

Perfectionism and Interpersonal Functioning

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CHAPTER 9

Study 5: Self-Reported Interaction Behaviours, Perfectionistic Motivations and Interpersonal Distress in Unpleasant Interpersonal Interactions

9.1 Rationale

Pursuing the *fourth aim* of this thesis, the current investigation examined whether high trait perfectionists self-reported different patterns of interaction behaviour, perfectionistic motivation and interpersonal distress in relation to unpleasant interpersonal interactions. The results of the investigations reported in the previous chapters of this thesis suggest that individuals high in specific *negative evaluation concerns* dimensions of perfectionism such as *negative perfectionism*, *concern over mistakes*, *doubts about actions*, *socially prescribed perfectionism* and the PCI are implicated in estimates of more frequent unpleasant interpersonal interactions and greater levels of *interpersonal rejection sensitivity* relative to low perfectionists. In addition these dimensions are differentially involved in attributions of less friendly behaviour and greater emotional distress relating to vignette descriptions of characters in dyadic interactions.

Researchers have suggested that individuals high in dimensions of perfectionism corresponding to *negative evaluation concerns* may focus on the negative aspects of events to the extent that they experience normal daily events as stressors. It is further suggested that individuals high in dimensions of perfectionism relating to *negative evaluation concerns* have lower levels of self esteem and self efficacy in regard to coping that results in an overall avoidance orientation when confronted with problems (Dunkley et al., 2000). In addition they may perceive that any mistake may cause the loss of

respect or affection of others resulting in increased levels of distress (Frost et al., 1990). These individuals are also suggested to engage in an increased level of self-critical evaluation of their behaviour that renders them unable to gain satisfaction from their efforts in a range of domains (Alden et al., 1994; Hewitt & Flett, 1991b). It is also suggested this increased self-focused attention and appraisal may subsequently exacerbate other maladaptive cognitions (Flett, Hewitt, Blankstein et al., 1996).

Terry-Short et al. (1995) have proposed that individuals high in *negative perfectionism* are motivated in their behaviour by a desire to avoid the disapproval of others. Thus their behaviours and cognitions are directed towards avoidance or escape from potentially negative consequences such as criticism or failure. In an interpersonal context individuals high in *negative perfectionism* are therefore likely to engage in increased levels of avoidance behaviour in order to avoid the disapproval of others (Slade & Owens, 1998). Other dimensions of perfectionism such as *socially prescribed perfectionism*, *parental criticism* and *parental expectations* have been found to be associated with a salient motivational component in that individuals high in these dimensions showed increased commitment towards having perfect relationships (Flett, Sawatzky et al., 1995).

Socially prescribed perfectionism has been found to be associated with a diverse range of maladaptive social behaviours (Hill, McIntire & Bacharach, 1997; Hill, Zrull & Turlington, 1997; Hewitt & Flett, 1991b). Consistent with the findings of the current investigations reported in this thesis, *socially prescribed perfectionism* has also been associated with increased *unassertive interpersonal behaviour*. The review of the

literature in Chapter 3 reported that dimensions of perfectionism such as *socially prescribed perfectionism* are associated with a wide range of less adaptive behaviours and coping strategies in interpersonal situations, with a tendency towards avoidance and an increased tendency to perceive themselves as having less control over events, and experience high levels of emotional distress (Dunkley et al., 2000; Flett, Hewitt, Blankstein & O'Brien, 1991; Flett, Hewitt & DeRosa, 1996; Haring et al., 2003; Hill, Zrull & Turlington, 1997).

The review of the perfectionism literature also suggested that the majority of research conducted regarding perfectionism and interpersonal behaviour has focused on the MPS-H. Thus there is little literature available that examines the ways in which other types of perfectionism impact on interpersonal behaviour and perceptions of distress. For example the MPS-F dimension of *concern over mistakes* has been consistently associated with measures of depression and anxiety (Antony et al., 1998; Alden, Bieling et al., 1994; Enns & Cox, 1999; Frost & Skeketee, 1997; Purdon et al., 1999) including social anxiety (Saboonchi & Lundh, 1997). Yet there is little information as to how this dimension of perfectionism may influence interpersonal behaviour or levels of interpersonal distress. The results of the current investigation show that *concern over mistakes* is the dimension of perfectionism that is most strongly associated with perceptions of increased negative interpersonal interactions. Individuals high in this dimension as well as others such as *negative perfectionism* also have increased levels of interpersonal rejection sensitivity relative to low perfectionists.

Similarly, although *doubts about actions* has been associated with specific disorders and psychopathology, there is little information available as to how this dimension of perfectionism may impact on interpersonal functioning. The dimension of *doubts about actions* is suggested to reflect a perfectionists' global doubts about the quality of their own actions or beliefs (Frost et al., 1990). Thus it is plausible that pervasive beliefs about the quality one's actions may result in differences in interpersonal functioning relative to low perfectionists. Individuals who perceive greater levels of *parental criticism* and *parental expectations* may also engage in increased levels of avoidance behaviour and experience greater levels of distress in interpersonal contexts although the results of the current investigations did not show associations between these dimensions and estimates of more frequent unpleasant interactions with others.

Individuals high in *standards and achievement* dimensions of perfectionism such as *personal standards* and *self-oriented perfectionism* have been characterised as engaging in stringent self-evaluation that results in increased distress. However, it is proposed that these individuals have a problem-solving orientation and will work until a solution is reached. This tendency to engage in more active strategies (and less avoidance) is thus thought to reduce the frequency and duration of negative experiences (Dunkley et al. 2000)

Slade and Owens (1998) have proposed that individuals high in *positive perfectionism* will engage in approach or pursuit behaviours in order to pursue success, perfection and excellence and are motivated by the desire to gain approval from others. These individuals gain pleasure from success but are not overly affected by failure. In an

interpersonal context it is suggested that these individuals will engage in increased levels of approach behaviours in order to gain the approval of others (Slade & Owens, 1998).

It is therefore implicit in these characterisations of individuals high in specific *standards and achievement* dimensions as having positive and adaptive characteristics that result in better outcomes (or at least less distress) in a range of contexts including the interpersonal domain. However, there is mixed evidence to support the idea that there are benefits for the individual from high levels of *standards and achievement* dimensions of perfectionism.

Research regarding the perfectionism dimension of *self-oriented perfectionism* suggests that although individuals high in this dimension may engage in an increased level of conflict and other maladaptive behaviours, they do not always experience increased levels of interpersonal distress. In fact their high perfectionism may increase perceptions of social self-efficacy and lead to increases in adaptive interpersonal behaviours such as assertiveness (Flett, Hewitt & DeRosa, 1996; Habke et al., 1997 as cited in Habke & Flynn, 2002; Hill, Zrull & Turlington, 1997). However, other research has identified that high expectations for one-self within a relationship can increase levels of psychological distress (Wiebe & McCabe, 2002).

Individuals with high scores for the dimension of *other-oriented perfectionism* have been found to engage in more distant and conflictual interpersonal behaviours with little evidence of increased distress in some investigations (Flett, Hewitt & DeRosa, 1996; Hill, McIntyre & Bacharach, 1997; Hill, Zrull & Turlington, 1997). However, Wiebe and

McCabe (2002) found that within a relationship, *other-oriented perfectionism* was not only associated with increased depression but that it mediated the relationship between symptoms of depression and hostile interpersonal behaviours.

Results of the current investigations conducted in this thesis have also provide mixed results in regard to the benefits of high levels of *standards and achievement* dimensions. The findings of Study 1 showed that no *standards and achievement* dimension was inversely associated with measures of psychological distress. In fact many of these dimensions showed a positive and significant relationship with distress. Furthermore no *standards and achievement* dimension of perfectionism showed a positive association with *subjective well-being*.

The results of Study 2 revealed that all of the *standards and achievement* dimensions investigated showed a positive relationship with the experience of more frequent negative interpersonal experiences although these associations did not reach significance. Individuals high in *other-oriented perfectionism* also showed increased levels of low self-esteem. However, individuals high in *standards and achievement* dimensions of perfectionism appear to be less likely to behave unassertively or to perceive the ambiguous or friendly behaviour of others as more negative relative to low perfectionists and their high *negative evaluation concerns* counterparts (See Study 4 reported in Chapter 8).

The review of the literature in relation to perfectionism and interpersonal behaviour in Chapter 3 illustrates areas of investigation that remain unclear. For example the majority

of research in regard to perfectionism and interpersonal behaviour has focused on the MPS-H measure with little literature available to examine the ways in which other dimensions of perfectionism impact on interpersonal behaviour and perceptions of distress.

In addition, although investigators have drawn links between dimensions of perfectionism and levels of distress in relation to interpersonal interactions, these investigations have not directly examined the behaviours and emotional responses of individuals within the context of a range of “real life” daily interpersonal experiences. Nor is there research examining the extent to which perfectionists perceive they are influenced or motivated by different perfectionistic reasons in relation to specific interactions. On these bases Study 5 investigates self-reported interaction behaviour, perfectionistic motivations and levels of interpersonal distress in relation to the experience of unpleasant interpersonal interactions. The findings of the studies already described within this thesis suggest that a range of *negative evaluation concerns* dimensions of perfectionism may be implicated in maladaptive behaviours and perceptions related to interpersonal functioning.

On the bases of the findings presented in previous chapters in this thesis it is expected that individuals high in *negative evaluation concerns* dimensions of perfectionism will engage in increased levels of avoidance behaviour. It is also expected that individuals high in *negative evaluation concerns* dimensions will report increased levels of interpersonal distress in that they will rate their mood as more negative and rate themselves as less in control and less satisfied in relation to interpersonal interactions

than their low perfectionism counterparts. It is also expected that individuals high in *negative evaluation concerns* dimensions of perfectionism will be more strongly influenced or motivated in their behaviour by perfectionistic concerns relating to doubts about the quality of ones actions (*doubts about actions*), fears about the consequences of making mistakes (*concern over mistakes*), beliefs of increased parental criticism and expectations (*parental criticism/expectations*), perceptions of unrealistic expectations imposed by others (*socially prescribed perfectionism*) and the desire to avoid the potential disapproval of others (*negative perfectionism*) relative to low perfectionists.

