

A hierarchical multiple regression analysis was conducted to test the hypothesis that whether emotional intelligence moderates the relationship between mobbing and burnout (exhaustion, cynicism and professional efficacy).

The overall model for exhaustion was significant, $R^2=.70$, $F(5,211)=96.38$, $p<.001$, that explained 70% of the variance in exhaustion. In the first step, gender and age entered as control variables but the significant effects did not find $R^2=.003$, $F(2,214)=.28$, $p>.05$. In the second step, two variables included: mobbing and emotional intelligence, $\Delta R^2=.61$, $\Delta F(2,212)=169.32$, $p<.001$. Mobbing, $\beta=.79$ $p<.001$ was significant predictor of exhaustion, on the other hand, emotional intelligence, $\beta=.02$, $p=.63$, was not significant predictor of exhaustion. Then, the interaction term between mobbing and emotional intelligence was added to the regression model, which accounted for a significant proportion of the variance in exhaustion, $\Delta R^2=.08$, $\Delta F(1,211)=55.07$, $p<.001$, $\beta=.31$, $p<.001$ (Hypothesis 3a was supported), (Table 9.1). Simple slopes for the association between mobbing and exhaustion were tested for low (-1 SD below the mean), moderate (mean), and high (+1 SD above the mean) levels of emotional intelligence. Each of the simple slope tests revealed that the mobbing was more strongly related to exhaustion for high levels of emotional intelligence (gradient=0.73 $p<.001$). Figure 6.1 plots the simple slopes for the interaction.

TABLE 9.1

Summary of Hierarchical Regression Analysis for Variables Predicting Exhaustion

	<i>B</i>	<i>SE B</i>	β	<i>P</i>
Step 1				
Constant	2.68	.08		.000
Gender	.06	.08	.05	.460
Age	-.00	.08	-.00	.976
Step 2				
Constant	2.67	.05		.000
Gender	.00	.05	.00	.964
Age	-.03	.05	-.03	.530
Mobbing	.87	.05	.79	.000
Emotional Intelligence	.02	.05	.02	.625
Step 3				
Constant	2.76	.04		.000
Gender	.02	.04	.02	.662
Age	-.00	.04	-.00	.925
Mobbing	.89	.04	.81	.000
Emotional Intelligence	-.09	.05	-.09	.046
MobbingxEmotional Intelligence	.29	.04	.31	.000

Note. $R^2=.00$ for Step 1; $\Delta R^2=.61$ for Step 2; $\Delta R^2=.08$ for Step 3 ($p < .001$).

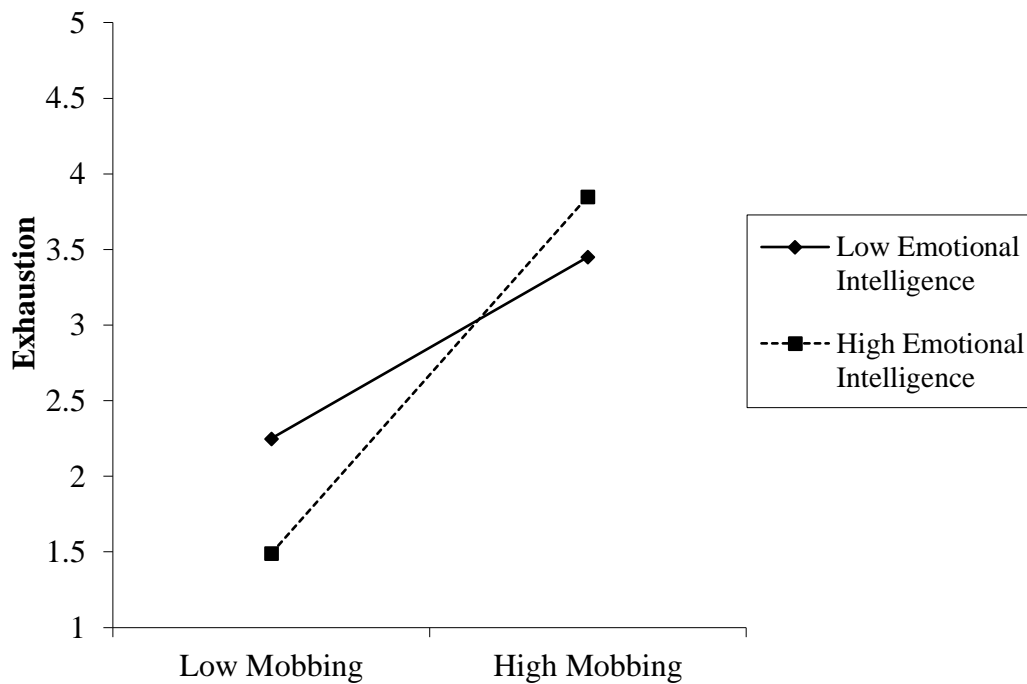


Figure 6.1. Interaction between Mobbing and Emotional Intelligence Predicting Exhaustion

7.3.5. Moderating Role of Emotional Intelligence in the Relationship between Mobbing and Cynicism

The overall model for cynicism was significant, $R^2=.72$, $F(5,211)=180.48$, $p<.001$, that explained 72% of the variance in cynicism. In the first step, age and gender were used as controlled variables in the moderation analysis and the significant effect did not found, $R^2=.009$, $F(2,214)=1.01$, $p>.05$. In the second step, two variables included: mobbing and emotional intelligence, $\Delta R^2=.69$, $\Delta F(2,212)=238.94$, $p<.001$. Mobbing, $\beta=.85$, $p<.001$, and emotional intelligence, $\beta=.10$, $p<.05$, were significant predictors of cynicism. Next, the interaction term between mobbing and emotional intelligence was added to the regression model, which accounted for a significant proportion of the variance in cynicism, $\Delta R^2=.02$, $\Delta F(1,211)=18.36$, $p<.001$, $\beta=.17$, $p<.001$ (Hypothesis 3b was supported), (Table 9.2). Simple slopes for the association between mobbing and cynicism were tested for low (-1 SD below the mean), moderate (mean), and high (+1 SD above the mean) levels of emotional intelligence. Each of the simple slope tests revealed that the mobbing was more strongly related to cynicism for high levels

of emotional intelligence (gradient=1.22 $p<.001$). Figure 6.2 plots the simple slopes for the interaction.

TABLE 9.2

Summary of Hierarchical Regression Analysis for Variables Predicting Cynicism

	<i>B</i>	<i>SE B</i>	β	<i>P</i>
Step 1				
Constant	2.43	.08		.000
Gender	.12	.08	.10	.162
Age	.03	.08	.03	.680
Step 2				
Constant	2.42	.05		.000
Gender	.05	.05	.04	.322
Age	.00	.05	.00	.993
Mobbing	1.03	.05	.86	.000
Emotional Intelligence	.12	.05	.10	.013
Step 3				
Constant	2.47	.05		.000
Gender	.06	.05	.05	.211
Age	.02	.05	.01	.732
Mobbing	1.04	.05	.87	.000
Emotional Intelligence	.05	.05	.04	.327
MobbingxEmotional Intelligence	.18	.04	.17	.000

Note. $R^2=.01$ for Step 1; $\Delta R^2=.69$ for Step 2; $\Delta R^2=.02$ for Step 3 ($p <.001$).

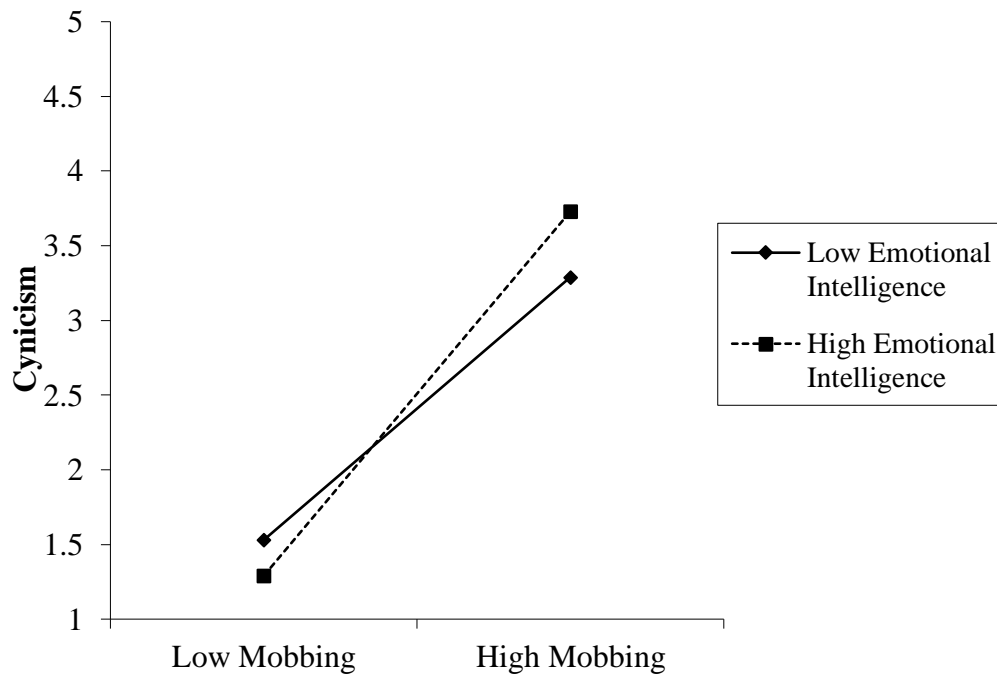


Figure 6.2. Interaction between Mobbing and Emotional Intelligence Predicting Cynicism

7.3.6. Moderating Role of Emotional Intelligence in the Relationship between Mobbing and Professional Efficacy

The overall model for professional efficacy was significant, $R^2=.63$, $F(5,211)=71.55$, $p<.001$, that explained 63% of the variance in professional efficacy. In the first step, gender and age entered as control variables but the significant effects did not find, $R^2=.005$, $F(2,214)=.53$, $p>.05$. In the second step, two variables included: mobbing and emotional intelligence, $\Delta R^2=.60$, $\Delta F(2,212)=163.57$, $p<.001$. Although, mobbing, $\beta=.79$, $p<.001$, was significant predictor of professional efficacy, emotional intelligence, $\beta=.03$, $p=.48$, was not significant predictor of professional efficacy. Then, the interaction term between mobbing and emotional intelligence was added to the regression model, which accounted for a significant proportion of the variance in professional efficacy, $\Delta R^2=.02$, $\Delta F(1,211)=11.54$, $p<.05$, $\beta=.15$, $p<.05$ (Hypothesis 3c was supported), (Table 9.3). Simple slopes for the association between mobbing and professional efficacy were tested for low (-1 SD below the mean), moderate (mean), and high (+1 SD above the mean) levels of emotional intelligence. Each of the simple slope tests revealed that the mobbing was

more strongly related to professional efficacy for high levels of emotional intelligence (gradient=1.17 $p<.001$). Figure 6.3 plots the simple slopes for the interaction.

TABLE 9.3

Summary of Hierarchical Regression Analysis for Variables Predicting Professional Efficacy

	<i>B</i>	<i>SE B</i>	β	<i>P</i>
Step 1				
Constant	2.49	.09		.000
Gender	.06	.09	.05	.510
Age	.08	.09	.06	.378
Step 2				
Constant	2.48	.05		.000
Gender	-.01	.06	-.00	.925
Age	.05	.06	.04	.412
Mobbing	.99	.06	.79	.000
Emotional Intelligence	.04	.06	.03	.478
Step 3				
Constant	2.53	.05		.000
Gender	.00	.05	.00	.936
Age	.06	.05	.05	.265
Mobbing	1.00	.06	.80	.000
Emotional Intelligence	-.03	.06	-.02	.638
MobbingxEmotional Intelligence	.17	.05	.15	.001

Note. $R^2=.01$ for Step 1; $\Delta R^2=.60$ for Step 2; $\Delta R^2=.02$ for Step 2 ($p <.05$).

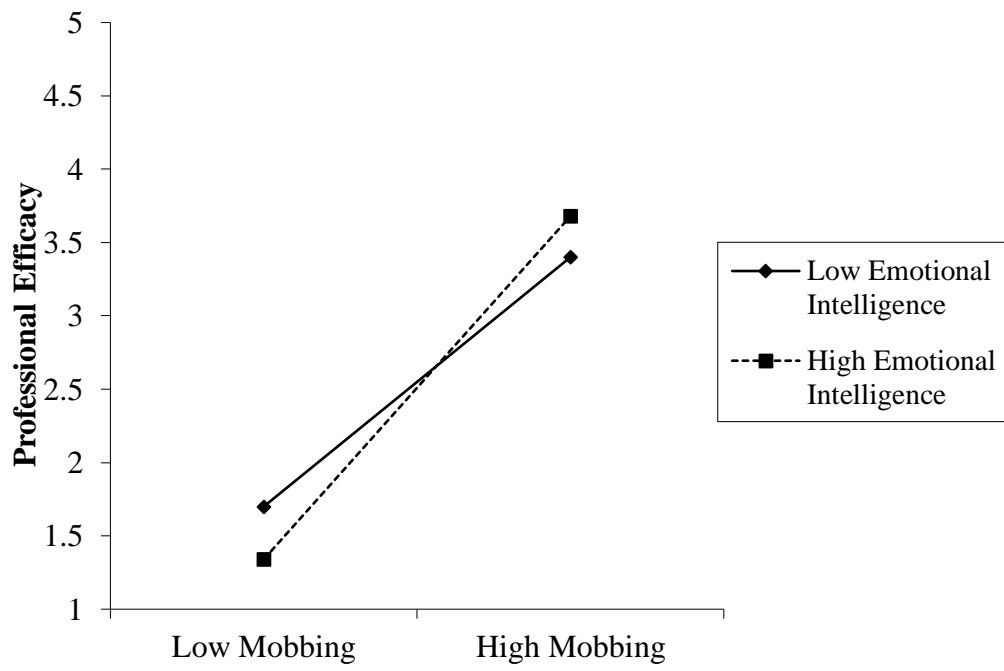


Figure 6.3 Interaction between Mobbing and Emotional Intelligence Predicting Professional Efficacy

CHAPTER VIII

8. GENERAL DISCUSSION

The moderating role of emotion management (emotion regulation and emotional intelligence) in the relationship between mobbing and burnout was investigated in the first study. Further, second study was conducted to replicate the first study by exploring burnout concept which can also be experienced in occupational groups that do not require high levels of face-to-face communication. Results of study 1 and study 2 were consistent. Emotional intelligence moderates the relationship between mobbing and burnout but it did not buffered the effects of mobbing on burnout in both studies. On the other hand, dimensions of emotion regulation which are cognitive reappraisal and expressive suppression did not moderate the relationship between mobbing and burnout, only expressive suppression moderated the relationship between mobbing and burnout in study 1. When we look at study 1 and study 2, engineers who are not labeled as “people work” did not differ from nurses who need face-to-face communication with people in terms of level of burnout. This confirms the idea that burnout does not result from the specific nature of face-to-face communication and working with people. The following section includes summaries of findings and contributions to the fields, limitations of the study and future direction, and practical implications of the research.

The findings of study 1 and study 2 were consistent with each other and they indicated that cognitive reappraisal did not moderate the relationship between mobbing and all three dimensions of burnout; thus, hypothesis 1a, 1b and 1c were not supported. Although clear majority of studies in the current literature supports the idea that there is a negative relationship between cognitive reappraisal and all three dimensions of burnout (e.g., Chang, 2009; Tsoupoupas, Carson, Matthews, Grawitch, & Barber, 2010), there are some contradictory findings. Brackett, Palomera, Mojsa-Kaja, Reyes, & Salovey (2010) reached a conclusion that cognitive reappraisal was negatively associated with only one dimension of burnout which is reduced personal accomplishment. On the other hand, consistent with our findings, Carson (2006) indicated that cognitive reappraisal was not related with all three dimensions of burnout.

Because burnout is very severe experience, so it may not be easy to decrease the level of it just by using emotion regulation strategy. An individual's susceptibility to stressful situations may have an important role. Even for an employee who is successful in using emotion regulation strategies to decrease the level of burnout, mobbing may have still strong effect on burnout. Furthermore, especially in study 1, I found that participants experienced high levels of mobbing. which indicates mobbing could be an urgent problem in some occupations. In addition, emotion regulation plays a promotive role and related with positive side of organizational outcomes (Brackett, Palomera, Mojsa-Kaja, Reyes, & Salovey 2010; Miller, 2015). Therefore, emotion regulation may contribute to increase positive job experiences but may not be successful to protect against negative job experiences.