It is expected that individuals with high scores on *standards and achievement* dimensions will engage in more adaptive and constructive behaviours (such as talking problems over) and will experience less interpersonal distress. It is also expected that these individuals will be more influenced in their interpersonal behaviour by perfectionistic concerns relating to the need to maintain personal standards (*personal standards/self-oriented perfectionism*) and organisation (*organisation*) and the desire to gain the approval of others and be rewarded for achievement (*positive perfectionism*) relative to low perfectionists. It is further expected that those high in *other-oriented perfectionism* will engage in increased levels of contending behaviour but will not show high levels of interpersonal distress. It is also expected that high *other-oriented perfectionists* will be more influenced in their interpersonal behaviour by perfectionistic concerns relating to their expectations of others relative to low perfectionists.

9.2 Method

Participants.

The 165 male and female participants are those drawn from Study 1 as described in Chapter 6 and used in Studies 2 to 4.

Procedure.

Participants were requested to complete five diary entries relating to interactions they perceived as unpleasant in some way. The word 'conflict' was deliberately omitted from the description of interactions participants were asked to report, in order to capture daily interactions across a range of individuals and situations rather than possibly more extreme and unusual situations that might limit the type of interactions reported.

Participants were instructed to think about what they actually did and felt during the interaction and not what they thought they should have done or should have felt. They were asked to complete the diary information as soon as possible after the interaction had occurred. Either on the completion of five diary entries or after two weeks had elapsed, participants were requested to seal their diary entries in the envelope provided and return them to the researcher regardless of number of interactions reported. Participants who had not returned their diary material within the suggested two-week period were followed up with a phone-call and encouraged to return completed material even if five interactions had not been recorded. Copies of the Interaction Diary Instruction Sheet and Interaction Diary response sheets are attached in Appendix A7.

Materials.

Participants were provided with prepared diary pages and an example sheet to assist accurate completion of diary material. They were asked to report the time and date of the interaction, time and date of the diary entry, a brief description of the interaction including who was involved in the interaction, where and when the interaction occurred, and briefly what the interaction was about. Three aspects of these unpleasant interactions were then examined; *interaction behaviours*, *perfectionistic motivations* for behaviour and *interpersonal distress*.

To examine interaction behaviours, participants were requested to indicate the extent to which they engaged in the use of each of twelve specific behaviours during the interaction by circling the appropriate answer from the choices provided for each interaction behaviour. Response choices were “*Not At All*” (score of 1), “*A Little Bit*” (score of 2), “*Some*” (score of 3), “*Quite A Bit*” (score of 4) and “*Very Much*” (score of 5). The behaviours described are adapted from Sternberg and Dobson’s (1987) investigation of resolution styles in interpersonal conflict. The behaviours provide a sufficiently brief response set for use in reporting of multiple interactions and are based on those already researched with a university student sample.

A number of behaviours from the original Sternberg and Dobson (1987) set of sixteen items were amalgamated. Three separate items relating to financial pressure, physical coercion or manipulation of others were amalgamated to a single question regarding force, coercion or pressure of others. Two further items relating to prior history and past conflict and a question relating to confrontational discussion were also omitted in order to

reduce the number of behaviour choices that could be characterised as negative in nature and provide a balance of negative and positive behaviour choices. Interactions reported in which the participant did not actually speak to or interact directly with the described interaction partner were excluded from analysis (e.g., someone I did not know sat near me and stared at me during a lecture so I tried to ignore him).

The twelve interaction behaviour items were:

1. I attempted to get my way by using some sort of force, coercion, pressure or manipulation directed at the other person (*force/coercion*).
2. I decided to wait things out and do nothing for the time being (*wait*).
3. I accepted the situation as it was and attempted to make the best of it (*accept*).
4. I attempted to diffuse the situation by reducing or negating my demands on the other person (*diffuse*).
5. I attempted to have a third party outside the situation mediate and help arrive at a solution (*mediate*).
6. I attempted to get my way by undermining the esteem in which the other person was held by people outside the situation (*undermine*).
7. I tried to resolve the situation through bargain and compromise (*bargain/compromise*).
8. I tried to avoid unpleasantness altogether, especially any conversation or open confrontation with this person (*avoid*).
9. I tried to make the situation better by apologising to the other person or giving in to their demands (*apologise*).
10. I participated in abusive argumentative behaviour, where I directed harsh angry words at the other person (*arguing*).

11. I decided to talk to the other person about the problem, and both of us were able to exchange our views and mutually give consideration to the problem (*talk*).
12. I established a permanent separation from this person by avoiding them or not speaking to them (*separation*).

From this set of interaction behaviours, behaviours can be characterised as *approach* strategies (*mediate, bargain/compromise, and talk*); *accommodating*, behaviours intended to reduce the intensity or demands of the situation (*apologise, diffuse, accept*); *avoid*, to describe passive behaviours intended to avoid or wait out any unpleasantness (*avoid, wait, separate*) and finally *contending* behaviours that can be characterised as actively negative behaviours (*force/coercion, argue, and undermine*). Higher scores for each interaction behaviour item indicate increased use of the behaviour.

In order to investigate *perfectionistic motivations* for behaviour, participants were asked to identify the extent to which they were influenced in their interaction behaviours by different perfectionistic concerns that relate to specific dimensions of perfectionism. This was achieved by developing a set of nine perfectionistic reasons for behaviour based on dimensions of perfectionism from the MPS-H, MPS-F and PANPS instruments. The dimensions of *personal standards* and *self-oriented perfectionism* were treated as one perfectionistic reason relating to high personal standards. The dimensions of *parental expectations* and *parental criticism* were also amalgamated and treated as one reason relating to beliefs about parental expectations and understanding. Again participants were requested to think about what they actually did rather than what they thought they

should have done. Response choices were “*Not At All*” (score of 1), “*A Little Bit*” (score of 2), “*Some*” (score of 3), “*Quite A Bit*” (score of 4) and “*Very Much*” (score of 5).

The nine items for perfectionistic concerns were:

I responded this way because:

- 1...the other person/s didn't do something as well as I think they should have (*other-oriented perfectionism*)
- 2...I felt that I had failed by making a mistake and that the other person/s would not respect me because of this (*concern over mistakes*)
- 3...I prefer to confront challenging things and do them well and be recognised for my achievement (*positive perfectionism*)
- 4...it was very important for me to live up to the standards I had set for myself (*personal standards/self-oriented perfectionism*)
- 5...the other person/s expected too much from me (*socially prescribed perfectionism*)
- 6...I wasn't sure if I had done the right thing (*doubts about actions*)
- 7...I usually try to avoid situations where others might disapprove of me or something I have done in case it is not as good as it should be (*negative perfectionism*)
- 8...my parents would have expected better of me and would not understand (*parental expectations and criticism*)
- 9...it was important to keep things well organised (*organisation*).

Higher scores on each of these items indicate an increased level of perfectionistic motivation.

Finally, participants were asked to answer six questions relating to aspects of *interpersonal distress*. Two questions related to satisfaction with the interaction, 1) How satisfied were you with the way you handled the interaction? and, 2) How satisfied were you with the outcome of the interaction? Participants were asked to circle the appropriate point on a five point scale (a score of 1 reflecting a “*Not at All*” satisfied response and a score of 5 reflecting a “*Very Much*” satisfied response). The final four questions related to perceptions of positive and negative mood before and after the interaction and perceptions of control before and after the interaction. These questions were rated on an 11-point likert scale with a “*neutral*” mid-point and five points on either side reflecting perceptions of either negative or positive mood or perceptions of being out of control or in control of the interaction. The questions are set out below.

3. Please register the extent to which your mood was negative or positive just before the interaction began.
4. Please register the extent to which your mood was negative or positive after the interaction.
5. Please register the extent to which you felt in control of the situation when it began.
6. Please register the extent to which you felt in control of the situation when it was finished.

Scores were entered for analysis from 1 to 11. A score of 1-5 indicated the degree of perceptions of “*negative mood*” or being “*out of control*”. A score of 1 indicated *very negative mood* or *very out of control* and a score of 5 indicated the *least negative mood* or *least out of control*. A score of 6 indicated a “*neutral*” response. Scores of 7-11 indicated perceptions of “*positive mood*” or being “*in control*”. A score of 7 indicated perceptions

of *least positive mood* and being *least in control* and a score of 11 indicated perceptions of *most positive mood* or of being *most in control*. Lower scores on these items indicate increased levels of interpersonal distress in terms of decreased perceptions of control and lower mood.

9.3 Results

Only interactions categorised as occurring with specific interaction partners *parent*, *sibling*, *friend*, and *partner* (identified as boyfriend or girlfriend) were included in analysis. Other interaction partners were excluded from analysis (e.g., bus drivers, university lecturers, sales persons, sports coaches) as they were relatively few and represented a diverse range of people that did not fit neatly into additional categories. Analyses were conducted from overall mean scores for the aggregated score of the four main interaction partner categories. Each interaction behaviour item was treated as a separate variable rather than in clusters of related behaviours so as not to obscure the specific behaviours participants engaged in during interactions.

Means and Standard Deviations

Interaction behaviours.

Means and standard deviations were calculated for ratings of use for each interaction behaviour as shown in Table 19.

Table 19

Means and Standard Deviations for Ratings of Use of Interaction Behaviours

Interaction	Mean Rating
behaviour	<i>M</i> (SD)
Force/coercion	2.35 (0.80)
Wait	2.45 (0.92)
Accept	2.50 (0.84)
Diffuse	2.26 (0.74)
Mediate	1.84 (0.72)
Undermine	1.80 (0.75)
Bargain/compromise	2.42 (0.94)
Avoid	2.62 (0.87)
Apologise	2.06 (0.75)
Arguing	1.97 (0.81)
Talk	2.40 (0.90)
Separation	1.94 (0.85)

Note. Based on the responses of 165 participants, Males N=32, Females N=133

It is possible that respondents were attempting to show a positive bias in their ratings of use of interaction behaviours by minimising ratings of behaviours that might be deemed less socially acceptable than others. This being the case it would be expected that behaviours such as *force/coercion* or *undermine* would be given lower ratings of use than more positive behaviours such as *talking* and *apologise*. However, the mean ratings

reported above show that this did not occur, indicating that participants did not attempt to positively bias their self-reported behaviours. *Mediate* was given the lowest overall rating of use and *avoid* the highest. No behaviour reached a mean rating of use above the “*some*” midpoint for overall mean scores.