Results of study 1 and study 2 are largely consistent with each other, but minor differences may exist in different occupational groups. The only difference between the results of two studies is that the expressive suppression moderates the relationship between mobbing and reduced personal accomplishment in the study 1; thus, even hypothesis 2a, and 2b were not supported, hypothesis 2c was supported. There are large number of studies in the literature showed a positive relationship between expressive suppression and burnout (Andela, Truchot, and Borteyrou, 2015; Chang, 2009b; Gan, Wen, Wang, Rodriguez, Gong, and Xie, 2014) and consistent with those studies, in study 1, expressive suppression moderates the relationship between mobbing and reduced personal accomplishment. Emotionally more intelligent nurses who are exposed to mobbing experience higher levels of reduced personal accomplishment. Expressive suppression drains on emotional resources when it is used chronically. Chang (2009) found that employees who used expressive suppression more often were more likely to experience all three dimensions of burnout. Consistent with the explanations of Conservation of Resources (COR) theory, employees who exposed to mobbing may experience higher levels of burnout. On the other hand, if they use suppression strategy to cope with their negative emotions, their resources are protected and the level of burnout will decrease.

Although findings are unexpected, these finding might be explained based on the cross-cultural differences of values. Yin, Huang and Wang (2016) indicated that people using cognitive reappraisal was psychologically healthier than the people

using expressive suppression as an emotion regulation strategy and cultural differences may affect this. Kim et al. (2011) conducted a study with Koreans and Americans to investigate the relationship between cultural values and emotion regulation. They found that Koreans tended to use expressive suppression; in contrast, Americans were more likely to use cognitive reappraisal to regulate their emotions. In interdependent cultures, individuals have a high tendency to regulate their emotions by using expressive suppression because of cultural values that restrict the expression of negative emotions. Wei, Su, Carrera, Lin and, Fei (2013) explained that when emotion regulation strategies are consistent with cultural context and norms, they are adaptive but when they are inconsistent with cultural context and norms, they are maladaptive. Individuals from interdependent cultures are more likely to tend to value the cultural norms supporting interpersonal harmony than the individuals from independent cultures. As a result of this, they are more likely to suppress their negative emotions to cope with stressful situations. On the other hand, individuals from independent cultures thought that expressive suppression is related with experiential avoidance. Not only the national cultural values but also the organizational cultural values may explain the differences about expressive suppression of employees. Hofstede (2001) characterized Turkey as a high power distance country. Ng et al. (2011) defined the concept as unequally distributed power and hierarchy. In organizational context, nurses have low status job and high power distance in the workplace than the engineers who forces them to suppress their negative emotions to feel high personal accomplishment. Therefore, nurses might be trying to suppress their emotions to improve their success and the well being of the organization (Skiffington & Zeus, 2003). The finding that emotional intelligence moderated the relationship between mobbing and all three dimensions of burnout is consistent in both study 1 and study 2; thus, hypothesis 3a, 3b and 3c were supported. Emotional intelligence includes variety of skills which are self-awareness, self-regulation, motivation, empathy and social skills and it is not only an essential for those who have face-to-face communications with others. In Goleman's (1998) study, emotional intelligence helped athletes to decrease their level of burnout. In addition, Vaezi and Fallah (2011) found a negative relationship between emotional intelligence and burnout in Iranian teachers. Contradictory to expectations of this study, emotional intelligence did not have a buffering role in the relationship

between mobbing and burnout. Mobbing cause greater danger for employees whose are highly emotionally intelligent. Due to positive attributes of employees such as being intelligent, successful, competitive, creative and having relatively superior knowledge and skills, they may become target of mobbing in the workplace (Davenport, Elliot, & Schwartz, 2003). There may be two explanations of these findings. Firstly, emotionally intelligent employees are more successful in their works (Brackett, Rivers, & Salovey, 2011; Canbulat, 2007; Ciarrochi, Chan, Caputi, & Roberts, 2001). That's why, they may become a target for exposing mobbing behavior. This bad experience can cause more destructive effects for them such as burnout. Furthermore, they are more sensitive because they have developed their ability to empathize with others and they are aware of their own and others' feelings (Mayer, Caruso, & Salovey, 2000; McAllister, 2002). Therefore, exposing mobbing may be an unexpected situations for them and as a result of exposing mobbing, they are more vulnerable to experience burnout.

When viewed in terms of Hobfoll's Conservation of Resources (COR) theory (1989), employees use their resources to show empathy to towards others, and try to understand their emotions as well as others' emotions. That's why, these employees may be more prone to experience burnout under the stress of exposing mobbing. Although there is a positive correlation between emotional intelligence and burnout, emotional intelligence might have a different role in explaining the relationship mechanism between mobbing and burnout. Davis and Nichols (2016) made a meta analysis to indicate the "dark" side of emotional intelligence and classified destructive results of emotional intelligence as intrapersonal and interpersonal. There are some studies found a positive relationhsip between emotional intelligence and negative psychological outcomes such as acute stress and depression (Bechtoldt & Schneider, 2016; Ciarrochi, Dean, & Anderson, 2002).

8.1. Limitations and Future Directions

Despite the contributions to the field, the study has many possible limitations that can be guide for future researches. Firstly, the results of this study are based on self-report which may increase the possibility of responses biased by social desirability. Because of using self-report and single source data, there may be potential of common method bias. Common method bias may inflate observed

correlations that can affect the findings (Spector, 2006). On the other hand, in negative act questionnaire that measure mobbing, the most important thing is participants' own thoughts and perceptions, which make using other sources inappropriate. Secondly, to detect the role of cognitive reappraisal and expressive suppression, longitudinal study needs to be done. Even the daily usage of these strategies, may effects the relationship between mobbing and burnout. To collect the data immediately after the usage of cognitive reappraisal and expressive suppression strategies may be very usufel to understand the mechanism. Thirdly, there may be other moderators and mediators affecting the relationship between mobbing and burnout such as, social support and mindfulness. Finally, further studies are needed to highlight the relationship between mobbing and burnout.

8.2. Practical Implications

Up to now, most studies aimed to examine the relationship between mobbing and burnout levels of subordinates but, this study tried to clarify the mechanism under this relationship by focusing on the moderator roles of emotion regulation and emotional intelligence. We should not only blame the victim to deal with mobbing, organizations, supervisors and workers also should take precautions to prevent mobbing. Organizations may develop policies to prevent mobbing cases. Furthermore, even if supervisors are not the person directly applying mobbing behaviors, they should create awareness in their own units and try to prevent mobbing behavior. All employees in the workplace should review their behaviors and receive informative training to eliminate possible destructive results of mobbing behavior. In more serious situations, supervisors should be warned and legal sanctions must be run by the organization.

Besides the all positive effects and consequences of emotional intelligence, the bad and dark side of emotional intelligence should be investigated. Futher studies are needed to understand the conditions, that makes highly emotionally intelligent employees more vulnerable to certain stress conditions.

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Sayın katılımcı,

Bu araştırma, Yaşar Üniversitesi Sosyal Bilimler Enstitüsü Tezli Psikoloji Yüksek Lisans programı öğrencisi Burcu Taşkan tarafından tez çalışması için yürütülmektedir. Araştırmanın amacı, katılımcıların sahip oldukları yıldırma, tükenmişlik ve duygu yönetimlerinin incelenmesidir. Çalışmaya katılım tamamıyla gönüllülük esaslı olup, ankette sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Bu nedenle anket formları üzerine ad ve soyadı yazılması gerekmemektedir.

Lütfen her bir ölçeği yanıtlamaya geçmeden önce ölçek başlarında sunulan kısa açıklamaları dikkatlice okuyunuz. Her soruya sizin durumunuzu **en iyi** ifade eden cevabı vereye çalışınız. Burada verilen cevapların doğru ya da yanlış olarak değerlendirilmesi söz konusu değildir. Soruları eksiksiz cevaplamanız ve cevapların içtenliği araştırmanın bilimselliğinin tek garantisidir. Sorulara verdiğiniz cevapları gizli tutulacak, sadece araştırma amaçlı olarak değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Anket, genel olarak rahatsızlık verecek soruları içermemektedir. Ancak, anketin uygulanması esnasında sorulardan ya da herhangi bir başka nedenden dolayı rahatsız veya kötü hissederseniz uygulamayı yarıda bırakmakta serbestsiniz.

Yardımlarınız ve katılımınız için şimdiden teşekkür ederim.

Bu araştırmayla ilgili görüşleriniz ve sorularınız için Yaşar Üniversitesi Yüksek Lisans öğrencisi Burcu Taşkan (E-posta: burcu_taskan@hotmail.com) ile iletişim kurabilirsiniz.

Araştırmacı: Psk. Burcu Taşkan

Araştırma Danışmanı: Yrd. Doç. Dr. Evrim Güteryüz

Aşağıda insanların işleri ile ilgili tutumlarını yansıtan ifadeler yer almaktadır. Sizden istenen, her bir ifadenin örneklediği durumu ne kadar sıklıkta yaşadığınızı cevap bölümündeki rakamı işaretleyerek belirtmenizdir.

Hiçbir zaman Nadiren Ara sıra Sıklıkla Her zaman

1-----2-----3-----4-----5

1	İşimden soğuduğumu hissediyorum.	1	2	3	4	5
2	İş dönüşü kendimi ruhen tükenmiş hissediyorum.	1	2	3	4	5
3	Sabah kalktığımda bir gün daha bu işi kaldıramayacağımı hissediyorum.	1	2	3	4	5
4	İşim gereği karşılaştığım insanların ne hissettiğini hemen anlarım.	1	2	3	4	5
5	İşim gereği karşılaştığım kimselere sanki insan değilmiş gibi davrandığımı fark ediyorum.	1	2	3	4	5
6	Bütün gün insanlarla uğraşmak benim için gerçekten çok yıpratıcı.	1	2	3	4	5
7	İşim gereği karşılaştığım insanların sorunlarına en uygun çözüm yollarını bulurum.	1	2	3	4	5
8	Yaptığım işten yıldığımı hissediyorum.	1	2	3	4	5
9	Yaptığım iş sayesinde insanların yaşamına katkıda bulunduğuma inanıyorum.	1	2	3	4	5
10	Bu işte çalışmaya başladığımdan beri insanlara karşı sertleştim.	1	2	3	4	5
11	Bu işin beni giderek katılaştırmasından korkuyorum.	1	2	3	4	5
12	Çok şeyler yapabilecek güçteyim.	1	2	3	4	5
13	İşimin beni kısıtladığına inanıyorum.	1	2	3	4	5
14	İşimde çok fazla çalıştığımı hissediyorum.	1	2	3	4	5
15	İşim gereği karşılaştığım insanlara ne olduğu umurumda değil.	1	2	3	4	5
16	Doğrudan doğruya insanlarla çalışmak bende çok fazla stres yaratıyor.	1	2	3	4	5
17	İşim gereği karşılaştığım insanlarla aramda rahat bir hava yaratırım.	1	2	3	4	5
18	İnsanlarla yakın bir çalışmadan sonra kendimi canlanmış hissederim.	1	2	3	4	5
19	Bu işte birçok kayda değer başarı elde ettim.	1	2	3	4	5
20	Yolun sonuna geldiğimi hissediyorum.	1	2	3	4	5
21	İşimdeki duygusal sorunlara serinkanlılıkla yaklaşırım.	1	2	3	4	5
22	İşim gereği karşılaştığı insanların bazı problemlerini sanki ben yaratmışım gibi davrandıklarını hissediyorum.	1	2	3	4	5

Aşağıda işyerinde yapılan bazı davranışlara ilişkin ifadeler yer almaktadır. Lütfen bu ifadeleri dikkatle okuyarak son 6 ay içinde bu davranışlarla ne sıklıkta karşılaştığınızı işaretleyiniz. Cevaplarınızı verirken her bir maddenin yanındaki ölçeği kullanınız.

Hiçbir zaman **Bazen** **Her ay** **Her hafta** **Her gün**

1-----2-----3-----4-----5

1	Performansınızı arttıracak bir bilginin sizden saklanması	1	2	3	4	5
2	Üstesinden gelebileceğinizden fazla iş yükünüzün olması	1	2	3	4	5
3	Yeteneğinizin çok altında kalan işler verilmesi	1	2	3	4	5
4	Mantıksız, anlamsız, imkansız işlerin imkansız bitirme tarihleriyle sizden istenmesi	1	2	3	4	5
5	Fikir ve görüşlerinizin dikkate alınmaması	1	2	3	4	5
6	Yaptığınız işin gereğinden fazla kontrol edilmesi	1	2	3	4	5
7	Yaptığınız hataların tekrar tekrar hatırlatılması	1	2	3	4	5
8	İşinizle ilgili olarak aşağılanmanız ya da sizinle alay edilmesi	1	2	3	4	5
9	Hakkınızda dedikodu yapılması	1	2	3	4	5
10	Hakkınızda aşağılayıcı ve çirkin sözler söylenmesi	1	2	3	4	5
11	Diğer insanların sizi yok saymaları veya dışlanmanız	1	2	3	4	5
12	Diğer insanların işinizi bırakmanız (istifa etmeniz) gerektiğine dair imalarda bulunmaları	1	2	3	4	5
13	Tehdit edici davranışlar yoluyla korkutulmanız	1	2	3	4	5
14	Yaptığınız işin ve çabanızın ısrarla eleştirilmesi	1	2	3	4	5
15	Yakınlaşmaya çalıştığınızda görmezden gelinmeniz ya da düşmanca tavırlarla karşılaşmanız	1	2	3	4	5
16	Yaptığınız önemli işlerin elinizden alınarak size önemsiz sıkıcı işlerin verilmesi	1	2	3	4	5
17	Hakkınızda doğru olmayan iddiaların ortaya atılması	1	2	3	4	5
18	Aşırı düzeyde alay edilmeye maruz kalmanız	1	2	3	4	5
19	Bağırılma ya da sizin kabahatiniz olmayan konularda öfkenin hedefi olmanız	1	2	3	4	5
20	Hakettiğiniz bir şeyi istememeniz veya talep etmemeniz için size baskı yapılması	1	2	3	4	5
21	Eşek şakalarına maruz kalmanız	1	2	3	4	5
22	Saldırıya uğrama ya da şiddete maruz kalma endişesi yaşama	1	2	3	4	5

Açıklamalarından birini seçerek (X) işareti ile belirtmeniz gerekiyor. İfadelerin doğru veya yanlışlığı yoktur. Bu nedenle ifadeyi okuduğunuzda aklınıza gelen ilk cevap sizin tutumunuzu en iyi yansıtan olacaktır.