Perfectionistic motivations

Means and standard deviations were calculated for ratings of the extent to which the individual was influenced or motivated by each perfectionistic reason as shown in Table 20. In all tables relating to perfectionistic reasons for behaviour the perfectionistic reasons are labeled according to the dimension of perfectionism they are derived from.

Table 20

Means and Standard Deviations for Ratings of Perfectionistic Motivations

Perfectionistic motivations	Mean Rating M (SD)
NEC	
NegP	2.51 (1.02)
CM	1.76 (0.78)
DA	2.29 (0.84)
PE/PC	1.96 (0.91)
SPP	2.56 (1.00)
SA	
PosP	2.50 (1.05)
PS/SOP	2.94 (1.05)
OR	2.80 (0.97)
OOP	2.80 (0.96)

Note. Based on the responses of 165 participants (Males N=32, Females N=133)

Domains/dimensions: NEC = negative evaluation concerns; SA = standards and achievement; NegP = negative perfectionism, CM = concern over mistakes; DA = doubts about actions; PE/PC = parental expectations/parental criticism; SPP = socially prescribed perfectionism; PosP = positive perfectionism; PS/SOP = personal standards/self-oriented perfectionism; OR = organisation; OOP = other-oriented perfectionism

Personal standards/self-oriented perfectionism was rated as the perfectionistic reason that most highly influenced behaviour followed equally by *organisation* and *other-*

oriented perfectionism. Concern over mistakes was rated as the least influential. Most perfectionistic reasons were rated as influencing behaviour in the “*a little bit – some*” range and none reached an overall mean score above the “*some*” midpoint.

Interpersonal distress

Means and standard deviations were calculated for ratings of interpersonal distress as shown in Table 21.

Table 21

Means and Standard Deviations for Ratings of Interpersonal Distress

Interpersonal	Mean Rating
Distress	M (SD)
Satisfaction-H	2.94 (0.77)
Satisfaction-O	2.76 (0.80)
Mood before	6.59 (1.94)
Mood after	4.24 (1.76)
Control at beginning	6.18 (1.67)
Control at end	6.17 (1.81)

Note. Based on the responses of 165 participants; Males N=32, Females N=133
 Satisfaction-H = satisfaction with handling; Satisfaction-O = satisfaction with outcome

Mean ratings for *satisfaction with handling* and *satisfaction with outcome* were in the “*a little bit-neutral*” range. Mean ratings of *mood before* the interaction all fell towards the *neutral* end of the *positive mood* range. Ratings of *mood after* the interaction fell towards the *neutral* end of the *negative mood* range for all groups. Mean ratings of *control before* and *control after* interactions fell close to the *neutral* midpoint, just within the “*in control*” range.

Univariate Analysis for High and Low Perfectionism Group Comparisons

Univariate analysis was undertaken to examine differences between mean scores for high and low groups in each dimension of perfectionism for differences in ratings of interaction behaviours, perfectionistic motivations and interpersonal distress. Results for *negative evaluation concerns* dimensions are discussed first followed by *standards and achievement* dimensions. Means and standard deviations for all comparisons are shown in Tables B26 – B34 in Appendix B5.

Negative evaluation concerns dimensions

PANPS: Negative perfectionism.

Results showed that individuals high in *negative perfectionism* reported a trend towards increased *avoidance* behaviour and that they were significantly influenced or motivated in their behaviour by perfectionistic reasons relating to a desire to avoid the potential disapproval of others (*negative perfectionism*) and beliefs that others hold unrealistic expectations for them (*socially prescribed perfectionism*) to a greater extent than low perfectionists. Results also showed that those high in *negative perfectionism* experienced increased interpersonal distress including perceptions of lower levels of satisfaction and

control and a more negative mood after interactions relative to low perfectionists. These results are shown in Table 22.

Table 22

Descriptive and Inferential Statistics for Unadjusted Means and Effect Sizes Before Covariate Adjustment (η^2_1) and Where Applicable After Adjustment for Anxiety and Depression (η^2_2) for Trends and Statistically Significant Comparisons Between High and Low Negative Perfectionism Group Ratings of Unpleasant Interactions

Interaction	NegP	M	F	NEC	NegP	M	F
Behaviour	Group	(SD)	(df _e) η^2_1 η^2_2	perfectionistic motivations	Group	(SD)	(df _e) η^2_1 η^2_2
Avoid	Low	2.44 (0.78)	6.52* (156)	NegP	Low	2.13 (0.97)	23.51** (155)
	High	2.79 (0.94)	.04		High	2.87 (0.94)	.13 .08
				SPP	Low	2.38 (0.95)	6.72** (155)
					High	2.79 (1.04)	.04
Interpersonal distress				Interpersonal distress			
Satisfaction handling	Low	3.08 (0.71)	5.31* (155)	Control beginning	Low	6.56 (1.52)	9.73** (155)
	High	2.80 (0.82)	.03		High	5.78 (1.71)	.06
Satisfaction outcome	Low	2.92 (0.77)	7.78** (155)	Control end	Low	6.49 (1.67)	5.83* (155)
	High	2.57 (0.80)	.05		High	5.80 (1.90)	.04
Mood after	Low	4.56 (1.62)	6.20* (155)				
	High	3.87 (1.84)	.04				

Note. All comparisons shown were statistically significant before covariance adjustment and also after adjustment in cases where anxiety and depression made a significant contribution when entered as covariates

No η^2_2 is shown when anxiety and depression were both non-significant as covariates

In all F tests, $df_1 = 1$ as there are two perfectionism groups

Perfectionism domain/dimensions: NEC = negative evaluation concerns; NegP = negative perfectionism; SPP = socially prescribed perfectionism

Group n : low $n = 80$, high $n = 78$

* $p < .05$. ** $p < .01$

MPS-F: Concern over mistakes.

There were no significant differences between high and low *concern over mistakes* groups for any interaction behaviour. However, the high *concern over mistakes* group showed increased perfectionistic motivations relating to both *negative evaluation concerns* and *standards and achievement* dimensions including the desire to a desire to avoid potential disapproval of others (*negative perfectionism*), doubts about the quality of their actions (*doubts about actions*), beliefs of increased parental expectations and lack of understanding (*parental expectations/criticism*) as well as the desire to maintain personal standards (*self-oriented perfectionism/personal standards*) and organisation (*organisation*). Individuals high in *concern over mistakes* also showed a trend towards perceiving themselves to have less control at the beginning of negative interactions relative to low perfectionists. These results are shown below in Table 23.

Table 23

Descriptive and Inferential Statistics for Unadjusted Means and Effect Sizes Before Covariate Adjustment (η^2_1) and Where Applicable After Adjustment for Anxiety and Depression (η^2_2) for Trends and Statistically Significant Comparisons Between High and Low Concern Over Mistakes Group Ratings of Unpleasant Interactions

NEC perfectionistic motivations	CM Group	M (SD)	F (df) η^2_1 η^2_2	SA perfectionistic motivations	CM Group	M (SD)	F (df) η^2_1 η^2_2
NegP	Low	2.16 (1.04)	22.00** (158)	PS/SOP	Low	2.73 (1.10)	6.32* (158)
	High	2.87 (0.87)	.12 .05		High	3.15 (0.97)	.04
DA	Low	2.07 (0.78)	12.54** (158)	OR	Low	2.64 (1.05)	4.64* (158)
	High	2.52 (0.85)	.07 .03		High	2.96 (0.87)	.03
PE/PC	Low	1.82 (0.82)	4.13* (158)				
	High	2.11 (0.97)	.02				
Interpersonal distress							
Control beginning	Low	6.44 (1.16)	4.16* (158)				
	High	5.91 (1.69)	.03				

Note. All comparisons shown were statistically significant before covariance adjustment and also after adjustment in cases where anxiety and depression made a significant contribution when entered as covariates

No η^2_2 is shown when anxiety and depression were both non-significant as covariates

In all F tests, $df_1 = 1$ as there are two perfectionism groups

Group n : low $n = 86$, high $n = 74$

Perfectionism domain/dimension: NEC = negative evaluation concerns; SA = standards and achievement;

OR = organisation; PS/SOP = personal standards/self-oriented perfectionism; NegP = negative

perfectionism; DA = doubts about actions; PE/PC = parental expectations/criticism

* $p < .05$. ** $p < .01$

MPS-F: Doubts about actions.

Individuals high in *doubts about actions* did not show any significant differences in ratings of use of interaction behaviours relative to low perfectionists. However, they did rate themselves as more influenced or motivated in their interaction behaviours by perfectionistic reasons relating to *negative evaluation concerns* dimensions including the desire to avoid the potential disapproval of others (*negative perfectionism*) and beliefs that others expected too much of them (*socially prescribed perfectionism*). Individuals high in *doubts about actions* also perceived increased levels of interpersonal distress including perceptions of lower satisfaction with their handling and the outcome of interactions and a more negative mood after interactions relative to low perfectionists. These results are shown in Table 24.

Table 24

Descriptive and Inferential Statistics for Unadjusted Means and Effect Sizes Before Covariate Adjustment (η^2_1) and Where Applicable After Adjustment for Anxiety and Depression (η^2_2) for Trends and Statistically Significant Comparisons Between High and Low Doubts About Actions Group Ratings of Unpleasant Interactions

NEC perfectionistic motivations	DA Group	M (SD)	F (df) η^2_1 η^2_2	Interpersonal distress	DA Group	M (SD)	F (df) η^2_1 η^2_2
NegP	Low	2.20 (0.98)	19.27** (158)	Satisfaction with handling	Low	3.07 (0.67)	5.57* (158)
	High	2.87 (0.95)	.11		High	2.78 (0.86)	.03
SPP	Low	2.43 (0.88)	4.96* (158)	Satisfaction with outcome	Low	2.92 (0.74)	8.08** (158)
	High	2.78 (1.11)	.03		High	2.56 (0.83)	.05
				Mood after interactions	Low	4.58 (1.56)	7.51** (158)
					High	3.83 (1.90)	.04

Note. All comparisons shown were statistically significant before covariance adjustment and also after adjustment in cases where anxiety and depression made a significant contribution when entered as covariates

No η^2_2 values are shown as anxiety and depression were both non-significant as covariates in all analyses
In all F tests, $df_1 = 1$ as there are two perfectionism groups

Group n : low $n = 87$, high $n = 73$

Perfectionism dimension: NegP = negative perfectionism SPP = socially prescribed perfectionism

* $p < .05$. ** $p < .01$

MPS-F: Parental expectations.