Kesinlikle katılmıyorum Katılmıyorum Kararsızım Katılıyorum Tamamen Katılıyorum

1-----2-----3-----4-----5

1	Zorluklarla baş edebilme yaklaşımım adım adım ilerlemektir.	1	2	3	4	5
2	Duygularımı göstermek benim için oldukça kolaydır.	1	2	3	4	5
3	Çok fazla strese dayanamam.	1	2	3	4	5
4	Hayallerimden çok çabuk sıyrılabilir ve o anki durumun gerçekliğine kolayca dönebilirim.	1	2	3	4	5
5	Zaman zaman ortaya çıkan tersliklere rağmen, genellikle işlerin düzeleceğine inanırım.	1	2	3	4	5
6	Üzücü olaylarla yüz yüze gelmek benim için zordur.	1	2	3	4	5
7	Biriyle aynı fikirde olmadıgımda bunu ona söyleyebilirim.	1	2	3	4	5
8	Kendimi kötü hissettiğimde beni neyin üzdüğünü bilirim.	1	2	3	4	5
9	Başkaları benim iddiasız biri olduğumu düşünürler.	1	2	3	4	5
10	Çoğu durumda kendimden eminimdir.	1	2	3	4	5
11	Huysuz bir insanımdır.	1	2	3	4	5
12	Çevremde olup bitenlerin farkında değilimdir.	1	2	3	4	5
13	Derin duygularımı başkaları ile kolayca paylaşamam.	1	2	3	4	5
14	İyi ve kötü yanlarıma baktığım zaman kendimi iyi hissedirim.	1	2	3	4	5
15	Yaşamımı elimden geldiğince anlamlı hale getirmeye çalışırım.	1	2	3	4	5
16	Sevgimi belli edemem.	1	2	3	4	5
17	Tam olarak hangi konularda iyi olduğumu bilmiyorum.	1	2	3	4	5
18	Eski alışkanlıklarımı değiştirebilirim.	1	2	3	4	5
19	Hoşuma giden şeyleri elimden geldiğince sonuna kadar öğrenmeye çalışırım.	1	2	3	4	5
20	Başkalarına kızdığım da bunu onlara söyleyebilirim.	1	2	3	4	5
21	Hayatta neler yapmak istediğime dair kesin bir fikrim yok.	1	2	3	4	5
22	Yapacaklarımın bana sık sık söylendiği bir işte çalışmayı tercih ederim.	1	2	3	4	5
23	Bir problemi çözerken her bir olasılığı inceler, daha sonra en iyisine karar veririm.	1	2	3	4	5
24	Bir liderden çok, takipçiyimdir.	1	2	3	4	5
25	Doğrudan ifade etmeseler de, başkalarının duygularını çok iyi anlarım.	1	2	3	4	5
26	Fiziksel görüntümden memnunum.	1	2	3	4	5
27	İnsanlara ne düşündüğümü kolayca söyleyebilirim.	1	2	3	4	5
28	İlgilimi çeken şeyleri yapmaktan hoşlanırım.	1	2	3	4	5
29	Sabırsız bir insanım.	1	2	3	4	5
30	Diğer insanların duygularını incitmemeye özen gösteririm.	1	2	3	4	5
31	İşler gittikçe zorlaşsa da genellikle devam etmek için motivasyonum vardır.	1	2	3	4	5
32	Başkalarıyla iyi ilişkiler kurarım.	1	2	3	4	5
33	Güç bir durumla karşılaştığımda konuyla ilgili olabildiğince çok bilgi toplamayı isterim.	1	2	3	4	5
34	İnsanlara yardım etmekten hoşlanırım.	1	2	3	4	5
35	Son birkaç yılda çok az başarı elde ettim.	1	2	3	4	5
36	Öfkemi kontrol etmem zordur.	1	2	3	4	5
37	Hayattan zevk almıyorum.	1	2	3	4	5
38	Duygularımı tanımlamak benim için zordur.	1	2	3	4	5
39	Haklarımı savunamam.	1	2	3	4	5
40	Oldukça neşeli bir insanımdır.	1	2	3	4	5
41	Düşünmeden hareket edişim problemler yaratır.	1	2	3	4	5

42	İnsanlar benim sosyal olduğumu düşünürler.	1	2	3	4	5
43	Kurallara uyan bir vatandaş olmak çok önemlidir.	1	2	3	4	5
44	Kendimi olduğum gibi kabul etmek bana zor geliyor.	1	2	3	4	5
45	Aynı anda başka bir yerde bulunmak zorunda olsam da, ağlayan bir çocuğun anne ve babasını bulmasına yardım ederim.	1	2	3	4	5
46	Arkadaşlarım bana özel şeylerini anlatabilirler.	1	2	3	4	5
47	Kendi başıma karar veremem.	1	2	3	4	5
48	Başka insanlara saygı duyarım.	1	2	3	4	5
49	Başkalarına neler olduğunu önemserim.	1	2	3	4	5
50	Bazı şeyler hakkında fikrimi değiştirmem zordur.	1	2	3	4	5
51	Problemlerin çözümüne ilişkin farklı çözüm yolları düşünmeye çalışınca genellikle tıkanır kalırım.	1	2	3	4	5
52	Fanteziler ya da hayaller kurmadan her şeyi gerçekte olduğu gibi görmeye çalışırım.	1	2	3	4	5
53	Neler hissettiğimi bilirim.	1	2	3	4	5
54	Benimle birlikte olmak eğlencelidir.	1	2	3	4	5
55	Sahip olduğum kişilik tarzından memnunum.	1	2	3	4	5
56	Hayal ve fantezilerime kendimi kaptırırım.	1	2	3	4	5
57	Yakın ilişkilerim benim ve arkadaşlarım için çok önemlidir.	1	2	3	4	5
58	Yeni şeylere başlamak benim için zordur.	1	2	3	4	5
59	Eğer yasaları çiğnemem gerekirse, bunu yaparım.	1	2	3	4	5
60	Endişeliyimdir.	1	2	3	4	5
61	Yeni şartlara ayak uydurmak benim için kolaydır.	1	2	3	4	5
62	Kolayca arkadaş edinebilirim.	1	2	3	4	5
63	Can sıkıcı problemlerle nasıl baş edebileceğimi bilirim.	1	2	3	4	5
64	Başkaları ile çalışırken kendi fikirlerimden çok onlarınkine güvenirim.	1	2	3	4	5
65	Kendimi çok sık, kötü hissedirim.	1	2	3	4	5
66	Konuşmaya başlayınca zor susarım.	1	2	3	4	5
67	Çevremdekilerle iyi geçinemem.	1	2	3	4	5
68	Zor şartlarda serinkanlılığımı nasıl koruyacağımı bilirim.	1	2	3	4	5
69	Kendimi takdir ederim.	1	2	3	4	5
70	İnsanlarla tartışırken, bana sesimi alçaltmamı söylerler.	1	2	3	4	5
71	Tarzımı değiştirmem zordur.	1	2	3	4	5
72	Hayatımdan memnunum.	1	2	3	4	5
73	Başkalarının bana ihtiyaç duymalarından çok, ben başkalarına ihtiyaç duyarım.	1	2	3	4	5
74	Hafta sonlarını ve tatilleri severim.	1	2	3	4	5
75	Çok sinirlenmeden stresle baş edebilirim.	1	2	3	4	5
76	Çok zor durumların üstesinden geleceğime inanıyorum.	1	2	3	4	5
77	Acı çeken insanların farkına varamam.	1	2	3	4	5
78	Genellikle en iyisini ümit ederim.	1	2	3	4	5
79	Başkalarına göre, bana güvenmek zordur.	1	2	3	4	5
80	Endişemi kontrol etmemin zor olduğunu biliyorum.	1	2	3	4	5
81	Başkalarının duygusal ihtiyaçlarını, kolaylıkla fark ederim.	1	2	3	4	5
82	Abartmayı severim.	1	2	3	4	5
83	Gülümsemek benim için zordur.	1	2	3	4	5
84	Uygun bir zamanda negatif duygularıyla yüzleşir, onları gözden geçiririm.	1	2	3	4	5
85	Yeni bir şeylere başlamadan önce genellikle başarısız olacağım hissine kapılırım.	1	2	3	4	5
86	İstediğim zaman "hayır" demek benim için zordur.	1	2	3	4	5
87	Bir problemle karşılaştığımda önce durur ve düşünürüm.	1	2	3	4	5
88	Yukarıdaki ifadelere samimi bir şekilde cevap verdim.	1	2	3	4	5

Aşağıda insanların duygularını kontrol etmekte kullandıkları bazı yöntemler verilmiştir. Lütfen her durumu dikkatlice okuyunuz ve her birinin sizin için ne kadar doğru olduğunu içtenlikle yanıtlayınız. Yanıtınızı uygun cevap kutucuğuna çarpı (X) koyarak işaretleyiniz.

1-----2-----3-----4-----5-----6
Hiç Çok az Bazen Kısmen Oldukça Tamamen
doğru değil doğru doğru doğru doğru doğru

1	Duygularımı içinde bulunduğum durum hakkındaki düşüncelerimi değiştirerek kontrol ederim.	1	2	3	4	5	6
2	Hissettiğim olumsuz duyguları azaltmak istediğimde, içinde bulunduğum durum hakkındaki düşüncelerimi değiştiririm.	1	2	3	4	5	6
3	Hissettiğim olumlu duyguları arttırmak istediğimde, içinde bulunduğum durum hakkındaki düşüncelerimi değiştiririm.	1	2	3	4	5	6
4	Hissettiğim olumlu duyguları (sevinç veya eğlence/çoşku gibi) arttırmak istediğimde, düşündüğüm şeyleri değiştiririm.	1	2	3	4	5	6
5	Hissettiğim olumsuz duyguları (üzüntü veya kızgınlık gibi) azaltmak istediğimde, düşündüğüm şeyleri değiştiririm.	1	2	3	4	5	6
6	Stres yaratan bir durumla karşılaştığımda, sakin kalmama yardımcı olacak şekilde düşünmeye çalışırım.	1	2	3	4	5	6
7	Duygularımı onları belli etmeyerek kontrol ederim.	1	2	3	4	5	6
8	Olumsuz duygular hissettiğimde, onları belli etmemek için elimden geleni yaparım.	1	2	3	4	5	6
9	Duygularımı kendime (içimde) saklarım.	1	2	3	4	5	6
10	Olumlu duygular hissettiğimde, onları belli etmemeye özen gösteririm.	1	2	3	4	5	6

BİLGİ FORMU

Şimdi sizden bazı kişisel bilgiler istenmektedir. Bu bilgiler sadece araştırma amaçlı olarak kullanılacaktır ve kimliğinizi açıklayıcı unsurlar içermemektedir. Lütfen her soruyu eksiksiz cevaplayınız.