Individuals high in *parental expectations* showed no significant differences in ratings of interaction behaviours or interpersonal distress relative to low perfectionists. Results revealed that the high *parental expectations* group were more influenced in their interpersonal behaviour by the perfectionistic reason relating to beliefs of increased parental expectations and lack of understanding (*parental expectations/criticism*) for the $F(1,158) = 4.48, p < .05$ ($\eta^2 = .03$; $M_{\text{low}} = 1.81, SD_{\text{low}} = 0.83$; $M_{\text{high}} = 2.11, SD_{\text{high}} = 0.96$) relative to low perfectionists. The absence of any results relating to differences in interpersonal behaviour or interpersonal distress for individuals high and low in this dimensions suggests that having beliefs of increased *parental expectations* is not involved deficits in interpersonal functioning through the use of maladaptive behaviours or increased interpersonal distress.

MPS-F: Parental criticism.

The high *parental criticism* group showed a trend towards a significantly lower rating of use for the interaction behaviour of force/coercion $F(1,102) = 5.02, p < .05$ ($\eta^2 = .05$; $M_{\text{low}} = 2.68, SD_{\text{low}} = 1.16$; $M_{\text{high}} = 2.21, SD_{\text{high}} = 0.96$) relative to low perfectionists. Individuals high in *parental criticism* also reported significantly increased perfectionistic motivations relating to beliefs about increased parental expectations and lack of understanding relative to low perfectionists $F(1,158) = 10.02, p < .01$ ($\eta^2 = .06$; $M_{\text{low}} = 1.75, SD_{\text{low}} = 0.83$; $M_{\text{high}} = 2.19, SD_{\text{high}} = 0.95$). There were no differences between high and low parental criticism groups for ratings of interpersonal distress

MPS-H: Socially prescribed perfectionism.

The results for differences between high and low *socially prescribed perfectionism* groups are largely consistent with predictions that individuals high in *negative evaluation concerns* dimensions of perfectionism would self-report the increased use of *avoidance* behaviour. Individuals high in this dimension also rated themselves as influenced or motivated in their behaviour by a range of perfectionistic reasons relating to both *standards and achievement* and *negative evaluation concerns* dimensions including the desire to avoid the potential disapproval of others (*negative perfectionism*) and beliefs that others including parents expected too much of them relative to low perfectionists (*socially prescribed perfectionism, parental expectations/criticism*) and the desire to maintain personal standards (*self-oriented perfectionism/personal standards*) and organisation (*organisation*). However, contrary to expectations individuals high in *socially prescribed perfectionism* did not report any increase in interpersonal distress relative to low perfectionists. These results are shown in Table 25

Table 25

Descriptive and Inferential Statistics for Unadjusted Means and Effect Sizes Before Covariate Adjustment (η^2_1) and Where Applicable After Adjustment (η^2_2) for Trends and Statistically Significant Comparisons Between High and Low Socially Prescribed Perfectionism Group Ratings of Unpleasant Interactions

Interaction behaviour	SPP Group	M (SD)	F (df _e) η^2_1 η^2_2	NEC perfectionistic motivations	SPP Group	M (SD)	F (df _e) η^2_1 η^2_2
Avoid	Low	2.46 (0.80)	4.51* (155)	NegP	Low	2.14 (1.01)	20.89** (154)
	High	2.74 (0.89)	.03		High	2.84 (0.91)	.12
SA perfectionistic motivations				PE/PC	Low	1.80 (0.82)	4.97* (154)
					High	2.12 (0.99)	.03
PS/SOP	Low	2.71 (1.07)	6.56* (154)	SPP	Low	2.41 (0.96)	5.24* (154)
	High	3.13 (0.98)	.04		High	2.77 (0.99)	.03
OR	Low	2.58 (1.04)	6.57* (154)				
	High	2.97 (0.84)	.04				

Note. All comparisons shown were statistically significant before covariance adjustment and also after adjustment in cases where anxiety and depression made a significant contribution when entered as covariates

No η^2_2 values are shown as anxiety and depression were both non-significant as covariates in all analyses
In all F tests, df₁ = 1 as there are two perfectionism groups

Group n : low $n = 78$, high $n = 78$

Perfectionism dimensions/domains: NEC = negative evaluation concerns; SA = standards and achievements; OR = organisation; NegP = negative perfectionism; PE/PC = parental expectations/criticism; SPP = socially prescribed perfectionism

* $p < .05$. ** $p < .01$

Perfectionism Cognitions Inventory (PCI).

The results showed no significant differences in interaction behaviours between high and low PCI groups. However, individuals with high PCI scores showed increased perfectionistic motivations relating to reasons including the desire to avoid the potential disapproval of others (*negative perfectionism*), concerns about the consequences of making mistakes (*concern over mistakes*) and beliefs that others expected too much of them including parents (*socially prescribed perfectionism*, *parental criticism/expectations*) as well as the desire to maintain high personal standards (*personal standards/self-oriented perfectionism*) relative to low perfectionists. The high PCI group also showed some significantly increased interpersonal distress relating to reduced perceptions of satisfaction and control. These results are shown in Table 26.

Table 26

Descriptive and Inferential Statistics for Unadjusted Means and Effect Sizes Before Covariate Adjustment (η^2_1) and Where Applicable After Adjustment for Anxiety and Depression (η^2_2) for Trends and Statistically Significant Comparisons Between High and Low PCI Group Ratings of Unpleasant Interactions

NEC Perfectionistic motivations	PCI Group	M (SD)	F (df _e) η^2_1 η^2_2	NEC Perfectionistic motivations	PCI Group	M (SD)	F (df _e) η^2_1 η^2_2
NegP	Low	2.20 (1.03)	14.69** (158)	SPP	Low	2.39 (0.91)	5.91* (158)
	High	2.80 (0.94)	.08		High	2.77 (1.06)	.04
CM	Low	1.51 (0.60)	18.33** (158)	SA Perfectionistic motivations			
	High	2.01 (0.85)	.10 .03				
PE/PC	Low	1.81 (0.81)	4.54* (158)	PS/SOP	Low	2.65 (1.04)	11.90** (158)
	High	2.11 (0.98)	.03		High	3.21 (1.00)	.07
Interpersonal distress				Interpersonal distress			
Satisfaction handling	Low	3.07 (0.72)	4.74** (158)	Control before	Low	6.58 (1.46)	9.20** (158)
	High	2.81 (0.89)	.03		High	5.80 (1.77)	.05

Note. All comparisons shown were statistically significant before covariance adjustment and also after adjustment in cases where anxiety and depression made a significant contribution when entered as covariates

No η^2 is shown when anxiety and depression were both non-significant as covariates

In all F tests, $df_1 = 1$ as there are two perfectionism groups

Group n : low $n = 77$, high $n = 83$

Perfectionism dimensions/domains: NEC = negative evaluation concerns; SA = standards and achievement; PS/SOP = personal standards/self-oriented perfectionism; NegP = negative perfectionism; CM = concern over mistakes; DA = doubts about actions; PE/PC = parental expectations/criticism; SPP = socially prescribed perfectionism

* $p < .05$. ** $p < .01$

Standards and achievement dimensions

PANPS: Positive perfectionism.

Individuals high in *positive perfectionism* showed a trend towards a significantly reduced use of waiting and an increased use of arguing relative to low perfectionists. High *positive perfectionists* showed significantly increased perfectionistic motivations relating to reasons including the desire to maintain personal standards (*personal standards/self-oriented perfectionism*) and the desire to meet challenges and be rewarded for achievement (*positive perfectionism*) relative to low perfectionists. There were no differences between these groups for ratings of interpersonal distress. These results are shown in Table 27.

Table 27

Descriptive and Inferential Statistics for Unadjusted Means and Effect Sizes Before Covariate Adjustment (η^2_1) and Where Applicable After Adjustment for Anxiety and Depression (η^2_2) for Trends and Statistically Significant Comparisons Between High and Low Positive Perfectionism Group Ratings of Unpleasant Interactions

Interaction	PosP	M	F	SA	PosP	M	F
Behaviour	Group	(SD)	(df _e) η_1^2 η_2^2	perfectionistic motivations	Group	(SD)	(df _e) η_1^2 η_2^2
Wait	Low	2.59 (0.99)	4.39* (156)	PosP	Low	2.26 (1.08)	8.87** (155)
	High	2.29 (0.81)	.03		High	2.75 (1.00)	.05
Arguing	Low	1.82 (0.71)	4.01* (156)	PS/SOP	Low	2.67 (1.06)	10.25** (155)
	High	2.08 (0.86)	.02		High	3.19 (0.99)	.06
				OR	Low	2.63 (1.03)	4.27* (155)
					High	2.95 (0.86)	.03

Note. All comparisons shown were statistically significant before covariance adjustment and also after adjustment in cases where anxiety and depression made a significant contribution when entered as covariates

No η^2_2 values are shown as anxiety and depression were both non-significant as covariates in all analyses

In all F tests, df₁ = 1 as there are two perfectionism groups

Group *n*: low *n* = 79, high *n* = 78

Perfectionism domains/dimensions: SA = standards and achievement; PosP = positive perfectionism; PS/SOP = personal standards/self-oriented perfectionism; OOP = other-oriented perfectionism; OR = organisation

* $p < .05$. ** $p < .01$

MPS-F: Personal standards.

Results showed no significant differences between high and low personal standards groups in the use of interaction behaviours. However, individuals high in *personal standards* appear to be motivated in their interpersonal behaviour by perfectionistic reasons relating to the desire to maintain personal standards (*personal standards/self-oriented perfectionism*) and organisation (*organisation*), but also by a range of perfectionistic reasons relating to *negative evaluation concerns* dimensions such as the desire to avoid the potential disapproval of others (*negative perfectionism*) and beliefs that others hold unrealistic expectations of them (*socially prescribed perfectionism*) relative to individuals low in personal standards. Additionally, the high *personal standards* group showed a trend towards significantly increased interpersonal distress in relation to ratings of lower mood after interactions relative to low perfectionists. These results are shown in Table 28.

Table 28

Descriptive and Inferential Statistics for Unadjusted Means and Effect Sizes Before Covariate Adjustment (η^2_1) and Where Applicable After Adjustment for Anxiety and Depression (η^2_2) for Trends and Statistically Significant Comparisons Between High and Low Personal Standards Group Ratings of Unpleasant Interactions

NEC	PS	M	F	SA	PosP	M	F
perfectionistic	Group	(SD)	(df _e)	perfectionistic	Group	(SD)	(df _e)
motivations			η_1^2	motivations			η_1^2
			η_2^2				η_2^2
NegP	Low	2.28 (1.06)	10.27** (158)	PS/SOP	Low	2.70 (1.05)	9.91** (158)
	High	2.78 (0.91)	.06 .05		High	3.21 (1.00)	.06
	Low	2.44 (0.99)	4.03* (158)	OR	Low	2.62 (1.02)	6.39* (158)
	High	2.75 (1.00)	.02		High	3.00 (0.88)	.04
<hr/>							
Interpersonal distress							
<hr/>							
Mood after	Low	4.50 (1.77)	4.38* (158)				
	High	3.93 (1.71)	.03				

Note. All comparisons shown were statistically significant before covariance adjustment and also after adjustment in cases where anxiety and depression made a significant contribution when entered as covariates

No η^2_2 is shown when anxiety and depression were both non-significant as covariates

In all F tests, df₁ = 1 as there are two perfectionism groups

Group *n*: low *n* = 86, high *n* = 74

Perfectionism domains/dimensions: SA = standards and achievement; NEC = negative evaluation concerns; PS/SOP = personal standards/self-oriented perfectionism; OR = organisation; NegP = negative perfectionism; SPP = socially prescribed perfectionism

* $p < .05$. ** $p < .01$

MPS-F: Organisation.

The results showed no significant differences between high and low *organisation* groups for ratings of use of interaction behaviours. However, the high *organisation* group rated perfectionistic motivations relating to the desire to maintain organisation $F(1,158) = 9.56, p < .01$ ($\eta^2 = .06$; $M_{\text{low}} = 2.57, SD_{\text{low}} = 1.00$; $M_{\text{high}} = 3.04, SD_{\text{high}} = 0.88$) as influencing their behaviour to a greater extent to low perfectionists. The high *organisation* group also showed a trend towards significantly reduced interpersonal distress in relation to ratings of increased control after interactions $F(1,158) = 5.41, p < .05$ ($\eta^2 = .03$; $M_{\text{low}} = 5.85, SD_{\text{low}} = 1.81$; $M_{\text{high}} = 6.51, SD_{\text{high}} = 1.75$) relative to low perfectionists.

MPS-H Self-oriented perfectionism.

The results showed no differences between high and low *self-oriented perfectionism* groups for ratings of use of interaction behaviours or interpersonal distress. However, the high *self-oriented perfectionism* group showed significantly increased perfectionistic motivations relating to reasons including the desire to maintain personal standards (*personal standards/self-oriented perfectionism*) $F(1,154) = 7.11, p < .01$ ($\eta^2 = .04$; $M_{\text{low}} = 2.69, SD_{\text{low}} = 1.07$; $M_{\text{high}} = 3.13, SD_{\text{high}} = 0.98$); as well as the desire to avoid the potential disapproval of others (*negative perfectionism*) $F(1,154) = 10.18, p < .01$ ($\eta^2 = .06$; $M_{\text{low}} = 2.23, SD_{\text{low}} = 1.08$; $M_{\text{high}} = 2.74, SD_{\text{high}} = 0.87$) and doubts about their

actions (*doubts about actions*) $F(1,154) = 14.34, p < .01 (\eta^2 = .09; M_{\text{low}} = 2.02, SD_{\text{low}} = 0.72; M_{\text{high}} = 2.51, SD_{\text{high}} = 0.88)$ relative to low perfectionists.

MPS-H: Other-oriented perfectionism.

Individuals high in *other-oriented perfectionism* showed a trend towards the significantly increased use of undermining behaviour $F(1,155) = 5.44, p < .05 (\eta^2 = .03; M_{\text{low}} = 1.66, SD_{\text{low}} = 10.65; M_{\text{high}} = 1.93, SD_{\text{high}} = 0.79)$ relative to low perfectionists. However, it should be noted that both the high and low groups rated their use of undermining in the ‘*not at all – a little bit*’ range suggesting there was not a high level of use of this behaviour in interactions in either group. The high *other-oriented perfectionism* group showed a trend towards significantly increased perfectionistic motivations relating to beliefs that others did not do something to the perfectionists own expectations of them (*other-oriented perfectionism*) $F(1,154) = 4.81, p < .05 (\eta^2 = .03; M_{\text{low}} = 2.67, SD_{\text{low}} = 0.92; M_{\text{high}} = 3.00, SD_{\text{high}} = 0.95)$ relative to low perfectionists. The high *other-oriented perfectionism* group also showed a trend towards a significantly reduced interpersonal distress relating to a more positive mood before interactions $F(1,154) = 5.92, p < .05 (\eta^2 = .04; M_{\text{low}} = 6.23, SD_{\text{low}} = 2.02; M_{\text{high}} = 6.98, SD_{\text{high}} = 1.82)$ relative to the low *other-oriented perfectionism* group.

9.4 Discussion

The aim of the current investigation was to examine whether individuals with high levels of perfectionism behave differently in unpleasant interpersonal situations and perceive these interactions differently than individuals low in perfectionism. Consistent with predictions, individuals high in *negative evaluation concerns* dimensions of

perfectionism self-reported that they have an increased tendency to engage in *avoidance* behaviours in unpleasant interpersonal situations. However, increased avoidance behaviour only occurred for the high *socially prescribed* and *negative perfectionism* groups and no other *negative evaluation concerns* group.

The findings of the current investigation are consistent with the findings of others that *socially prescribed perfectionism* is associated with increased *avoidance* and unassertive interpersonal behaviour (Flett, Hewitt, Blankstein et al., 1996; Hewitt & Flett, 1991b ; Hill, McIntyre & Bacharach, 1997; Hill, Zrull & Turlington, 1997). However, contrary to expectations, the current investigation failed to find evidence that individuals high in *socially prescribed perfectionism* experienced increased interpersonal distress following negative interactions (Flett, Hewitt, Blankstein & Mosher, 1991; Hewitt & Flett, 1991b; Hill, Zrull & Turlington, 1997).

One explanation for this latter result may be as individuals high in *socially prescribed perfectionism* engaged in avoidance behaviour in unpleasant interpersonal situations they successfully avoided any potential exposure to others who they perceived held unrealistic expectations of them. By avoiding others they believe have unrealistic expectations of them *socially prescribed perfectionists* were not exposed to feelings of failure and thus did not experience increased distress. Such an idea is consistent with the conclusions of Campbell and DiPaula (2002) and Slade and Owens (1998) that some perfectionists are motivated by the desire to minimise failure rather than achieve success. If this were the case a similar lack of distress would be expected for individuals high in dimensions such as *negative perfectionism* as the high *negative perfectionism* group also reported

increased avoidance. However, this did not occur. In fact individuals high in *negative perfectionism* reported increased interpersonal distress on a number of variables. An alternative explanation may be found in the ratings of perfectionistic motivations for behaviour. These perfectionistic motivations in relation to *negative perfectionism* are discussed later in the chapter.

As previously discussed, there has been little information available that examines the role of dimensions of perfectionism from measures other than the MPS-H in relation to interpersonal functioning. The results of the current study showed that the presence of an increased frequency of automatic perfectionistic cognitions (PCI) is not involved in the increased use of maladaptive behaviours, but is implicated with increased interpersonal distress relating to reduced perceptions of control before and satisfaction with handling of the interactions. These results fit neatly with the conclusions of Flett, Hewitt, Blankstein and Gray (1998) that individuals with frequent perfectionistic cognitions may have an awareness of a discrepancy between their ideal standards and their actual characteristics and performance. The increased perfectionistic motivations endorsed by individuals with high PCI scores relating to the desire to maintain personal standards and avoid the potential disapproval of others as well as concerns about the consequences of making mistakes, may also offer support for the idea that individuals with frequent perfectionistic cognitions experience significant self-imposed pressure to meet unrealistic goals that is associated with an internal dialogue involving thoughts about one's inability to attain perfection (Hewitt & Flett, 2002).

The dimensions of *parental expectations* and *parental criticism* have previously been described as more *interpersonal* than *intrapersonal* in that they are concerned with the opinions and behaviours of others, specifically parents (Habke & Flynn, 2002). Although individuals high in parental criticism engaged in less coercive behaviour than their low perfectionist counterparts, the pattern of results of the current study suggest that on their own these dimensions of perfectionism do not strongly influence interpersonal behaviour or levels of interpersonal distress.

The dimension of *doubts about actions*, a more intrapersonally directed dimension, does not appear to be implicated in differences in interpersonal behaviour between high and low perfectionists. However, high levels of *doubts about actions* do appear to be involved in increased interpersonal distress. In common with individuals high in *negative perfectionism*, individuals high in *doubts about actions* reported increased perfectionistic motivations for behaviour relating only to *negative evaluation concerns* dimensions. Although individuals high in *parental expectations* and *parental criticism* were also motivated in their behaviour only by *negative evaluation concerns* reasons, these reasons were only those directly relating to parental expectations and understanding. In contrast, individuals high in *doubts about actions* and *negative perfectionism* were motivated by more global perfectionistic concerns about others.

Individuals high in *doubts about actions* and *negative perfectionism* were motivated in their behaviour only by perfectionistic reasons relating to the desire to avoid the potential disapproval of others and beliefs that others expected too much of them. These individuals did not report any increased influence of perfectionistic reasons relating to

maintaining high standards and organisation or the desire to be meet challenges and be rewarded for effort. This increased motivation relating only to global negatively oriented perfectionistic reasons may provide some explanation for the findings of the current study that the high groups for these dimensions were the only *negative evaluations concerns* groups to report a more negative mood following unpleasant interactions.