Cinsiyetiniz: E..... K.....

Yaşınız :

Hangi sektörde çalışıyorsunuz? () Özel () Devlet

Toplam kaç yıldır çalışıyorsunuz?

Bu kurumda kaç yıldır çalışıyorsunuz?

Yöneticinizin cinsiyeti: E..... K.....

Eğitim Durumunuz: () Lise veya dengi okul mezunu () Ön lisans mezunu

() Üniversitesi mezunu () Yüksek lisans / Doktora dereceli

Katılımınız için tekrar teşekkür ederiz...

Sayın katılımcı,

Bu araştırma, Yaşar Üniversitesi Sosyal Bilimler Enstitüsü Tezli Psikoloji Yüksek Lisans programı öğrencisi Burcu Taşkan tarafından tez çalışması için yürütülmektedir. Araştırmanın amacı, katılımcıların sahip oldukları yıldıрма, tükenmişlik ve duygu yönetimlerinin incelenmesidir. Çalışmaya katılım tamamıyla gönüllülük esaslı olup, ankette sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Bu nedenle anket formları üzerine ad ve soyadı yazılması gerekmemektedir.

Lütfen her bir ölçeği yanıtlamaya geçmeden önce ölçek başlarında sunulan kısa açıklamaları dikkatlice okuyunuz. Her soruya sizin durumunuzu **en iyi** ifade eden cevabı vereye çalışınız. Burada verilen cevapların doğru ya da yanlış olarak değerlendirilmesi söz konusu değildir. Soruları eksiksiz cevaplamanız ve cevapların içtenliği araştırmanın bilimselliğinin tek garantisidir. Sorulara verdiğiniz cevapları gizli tutulacak, sadece araştırma amaçlı olarak değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Anket, genel olarak rahatsızlık verecek soruları içermemektedir. Ancak, anketin uygulanması esnasında sorulardan ya da herhangi bir başka nedenden dolayı rahatsız veya kötü hissederseniz uygulamayı yarıda bırakmakta serbestsiniz.

Yardımlarınız ve katılımınız için şimdiden teşekkür ederim.

Bu araştırmayla ilgili görüşleriniz ve sorularınız için Yaşar Üniversitesi Yüksek Lisans öğrencisi Burcu Taşkan (E-posta: burcu.taskan@hotmail.com) ile iletişim kurabilirsiniz.

Araştırmacı: Psk. Burcu Taşkan

Araştırma Danışmanı: Yrd. Doç. Dr. Evrim Güleriyüz

Aşağıda işinizdeyken kendinizi nasıl hissettiğiniz ile ilgili ifadeler yer almaktadır. Sizden istenen aşağıdaki her bir ifadeyi dikkatli bir şekilde okumanız ve işinizle ilgili bu ifadeleri hissedip hissetmediğinizi aşağıda yer alan 1'den 5'e kadar numaralanan sayılardan sizin için en uygun olanını boşluğa işaretleyiniz.

Hiçbir zaman Bazen Her ay Her hafta Her gün

1-----2-----3-----4-----5

1	İşimden duygusal olarak yıldığımı hissediyorum.	1	2	3	4	5
2	Bu işe başladığımdan beri işime olan ilgim azaldı.	1	2	3	4	5
3	İşimde karşılaştığım problemleri etkili bir biçimde çözebilirim.	1	2	3	4	5
4	İş günü sonunda kendimi bitkin hissediyorum.	1	2	3	4	5
5	İşime ilişkin isteğim azaldı.	1	2	3	4	5
6	Çalıştığım kuruma etkin bir katkı sağladığımı düşünüyorum.	1	2	3	4	5
7	Sabah kalkıp yeni bir iş gününe başlamak zorunda olduğumu düşündüğümde kendimi yorgun hissediyorum.	1	2	3	4	5
8	Yaptığım işin herhangi bir şeye katkı sağlayıp sağlamadığı konusunda kuşku duyuyorum.	1	2	3	4	5
9	Bana göre işimi iyi yapıyorum.	1	2	3	4	5
10	Bütün gün çalışmak benim için gerçekten bir yüküdür.	1	2	3	4	5
11	İşimin öneminden kuşkuluyum.	1	2	3	4	5
12	İşimde kayda değer bir şeyler başardığımda kendimi canlanmış hissediyorum.	1	2	3	4	5
13	İşimden tükendiğimi hissediyorum.	1	2	3	4	5
14	İşimde kayda değer birçok şey başardım.	1	2	3	4	5
15	Yalnızca işimi yapmak ve rahatsız edilmemek istiyorum.	1	2	3	4	5
16	İşimde, yapılan şeylerde etkili olduğumdan eminim.	1	2	3	4	5

Aşağıda işyerinde yapılan bazı davranışlara ilişkin ifadeler yer almaktadır. Lütfen bu ifadeleri dikkatle okuyarak son 6 ay içinde bu davranışlarla ne sıklıkta karşılaştığınızı işaretleyiniz. Cevaplarınızı verirken her bir maddenin yanındaki ölçeği kullanınız.

Hiçbir zaman **Bazen** **Her ay** **Her hafta** **Her gün**

1-----2-----3-----4-----5

1	Performansınızı arttıracak bir bilginin sizden saklanması	1	2	3	4	5
2	Üstesinden gelebileceğinizden fazla iş yükünüzün olması	1	2	3	4	5
3	Yeteneğinizin çok altında kalan işler verilmesi	1	2	3	4	5
4	Mantıksız, anlamsız, imkansız işlerin imkansız bitirme tarihleriyle sizden istenmesi	1	2	3	4	5
5	Fikir ve görüşlerinizin dikkate alınmaması	1	2	3	4	5
6	Yaptığınız işin gereğinden fazla kontrol edilmesi	1	2	3	4	5
7	Yaptığınız hataların tekrar tekrar hatırlatılması	1	2	3	4	5
8	İşinizle ilgili olarak aşağılanmanız ya da sizinle alay edilmesi	1	2	3	4	5
9	Hakkınızda dedikodu yapılması	1	2	3	4	5
10	Hakkınızda aşağılayıcı ve çirkin sözler söylenmesi	1	2	3	4	5
11	Diğer insanların sizi yok saymaları veya dışlanmanız	1	2	3	4	5
12	Diğer insanların işinizi bırakmanız (istifa etmeniz) gerektiğine dair imalarda bulunmaları	1	2	3	4	5
13	Tehdit edici davranışlar yoluyla korkutulmanız	1	2	3	4	5
14	Yaptığınız işin ve çabanızın ısrarla eleştirilmesi	1	2	3	4	5
15	Yakınlaşmaya çalıştığınızda görmezden gelinmeniz ya da düşmanca tavırlarla karşılaşmanız	1	2	3	4	5
16	Yaptığınız önemli işlerin elinizden alınarak size önemsiz sıkıcı işlerin verilmesi	1	2	3	4	5
17	Hakkınızda doğru olmayan iddiaların ortaya atılması	1	2	3	4	5
18	Aşırı düzeyde alay edilmeye maruz kalmanız	1	2	3	4	5
19	Bağırılma ya da sizin kabahatiniz olmayan konularda öfkenin hedefi olmanız	1	2	3	4	5
20	Hak ettiğiniz bir şeyi istememeniz veya talep etmemeniz için size baskı yapılması	1	2	3	4	5
21	Eşek şakalarına maruz kalmanız	1	2	3	4	5
22	Saldırıya uğrama ya da şiddete maruz kalma endişesi yaşama	1	2	3	4	5

Açıklamalarından birini seçerek (X) işareti ile belirtmeniz gerekiyor. İfadelerin doğru veya yanlışlığı yoktur. Bu nedenle ifadeyi okuduğunuzda aklınıza gelen ilk cevap sizin tutumunuzu en iyi yansıtan olacaktır.