Individuals high in *negative perfectionism* self-reported an increased use of *avoidance* behaviours as well as a broad range of increased interpersonal distress relating to negative interpersonal interactions including decreased *satisfaction with handling* and decreased *satisfaction with outcome* of interactions as well as more negative *mood after* interactions. High *negative perfectionists* also experienced a reduced perception of *control before* and *after* interactions relative to their low perfectionism counterparts. As noted above, high *negative perfectionists* were motivated in their behaviour only by perfectionistic reasons relating to *negative evaluation concerns*. These results suggest that negative reinforcement in regard to perfectionistic behaviours may be highly implicated in the generation of increased interpersonal distress that may subsequently render the individual more vulnerable to symptoms of anxiety and depression.

The profile of results for *negative perfectionism* fits well with the theory proposed by Terry-Short et al (1995) and Slade and Owens (1998) that individuals high in this dimension of perfectionism are motivated primarily by a desire to avoid the potential disapproval or criticism of others and increased concerns about their own actions and the expectations of others that results in increased avoidance behaviour. The results of the current investigation are consistent with the idea that individuals high in *negative*

perfectionism engage in avoidance behaviours in order to escape from their increased perceptions of potential negative evaluation of them and their actions by others and subsequently are more vulnerable to distress. Such beliefs may render them more vulnerable to distress than individuals high in dimensions such as *socially prescribed perfectionism* whose focus of concern relates to beliefs that others impose unrealistic expectations on them. It may be as suggested by Campbell and Di Paula (2002), that although *socially prescribed perfectionists* are concerned about the perceived unrealistic expectations imposed upon them by others, they do not necessarily accept these imposed standards as reasonable thus reducing their vulnerability to distress. Alternatively it may be that as speculated by Flett, Hewitt, Blankstein et al. (1996), *socially prescribed perfectionists* do not persist in problem solving perhaps as a result of fears that others may further increase standards imposed on them if problems are successfully solved.

Overall the results of the current study suggest that consistent with theory and previous findings, individuals high in specific *negative evaluation concerns* dimensions of perfectionism engage in more avoidance behaviour than their low *negative evaluation concerns* counterparts (Dunkley et al. 2000; Hill, Zrull & Turlington, 1997; Terry-Short et al., 1995; Slade & Owen, 1998). However, the results of the current investigation suggest that not all *negative evaluation concerns* dimensions of perfectionism are involved in differences in interpersonal behaviour relative to low perfectionists. In addition, individuals high in a number of *negative evaluation concerns* dimensions (PCI, *socially prescribed perfectionism*, *concern over mistakes*) also self-report they are motivated in their behaviour by perfectionistic reasons relating to both *standards and achievement* and *negative evaluation concerns* dimensions of perfectionism with the

exception of individuals high in *negative perfectionism*, *doubts about actions*, *parental criticism* and *parental expectations* as already discussed. It is possible that this dual motivation for behaviour may mitigate some of the more distressing effects of negative interpersonal interactions.

Some support for this idea is provided by an examination of differences between high and low perfectionism groups in regard to perfectionistic motivations for behaviour and outcomes in relation to levels of interpersonal distress. As noted above individuals high in *negative perfectionism*, *doubts about actions*, *parental expectations* and *parental criticism* do not report any increased influence of *standards and achievement* perfectionistic reasons on their interpersonal behaviour. The high groups for the dimensions of *negative perfectionism* and *doubts about actions* also report the greatest number of negative perceptions in relation to interpersonal interactions including a more negative mood. Individuals high in *socially prescribed perfectionism* reported an increased influence of perfectionistic reasons relating to maintaining personal standards but reported no increase in interpersonal distress following unpleasant interactions. Individuals high in *concern over mistakes* and the PCI reported differing levels of the increased influence of the desire to maintain personal standards and organisation and showed only limited interpersonal distress around negative interactions relative to low perfectionists.

These results could be interpreted as providing support for the idea that individuals high in *negative evaluation concerns* dimensions of perfectionism who are motivated in their behaviour solely by more global perfectionistic concerns relating to *negative evaluation*

concerns dimensions experience the greatest levels of interpersonal distress. In contrast, individuals high in *negative evaluation concerns* dimensions of perfectionism who are motivated to some extent by perfectionistic reasons relating to *standards and achievement* dimensions are somewhat less vulnerable to this type of distress.

An alternative explanation for the findings that individuals high in *negative perfectionism* and *doubts about actions* are solely motivated in their interpersonal behaviour by perfectionistic concerns relating to *negative evaluation concerns* dimensions and experience more negative perceptions and distress in regard to interpersonal interactions, is that these dimensions most closely capture the negative aspects of high trait perfectionism. It is possible that these dimensions are those that are most highly implicated in deficits in interpersonal functioning and subsequent vulnerability to distress.

The results for comparisons between individuals with high and low scores for *standards and achievement* dimensions of perfectionism showed only partial support for predictions. Overall, the results of this investigation suggested that high levels of *standards and achievement* perfectionism provides few benefits in regard to interpersonal functioning.

Perfectionism theory states that individuals high in dimensions of perfectionism relating to standards for one-self, engage in the setting high of personal standards and stringent self-evaluation in relation to these standards. However, these individuals are also hypothesised to engage in more active problem solving strategies in order to reach a

solution. This tendency to engage in more active strategies (and less avoidance) is suggested to reduce the frequency and duration of negative experiences (Dunkley et al., 2000).

The pattern of results for the conceptually related perfectionism dimensions of *personal standards* and *self-oriented perfectionism* did not show any consistent use of more active approach behaviours. In fact there were no significant differences between these high and low perfectionism groups for any interaction behaviour. Nor was there any evidence on the basis of the current investigation that individuals high in these dimensions of perfectionism engage in less avoidance behaviour relative to low perfectionists. Although they do not engage in increased levels of avoidance, there is no evidence on the basis of the current investigation to show that individuals high in dimensions of perfectionism such as *personal standards* and *self-oriented perfectionism* engage in more active and constructive behaviours at least in relation to unpleasant interpersonal situations (Dunkley et al., 2000). Nor is there any evidence to suggest that individuals high in these dimensions engage in increased conflict behaviour (Flett, Hewitt & DeRosa, 1996; Hill, Zrull & Turlington, 1997)

Overall, it does not appear that high levels of *standards and achievement* dimensions provide particular benefits for the individual relative to non-perfectionists. These findings may explain the results reported in Chapter 6 of this thesis that the dimensions of *personal standards* and *self-oriented perfectionism* retained a positive relationship (although not significant) with the frequency of estimated negative interactions. If individuals high in these dimensions of perfectionism do not consistently engage in more

active approach strategies and less avoidant strategies relative to low perfectionists, it is possible that they will not gain the full benefits of persisting until a problem is solved that is proposed to reduce the experience of the frequency and intensity of daily stressors (Dunkley et al. 2000).

Slade and Owens (1998) have proposed that individuals high in *positive perfectionism* engage in pursuit behaviours in order to pursue success, perfection and excellence and are motivated by the desire to gain the approval of others. Individuals high in *positive perfectionism* were the only *high standards and achievement* perfectionism group that showed a pattern of both the decreased use of an avoiding behaviours (wait) and an increased use of the active but contending behaviour of arguing.

When the results relating to *self-oriented perfectionism*, *personal standards* and *positive perfectionism* and interpersonal behaviours are placed within the context of the perfectionistic concerns that influence or motivate behaviour, one possible explanation is evident. Individuals high in these dimensions of perfectionism all rated perfectionistic concerns relating to the desire to maintain personal standards (*personal standards/self-oriented perfectionism*) as having an increased influence on their behaviour relative to individuals low in these dimensions as expected.

However, of these three dimensions of perfectionism only individuals high in *personal standards* and *self-oriented perfectionism* reported an increased influence of a range of perfectionistic reasons relating to *negative evaluative concerns* dimensions relative to low perfectionists. Perhaps this increased influence of perfectionistic reasons relating to both

standards and achievement and *negative evaluative concerns* dimensions explains the failure of the current investigation to find a pattern of differences in behaviour for the dimensions of *personal standards* and *self-oriented perfectionism* relating to increased active and problem solving behaviour. These findings could be considered consistent with the conclusions of Habke and Flynn (2002) that although individuals high in dimensions of perfectionism such as *self-oriented perfectionism* (and by extension *personal standards* and *positive perfectionism*) may focus on goal achievement, in an interpersonal context the behaviours used to achieve these goals may be maladaptive. It is possible that high stringent self evaluation in interpersonal contexts activates a range of *negative evaluative concerns* cognitions that overwhelm the problem solving orientation suggested by Dunkley et al (2000).

The results regarding perfectionistic motivations for behaviour also suggest that dimensions such as *personal standards* and *self-oriented perfectionism* are not entirely self-focused or intrapersonal in nature. The increased influence of perfectionistic reasons such as the desire to avoid the potential disapproval of others suggests that individuals high in these dimensions of perfectionism have increased interpersonally focused perfectionistic concerns in addition to their self-focused perfectionistic beliefs.

The findings of Campbell and Di Paula (2002) may also provide some explanation of these findings. Campbell and Di Paula investigated different facets of the perfectionism dimensions of *socially prescribed* and *self-oriented perfectionism*. They found that *self-oriented perfectionism* was comprised of two facets; *perfectionistic striving* and *the importance of being perfect*. Perfectionistic striving was associated with traits indicating

positive adjustment. Although the facet of the importance of being perfect was associated with some aspects of positive adjustment (albeit to a lesser extent) it was also negatively associated with levels of self-esteem and the ability to change goal directed behaviour when failing in an achievement context. Campbell and Di Paula concluded that it was active striving for perfectionism that may be a core factor associated with the positive consequences of perfectionism.

It is possible that the results of the current study relating to the dimensions of *personal standards*, and *self-oriented perfectionism* are a reflection of the fact that both perfectionistic striving and the importance of being perfect are represented to a greater or lesser extent within these dimensions of perfectionism. Therefore results have been mixed with regard to positive behaviours, affective responses and the relative influence of perfectionistic reasons on interpersonal behaviour.