Kesinlikle katılmıyorum Katılmıyorum Kararsızım Katılıyorum Tamamen Katılıyorum

1-----2-----3-----4-----5

1	Zorluklarla baş edebilme yaklaşımım adım adım ilerlemektir.	1	2	3	4	5
2	Duygularımı göstermek benim için oldukça kolaydır.	1	2	3	4	5
3	Çok fazla strese dayanamam.	1	2	3	4	5
4	Hayallerimden çok çabuk sıyrılabilir ve o anki durumun gerçekliğine kolayca dönebilirim.	1	2	3	4	5
5	Zaman zaman ortaya çıkan tersliklere rağmen, genellikle işlerin düzeleceğine inanırım.	1	2	3	4	5
6	Üzücü olaylarla yüz yüze gelmek benim için zordur.	1	2	3	4	5
7	Biriyle aynı fikirde olmadıgımda bunu ona söyleyebilirim.	1	2	3	4	5
8	Kendimi kötü hissettiğimde beni neyin üzdüğünü bilirim.	1	2	3	4	5
9	Başkaları benim iddiasız biri olduğumu düşünürler.	1	2	3	4	5
10	Çoğu durumda kendimden eminimdir.	1	2	3	4	5
11	Huysuz bir insanımdır.	1	2	3	4	5
12	Çevremde olup bitenlerin farkında değilimdir.	1	2	3	4	5
13	Derin duygularımı başkaları ile kolayca paylaşamam.	1	2	3	4	5
14	İyi ve kötü yanlarıma baktığım zaman kendimi iyi hissedirim.	1	2	3	4	5
15	Yaşamımı elimden geldiğince anlamlı hale getirmeye çalışırım.	1	2	3	4	5
16	Sevgimi belli edemem.	1	2	3	4	5
17	Tam olarak hangi konularda iyi olduğumu bilmiyorum.	1	2	3	4	5
18	Eski alışkanlıklarımı değiştirebilirim.	1	2	3	4	5
19	Hoşuma giden şeyleri elimden geldiğince sonuna kadar öğrenmeye çalışırım.	1	2	3	4	5
20	Başkalarına kızdığım da bunu onlara söyleyebilirim.	1	2	3	4	5
21	Hayatta neler yapmak istediğime dair kesin bir fikrim yok.	1	2	3	4	5
22	Yapacaklarımın bana sık sık söylendiği bir işte çalışmayı tercih ederim.	1	2	3	4	5
23	Bir problemi çözerken her bir olasılığı inceler, daha sonra en iyisine karar veririm.	1	2	3	4	5
24	Bir liderden çok, takipçiyimdir.	1	2	3	4	5
25	Doğrudan ifade etmeseler de, başkalarının duygularını çok iyi anlarım.	1	2	3	4	5
26	Fiziksel görüntümden memnunum.	1	2	3	4	5
27	İnsanlara ne düşündüğümü kolayca söyleyebilirim.	1	2	3	4	5
28	İlgilimi çeken şeyleri yapmaktan hoşlanırım.	1	2	3	4	5
29	Sabırsız bir insanım.	1	2	3	4	5
30	Diğer insanların duygularını incitmemeye özen gösteririm.	1	2	3	4	5
31	İşler gittikçe zorlaşsa da genellikle devam etmek için motivasyonum vardır.	1	2	3	4	5
32	Başkalarıyla iyi ilişkiler kurarım.	1	2	3	4	5
33	Güç bir durumla karşılaştığımda konuyla ilgili olabildiğince çok bilgi toplamayı isterim.	1	2	3	4	5
34	İnsanlara yardım etmekten hoşlanırım.	1	2	3	4	5
35	Son birkaç yılda çok az başarı elde ettim.	1	2	3	4	5
36	Öfkemi kontrol etmem zordur.	1	2	3	4	5
37	Hayattan zevk almıyorum.	1	2	3	4	5
38	Duygularımı tanımlamak benim için zordur.	1	2	3	4	5
39	Haklarımı savunamam.	1	2	3	4	5
40	Oldukça neşeli bir insanımdır.	1	2	3	4	5
41	Düşünmeden hareket edişim problemler yaratır.	1	2	3	4	5

42	İnsanlar benim sosyal olduğumu düşünürler.	1	2	3	4	5
43	Kurallara uyan bir vatandaş olmak çok önemlidir.	1	2	3	4	5
44	Kendimi olduğum gibi kabul etmek bana zor geliyor.	1	2	3	4	5
45	Aynı anda başka bir yerde bulunmak zorunda olsam da, ağlayan bir çocuğun anne ve babasını bulmasına yardım ederim.	1	2	3	4	5
46	Arkadaşlarım bana özel şeylerini anlatabilirler.	1	2	3	4	5
47	Kendi başıma karar veremem.	1	2	3	4	5
48	Başka insanlara saygı duyarım.	1	2	3	4	5
49	Başkalarına neler olduğunu önemserim.	1	2	3	4	5
50	Bazı şeyler hakkında fikrimi değiştirmem zordur.	1	2	3	4	5
51	Problemlerin çözümüne ilişkin farklı çözüm yolları düşünmeye çalışınca genellikle tıkanır kalırım.	1	2	3	4	5
52	Fanteziler ya da hayaller kurmadan her şeyi gerçekte olduğu gibi görmeye çalışırım.	1	2	3	4	5
53	Neler hissettiğimi bilirim.	1	2	3	4	5
54	Benimle birlikte olmak eğlencelidir.	1	2	3	4	5
55	Sahip olduğum kişilik tarzından memnunum.	1	2	3	4	5
56	Hayal ve fantezilerime kendimi kaptırırım.	1	2	3	4	5
57	Yakın ilişkilerim benim ve arkadaşlarım için çok önemlidir.	1	2	3	4	5
58	Yeni şeylere başlamak benim için zordur.	1	2	3	4	5
59	Eğer yasaları çiğnemem gerekirse, bunu yaparım.	1	2	3	4	5
60	Endişeliyimdir.	1	2	3	4	5
61	Yeni şartlara ayak uydurmak benim için kolaydır.	1	2	3	4	5
62	Kolayca arkadaş edinebilirim.	1	2	3	4	5
63	Can sıkıcı problemlerle nasıl baş edebileceğimi bilirim.	1	2	3	4	5
64	Başkaları ile çalışırken kendi fikirlerimden çok onlarınkine güvenirim.	1	2	3	4	5
65	Kendimi çok sık, kötü hissederim.	1	2	3	4	5
66	Konuşmaya başlayınca zor susarım.	1	2	3	4	5
67	Çevremdekilerle iyi geçinemem.	1	2	3	4	5
68	Zor şartlarda serinkanlılığımı nasıl koruyacağımı bilirim.	1	2	3	4	5
69	Kendimi takdir ederim.	1	2	3	4	5
70	İnsanlarla tartışırken, bana sesimi alçaltmamı söylerler.	1	2	3	4	5
71	Tarzımı değiştirmem zordur.	1	2	3	4	5
72	Hayatımdan memnunum.	1	2	3	4	5
73	Başkalarının bana ihtiyaç duymalarından çok, ben başkalarına ihtiyaç duyarım.	1	2	3	4	5
74	Hafta sonlarını ve tatilleri severim.	1	2	3	4	5
75	Çok sinirlenmeden stresle baş edebilirim.	1	2	3	4	5
76	Çok zor durumların üstesinden geleceğime inanıyorum.	1	2	3	4	5
77	Acı çeken insanların farkına varamam.	1	2	3	4	5
78	Genellikle en iyisini ümit ederim.	1	2	3	4	5
79	Başkalarına göre, bana güvenmek zordur.	1	2	3	4	5
80	Endişemi kontrol etmemin zor olduğunu biliyorum.	1	2	3	4	5
81	Başkalarının duygusal ihtiyaçlarını, kolaylıkla fark ederim.	1	2	3	4	5
82	Abartmayı severim.	1	2	3	4	5
83	Gülümsemek benim için zordur.	1	2	3	4	5
84	Uygun bir zamanda negatif duygularıyla yüzleşir, onları gözden geçiririm.	1	2	3	4	5
85	Yeni bir şeylere başlamadan önce genellikle başarısız olacağım hissine kapılırım.	1	2	3	4	5
86	İstediğim zaman "hayır" demek benim için zordur.	1	2	3	4	5
87	Bir problemle karşılaştığımda önce durur ve düşünürüm.	1	2	3	4	5
88	Yukarıdaki ifadelere samimi bir şekilde cevap verdim.	1	2	3	4	5

Aşağıda insanların duygularını kontrol etmekte kullandıkları bazı yöntemler verilmiştir. Lütfen her durumu dikkatlice okuyunuz ve her birinin sizin için ne kadar doğru olduğunu içtenlikle yanıtlayınız. Yanıtınızı uygun cevap kutucuğuna çarpı (X) koyarak işaretleyiniz.

1-----2-----3-----4-----5-----6
Hiç Çok az Bazen Kısmen Oldukça Tamamen
doğru değil doğru doğru doğru doğru doğru

1	Duygularımı içinde bulunduğum durum hakkındaki düşüncelerimi değiştirerek kontrol ederim.	1	2	3	4	5	6
2	Hissettiğim olumsuz duyguları azaltmak istediğimde, içinde bulunduğum durum hakkındaki düşüncelerimi değiştiririm.	1	2	3	4	5	6
3	Hissettiğim olumlu duyguları arttırmak istediğimde, içinde bulunduğum durum hakkındaki düşüncelerimi değiştiririm.	1	2	3	4	5	6
4	Hissettiğim olumlu duyguları (sevinç veya eğlence/çoşku gibi) arttırmak istediğimde, düşündüğüm şeyleri değiştiririm.	1	2	3	4	5	6
5	Hissettiğim olumsuz duyguları (üzüntü veya kızgınlık gibi) azaltmak istediğimde, düşündüğüm şeyleri değiştiririm.	1	2	3	4	5	6
6	Stres yaratan bir durumla karşılaştığımda, sakin kalmama yardımcı olacak şekilde düşünmeye çalışırım.	1	2	3	4	5	6
7	Duygularımı onları belli etmeyerek kontrol ederim.	1	2	3	4	5	6
8	Olumsuz duygular hissettiğimde, onları belli etmemek için elimden geleni yaparım.	1	2	3	4	5	6
9	Duygularımı kendime (içimde) saklarım.	1	2	3	4	5	6
10	Olumlu duygular hissettiğimde, onları belli etmemeye özen gösteririm.	1	2	3	4	5	6

BİLGİ FORMU

Şimdi sizden bazı kişisel bilgiler istenmektedir. Bu bilgiler sadece araştırma amaçlı olarak kullanılacaktır ve kimliğinizi açıklayıcı unsurlar içermemektedir. Lütfen her soruyu eksiksiz cevaplayınız.

Cinsiyetiniz: E..... K.....

Yaşınız :

Hangi sektörde çalışıyorsunuz? () Özel () Devlet

Toplam kaç yıldır çalışıyorsunuz?

Bu kurumda kaç yıldır çalışıyorsunuz?

Yöneticinizin cinsiyeti: E..... K.....

Eğitim Durumunuz: () Lise veya dengi okul mezunu () Ön lisans mezunu

() Üniversitesi mezunu () Yüksek lisans / Doktora dereceli

Katılımınız için tekrar teşekkür ederiz...



Burcu Tařkan

Hacı İsa Mahalle ırman Tepe Sokak No:23/1 Urla /İzmir Turkey 35430

Tel: +90 232 754 2910 Mobile: +90 506 806 6998

E-mail: 15300024003@stu.yasar.edu.tr, burcu_taskan@hotmail.com

EDUCATION

2015 - 2017 Yasar University, M.A.
Faculty of Humanities and Social Science
Department of Pyschology
Major: General Psychology
Advisor: Asst.Prof. Dr. Evrim Gleryz.

Master's Thesis:

- Title of thesis: The Moderating Role of Emotion Management in the Relationship between Mobbing and Burnout
- Anticipated Completion: December 2017

GPA: 3.49 out of 4.00.

2010 - 2015 Izmir University of Economics, B.A.
Major: Psychology

2006 - 2010 M.E.V College Gzelbahce

RESEARCH INTERESTS

Leadership in the workplace, emotional labor (emotion regulation at work), burnout, mobbing, job satisfaction, organizational commitment, employee wellbeing, diversity, cultural differences and cross-cultural adjustment.

MANUSCRIPTS IN PREPARATION

Güleryüz, E., Güngör, D., & **Taskan, B.** (in preparation). The effect of mediating role of trust in leader on the relationship between different leadership styles and job satisfaction and affective organizational commitment.

CONFERENCE PRESENTATIONS

Güleryüz, E. & **Taskan, B.** (2017). The effect of mediating role of trust in leader on the relationship between different leadership styles and job satisfaction and affective organizational commitment. Poster is presented at the *European Association for Work & Organizational Psychology (EAWOP)* conference, Dublin, Ireland.

PROJECT AND PRESENTATIONS

10/08/2015	Time management Presentation EDUCATION NETWORK
22/09/2014 - 2/01/2015	Job Analysis Çiftbağcılar Shopping Center
24/09/2012 - 4/01/2013	The Effect of Mustache Types on Men's Attractiveness Levels Izmir University of Economics

POSITIONS OF RESPONSIBILITY

2013 – 2015 Peer mentor
Izmir University of Economics

- To help first year students to get used to university life, giving advice and finding solutions to their problems.
- Improving presentation skills with giving a speeches and talks to large groups.
- Developing my teamwork skills by working regularly with other peer mentors in meetings and planning various events for students.

WORK EXPERIENCE AND INTERNSHIPS

01/05/2015 - 05/08/2015 4C GRUP Human Resources Department (Project Based)

- Calling suitable candidates for curriculum vitae
- Interviewing applicants for a job interview
- Personality inventory analysis and reporting
- Analyze and report on the business processes of various companies

16/06/2014 - 11/07/2014 İzmir Chamber of Commerce Human Resources (Intern)

- To help the daily flow layout.
- Finding new business partners and conducting company promotion
- File editing jobs.

01/07/2013 - 26/07/2013 Private Kristal Cocuklar Kindergarten (Intern Psychologist)

- Observe children in a certain age range and write a report.
- Help children develop their abilities with the activities.
- Identify challenges and problems that occur with children and help to resolve.

SKILLS

Technical Skills

Strong statistical/data entry, analysis and reporting utilizing;

- SPSS
- Mplus
- Excel
- SuperLab
- Lisrel
- Amos
- SEM

Language

- Proficient in English (the medium of instruction is English in both Bachelor Degree and Master Degree).

Driving

Full, clean driving licence.

PROFESSIONAL COURSES COMPLETED

Various doctoral training courses completed including:

- Multivariate Statistics.
- Qualitative & Quantitative data analysis.
- Introduction to Structural Equation Modeling using Mplus.
- Advanced Course on Using Mplus.
- Advanced Statistics and Research Methods.

24/09/2012 - 4/01/2013 HUMAN RESOURCES EXPERIENCE EDUCATION NETWORK

CERTIFICATE PROGRAMME(100 hours practical)

- Practical Payroll and Personal Affairs
- Applied Performance Management and Remuneration System
- Applied Labor Law

CERTIFICATES

04/07-08/07/2016	Introduction to Structural Equation Modelling Using Mplus Utrecht University, Summer School
11/07-15/07/2016	Advanced Course on Using Mplus Utrecht University, Summer School
24.06.2015	Leadership and Motivation (5 hours) EDUCATION NETWORK
21.05.2015	MICROSOFT EXCEL I-ACADEMY
10.05.2015	Body Language Education (5 hours) EDUCATION NETWORK
15.01.2015	Career Order Determination Izmir University of Economics
23.05.2013	Live Interview Izmir University of Economics

19.07.2010 Effective Presentation Techniques (5 hours)
EDUCATION NETWORK

PROFESSIONAL MEMBERSHIP

Turkish Association of Psychologists

INTERESTS AND ACTIVITIES

Societies

Member of the Psychology Society and enjoy participating in competitions and events.

Sport

For seven years, I was licensed professional handball player and regularly participate in handball matches to learn working dependently in a team and manage my time.