In contrast, the dimension of *positive perfectionism* may more directly capture the conceptualisation of perfectionistic striving suggested to be associated with the positive consequences of perfectionism by Campbell and Di Paula (2002). This may be the result of the inclusion of items relating to goal pursuit for intrinsic reasons (such as pleasure in achievement) which are associated with greater behavioural pursuit (Deci & Ryan, 1985 as cited in Campbell and Di Paula, 2002). In the current investigation, individuals high in *positive perfectionism* not only reported that they engaged in more active behavioural strategies but that they also showed a reduced use of avoidance strategies such as waiting. However, the nature of the approach behaviours used by high *positive perfectionists* was not necessarily positive in nature.

The increased use of more maladaptive behavioural strategies such as arguing by high *positive perfectionists* is not inconsistent with the dual reinforcement theory proposed by Slade and Owens (1998). Slade and Owens suggested that similar behaviours may be associated with different emotional states dependent on whether the behaviour was a function of positive or negative reinforcement.

The results of the current investigation suggest that consistent with the theory put forward by Slade and Owens (1998), individuals high in *positive perfectionism* were motivated in their behaviour by positive reinforcement associated with recognition for achievement as well as the desire to maintain high personal standards. High *positive perfectionists* were the only perfectionism group of all the dimensions examined who reported an increased influence of perfectionistic reasons relating to the desire to do things well and to be recognised for achievement (*positive perfectionism*). High *positive perfectionists* were also among the high *standards and achievement* perfectionism groups that did not report any increased influence of perfectionistic reasons relating to *negative evaluation concerns* dimensions. Perhaps this desire to meet challenges and be recognised for achievement drives these perfectionists to engage in more confrontational behaviour such as arguing, and renders them less willing to wait out an unpleasant situation.

The high *positive perfectionism* group also showed no evidence of any increased distress following negative interpersonal interactions regardless of the behavioural strategies used, nor any evidence of reduced feelings of control or satisfaction relating to these interactions. These results may be viewed as offering further support for the contentions

of Slade and Owens (1998) that individuals high in *positive perfectionism* are positively reinforced by the approval of others and will not experience increased interpersonal distress regardless of their actual behaviour because of this type of positive reinforcement.

It was expected that individuals high in *other-oriented perfectionism* would engage in an increased level of conflict behaviour but experience less distress than their low perfectionism counterparts in relation to unpleasant interpersonal interactions (Flett et al., 1996; Hill, McIntyre & Bacharach, 1997). There was mixed evidence for the increased use of conflict behaviour as high *other-oriented perfectionists* showed an increased use of undermining others which can be viewed as a more indirect form of conflict behaviour.

Consistent with expectations, individuals high in *other-oriented perfectionism* did not report any increased distress in unpleasant interpersonal interactions and indeed reported perceptions of a more positive *mood* than their low perfectionism counterparts before the interaction began. These results are partially consistent with the conclusions of Hewitt and Flett (2002) in that high levels of *other-oriented perfectionism* may not be directly involved in the generation of stress. It is possible that high levels of *other-oriented perfectionism* contribute indirectly to stress interpersonal conflict. Although this may be the case, the results of the current investigation do not suggest that high *other-oriented perfectionists* experience distress in relation to unpleasant interpersonal interactions.

Consistent with predictions, individuals high in *standards and achievement* dimensions of perfectionism did not experience more negative mood following unpleasant

interpersonal interactions with the exception of individuals high in *personal standards*. The majority of results for *standards and achievement* dimensions showed either no differences between high and low groups in levels of interpersonal distress (*positive perfectionism* and *self-oriented perfectionism*) or increased perceptions of *control after* interactions in some contexts (*organisation*). However, individuals high in *personal standards* reported an overall perception of more negative mood following interactions. An examination of the influence of perfectionistic reasons on interpersonal behaviour may offer some explanation for this finding.

Individuals high in *personal standards* were the only high *standards and achievement* group to rate the perfectionistic reason of the unrealistic expectations of others (*socially prescribed perfectionism*) as having an increased influence on behaviour. It is possible that this increase in perception that others are imposing unrealistic standards for the self contributed to a more negative mood after interactions that was not evident for other *standards and achievement* dimensions of perfectionism. However, this explanation is somewhat problematic given that individuals high in *socially prescribed perfectionism* (who would presumably be highly vulnerable to distress in relation to the perceived expectations of others) did not report a more negative mood following unpleasant interactions despite their increased concerns about the expectations of others.

Although there is not extensive evidence regarding *personal standards* and interpersonal behaviour, researchers have reported mixed findings in relation to *self-oriented perfectionism*. Wiebe and McCabe (2002) reported that self-directed relationship perfectionism related to symptoms of both anxiety and depression. Wiebe and McCabe

speculated that this association between high self-directed perfectionism in a relationship context may be the result of the individuals fears of acting below ones own standards, however, if this was the case for *personal standards* perfectionists a similar result would be expected for *self-oriented perfectionists*. Thus the difference in results may be due to findings that *self-oriented perfectionism* is associated with positive perceptions of problem solving ability that may not be the case for *personal standards* perfectionists. An alternative explanation may be that *self-oriented perfectionism* more directly captures the construct of perfectionistic striving suggested by Campbell and Di Paula (2002) to be associated with positive adjustment. *Personal standards* on the other hand may more directly capture the concept of the importance of being perfect which was not associated with positive adjustment.

Overall, the results of the current investigation do not offer good evidence to support the idea that high levels of *standards and achievement* dimensions of perfectionism provide benefits for perfectionists. Although limited benefits are evident such as increased perceptions of control in some contexts, the results are more consistent with the conclusions of Bieling et al. (2004) who suggest that *standards and achievement* dimensions of perfectionism are neutral rather than positive in their effects for the individual.

CHAPTER 10

Summary of Findings, Concluding Comments and Implications for Further Research

10.1 Review of Results of the Investigations Conducted in This Thesis

The purpose of this chapter is to review the major findings of the investigations within this thesis and draw conclusions about perfectionism and interpersonal behaviour with reference to existing theories of perfectionism. Following the literature review in Chapter 1, it was concluded that there was a growing convergence of opinion that dimensions of perfectionism could be categorised according to whether the dimension was characterised as primarily negative or more positive or neutral in nature (Dunkley et al., 2000; Frost et al., 1993; Slade & Owens, 1998; Terry-Short et al., 1995). Therefore all dimensions of perfectionism have been discussed within this thesis under the umbrella of two domains of perfectionism labeled *negative evaluation concerns* and *standards and achievement*.

Negative evaluation concerns dimensions are those characterised as primarily negative in nature and include the dimensions of *negative perfectionism*, *concern over mistakes*, *doubts about actions*, *parental expectations*, *parental criticism*, *socially prescribed perfectionism* and the PCI. *Standards and achievement dimensions* are those characterised as containing potentially more positive or neutral characteristics and include *positive perfectionism*, *personal standards*, *organisation*, *self-oriented perfectionism* and *other-oriented perfectionism*. Before discussing these perfectionism dimensions and the results of the studies conducted in this thesis in relation to theories of

perfectionism, an overview of findings is provided for each study with reference to the aims of the investigation set out in Chapter 4.

The first aim guiding this thesis was to identify characteristics that distinguish individuals high in different dimensions of perfectionism and the extent to which perfectionism dimensions predicted scores on measures of psychological distress and subjective well-being. This was achieved in Study 1 by examining associations between a range of dimensions of perfectionism and sample characteristics such as sex and age, the presence of mental or medical illness, behaviours such as absenteeism and a history of suicide attempts and self-mutilation. Investigations were then conducted to establish associations between sample characteristics and measures of psychological distress and well-being followed by an examination of the extent to which different dimensions of perfectionism predicted scores on these measures.

In Study 1 it was found that specific dimensions of perfectionism were associated with a range of participant characteristics. Consistent with the findings of Hewitt and Flett (1991b), the only sex related findings were that males scored more highly on the dimension of *other-oriented perfectionism* and *positive perfectionism*. There were no associations found between sex and *depression*, *anxiety* and *subjective well-being*. However, it was found that scores on dimensions of perfectionism may increase or decrease as a function of age. Scores on most dimensions of perfectionism decreased in older age groups; an outcome supported by the findings of Chang (2000), with the notable exception of *parental criticism*. Scores on measures of *anxiety* and *depression*

also decreased significantly in the mature age group, whereas *subjective well-being* scores increased with age but did not reach significance. These findings are consistent with the conclusions of Chang (2000) who found that while the nature of associations between perfectionism and psychological distress are similar in older and younger adults, there are differences in how strongly these variables are represented across age groups.

In regard to other participant characteristics, specific *negative evaluation concerns* dimensions of perfectionism showed positive associations with the reported presence of a mental illness, absenteeism due to stress and a history of suicide attempts and self-mutilation (Alden et al., 1994; Antony et al., 1998; Chang, 1998; Dean et al., 1996; Enns & Cox, 1998; Flett, Hewitt et al., 1995; Hewitt et al., 1997; Hewitt et al., 1994; Hunter & O'Connor, 2003; Juster et al., 1996; Mitchelson & Burns, 1994; Rhéaume et al., 1995).

The results of the current investigations showed that perceptions of *parental criticism* have a greater association with a history suicide attempts than other dimensions of perfectionism examined. To date there has been little investigation of the role of this dimension of perfectionism in relation to suicide attempts. No causal links between high levels of *parental criticism* and a history of suicide attempts can be drawn on the basis of the current investigation. Hewitt et al. (1994) have suggested that heightened perceptions of unrealistic expectations imposed by others experienced by individuals high in *socially prescribed perfectionism* may contribute to feelings of hopelessness and perceptions of failure with regard to one's ability to meet or control the expectations of important others and that these perceptions may increase vulnerability to suicide attempts (Hewitt et al.,

1994, 1997). It is possible that individuals high in *parental criticism* also experience these same feelings of hopelessness and inability to control the expectations of important others that increase vulnerability to suicide attempts.

However, the results of the current investigation showed only relatively weak associations between *socially prescribed perfectionism* and suicide attempt. These results could be interpreted as suggesting that perceptions of an inability to meet or control the expectations of important others, particularly parents, are involved in increased vulnerability to suicide attempts rather than global beliefs that others have unrealistic expectations of one-self.

There are anecdotal reports in the clinical literature that perfectionism is associated with self-mutilation (Favazza & Rosenthal, 1993), however, self-mutilation has not been investigated using multidimensional measures of perfectionism. The results of the current investigations showed that all *negative evaluation concerns* dimensions of perfectionism but no *standards and achievement* dimensions were positively and significantly associated with a history of self-mutilation. On the basis of these results it was speculated that *negative evaluation concerns* dimensions of perfectionism may be involved in the generation of increased stress that is suggested to precipitate episodes of self-mutilation (Brain et al., 1998; Esposito et al., 2003; Favazza, 1989; Favazza & Simeon, 1995). However, further research is required to clarify the nature of any association between perfectionism and self-mutilation.

Finally, as previous findings in relation to associations between measures of *anxiety* and *depression* have shown some inconsistent results, investigations were undertaken to establish how well dimensions of perfectionism predicted scores on these variables and a measure of *subjective well-being*. The results revealed that all dimensions of perfectionism were positively associated with symptoms of *anxiety* and *depression* and negatively with *subjective well-being*. However, not all of these associations were significant. *Negative evaluation concerns* dimensions showed the strongest significant associations with *anxiety*, *depression* and *subjective well-being*, particularly *negative perfectionism*, *concern over mistakes*, *doubts about actions* and the PCI. *Standards and achievement* dimensions showed associations of lower magnitude but in the same direction.

The dimensions of *self-oriented perfectionism* and *personal standards* were the only *standards and achievement* dimensions to show significant positive associations with all scales and sub-scales of *depression* and *anxiety*. *Other-oriented perfectionism* and *organisation* showed the least amount of positive association with measures of *anxiety* and *depression*. *Positive perfectionism* showed significant positive associations only with overall *anxiety* scores and some *anxiety* subscales but only weak trends towards positive associations with overall *depression* scores and two *depression* sub-scales. All *negative evaluation concerns* dimensions showed trends or significant negative associations with *subjective well-being*. The only *standards and achievement* dimensions to show significant negative associations with *subjective well-being* were *self-oriented perfectionism* and *personal standards*.

Regression analysis revealed that *negative perfectionism* most strongly positively predicted *depression* scores in both younger and older adults, whereas *doubts about actions* and PCI scores positively predicted *anxiety* scores in younger and older adults respectively. *Subjective well-being* in younger adults was negatively predicted by *negative perfectionism* and by PCI scores in older adults. It was concluded that increased levels of *negative evaluation concerns* dimensions of perfectionism are most implicated in increased psychological distress in both age groups. It was also concluded that it is a decrease in levels of these *negative evaluation concerns* dimensions that is involved in greater perceptions of *subjective well-being* and not increases in levels of *standards and achievement* dimensions.

The results of Study 1 add to current understandings of the role of a range of dimensions of perfectionism in relation to symptoms of *anxiety*, *depression* and *subjective well-being*. The findings of Study 1 highlight the role of a range of dimensions of perfectionism in relation to vulnerability to *depression* and *anxiety* that have received less attention in perfectionism research, particularly *negative perfectionism*, *doubts about actions* and the PCI. This investigation also contributes to understandings of the ways in which associations between perfectionism and participant characteristics may change with age and provides some additional findings in relation to associations between perfectionism and self-mutilation.

The second aim of the investigations conducted in this thesis was to examine the extent to which dimensions of perfectionism were associated with estimates of more frequent

unpleasant interpersonal interactions and interpersonal rejection sensitivity. This aim was achieved through Study 2. Consistent with expectations, most *negative evaluation concerns* dimensions of perfectionism showed trends or significant positive associations with estimates of the frequency of negative interpersonal interactions with the exception of *parental criticism* and *parental expectations*. *Standards and achievement* dimensions were also positively associated with estimates of more frequent negative interpersonal interactions, however, none of these associations reached significance.

Comparisons between individuals with high and low scores on dimensions of perfectionism revealed that those high in the *negative evaluation concerns* dimensions of *negative perfectionism*, *concern over mistakes*, *doubts about actions*, *socially prescribed perfectionism* and the PCI showed greater levels of all or most *interpersonal rejection sensitivity* scales including increased *interpersonal worry and dependency*, *low self-esteem* and *unassertive interpersonal behaviour*. Individuals with high scores on the *standards and achievement* dimensions of *self-oriented perfectionism* showed increased scores on *interpersonal worry and dependency* whereas individuals high in *other-oriented perfectionism* showed increased levels of *low self-esteem*. However, no high group for *standards and achievement* dimensions of perfectionism showed increased levels of *unassertive interpersonal behaviour*. Study 2 adds to understandings of the ways in which different dimensions of perfectionism are associated with interpersonal rejection sensitivity and perceptions of more frequent negative interactions with others that may increase vulnerability to psychological distress.

In pursuit of the third aim of the investigations in this thesis, Studies 3 and 4 examined differences in the ways that high trait perfectionists perceive social information such as facial expression and make attributions about the interpersonal behaviour and responses of others relative to non-perfectionists. In Study 3 photographs of facial expression were used to examine attributions about social information. Results from Study 3 revealed that there were few differences between individuals high and low in perfectionism in the categorisation of facial expression or the level of confidence about the categorisations made.

Contrary to expectations there were no differences between any high and low group for *negative evaluation concerns* dimensions of perfectionism for any measure. Small effects were found for *standards and achievement* dimensions which showed an increased tendency of individuals high in *organisation* to categorise a neutral facial expression as happy relative to low perfectionists and individuals high in *personal standards* and *self-oriented perfectionism* to be less confident in their categorisations of neutral or ambiguous expressions. There were no differences between and high or low perfectionism groups in perceptions of the negative or positive mood shown in facial expressions.

It was concluded on this basis that high levels of *negative evaluation concerns* dimensions do not increase negative categorisations of neutral or ambiguous facial expressions or expressed mood. However, high levels of some *standards and achievement* dimensions of perfectionism may increase perceptions of positive social

messages in facial expressions but decrease confidence about the categorisation made. The results of this investigation assist our understanding of the role of social information such as facial expression in relation to the ways in which high trait perfectionists may interpret information in interpersonal contexts.

In Study 4, brief vignettes describing friendly, neutral and unfriendly dyadic interactions were used to further examine differences in attributions of social information between high and low perfectionists. Consistent with expectations, the results of Study 4 revealed that individuals high in specific *negative evaluation concerns* dimensions (particularly *negative perfectionism*, *concern over mistakes*, *socially prescribed perfectionism* and the PCI) made more negative attributions about the behaviour and feelings of others in the context of a neutral interaction. However, these differences between high and low groups in relation to the neutral vignette were relatively few. The most prominent pattern found was for individuals high in *negative evaluation concerns* dimensions to rate the feelings of the person who was the object of the neutral behaviour as more anxious relative to low perfectionists. There were no differences found between high and low groups for any *standards and achievement* dimension.

It was expected that individuals high in perfectionism would make more negative attributions about the behaviour and feelings of others in relation to the neutral and unfriendly interactions described in the vignettes relative to low perfectionists. However, contrary to expectations, individuals high in *negative evaluation concerns* dimensions of perfectionism made more negative attributions about the behaviour and feelings of others

in relation to *friendly* interactions relative to those low in perfectionism. More specifically, those high in the dimensions of *socially prescribed perfectionism*, and *concern over mistakes* showed a very similar pattern of responses in which *friendly behaviour* was rated as *less warm*, and the feelings of the person who was the object of the friendly behaviour as *less happy*, *less pleased* and *less calm* relative to low perfectionists. However, only individuals high in *negative perfectionism* and the *standards and achievement* dimension of *self-oriented perfectionism* made attributions of less friendly behaviour relative to low perfectionists.

On the bases of these results, it was concluded that there was support for the idea that individuals with high levels of specific *negative evaluation concerns* dimensions of perfectionism interpret neutral or ambiguous behaviour more negatively (Hewitt & Flett, 2002). The findings of the current study also show that individuals high in *negative evaluation concerns* dimensions interpret friendly behaviour and the emotional responses of the person who is the object of the friendly behaviour as more negative than those low in perfectionism.

The results of these investigations offered support for the idea that high levels of *negative evaluation concerns* dimensions perfectionism activate more negative attributions about others (Shahar et al., 2004). These more negative attributions about others may contribute to an increased experience of daily stressors through self-generated stress (Dunkley et al., 2000; Hewitt & Flett, 2002). Although high levels of *standards and achievement* may also be involved in the generation of increased distress for

perfectionists, the results of the current investigation do not suggest that this occurs through more negative attributions about others in interpersonal contexts. The outcomes of Study 4 add to understandings of the ways in which high trait perfectionism influences attributions about the interpersonal behaviour and feelings of others and identifies the nature of some of these attributions.

In pursuit of the fourth aim of this investigation, Study 5 used a diary methodology to examine differences between high and low perfectionists in relation to their own interaction behaviour, perfectionistic motivations for behaviour and perceptions of satisfaction, control and mood in relation to self-reported unpleasant interactions with others. The results of this investigation revealed that consistent with theories of perfectionism proposed by Dunkley et al. (2000) and Slade and Owens, (1998), individuals high in *negative evaluation concerns* dimensions of perfectionism such as *negative perfectionism* and *socially prescribed perfectionism* have an increased tendency to engage in avoidant behaviour and are more likely to experience interpersonal distress. However, although as expected individuals high in *socially prescribed perfectionism* engaged in increased levels of avoidance behaviour, the high *socially prescribed perfectionism* group did not show increased levels of interpersonal distress relative to low perfectionists.

High trait perfectionists for some dimensions of perfectionism also reported being simultaneously more influenced or motivated in their behaviour by perfectionistic reasons relating to both *negative evaluation concerns* and *standards and achievement* dimensions

relative to low perfectionists. That is individuals high in dimensions such as *personal standards*, *concern over mistakes*, *self-oriented perfectionism* and *socially prescribed perfectionism* reported being more influenced in their interpersonal behaviour by perfectionistic reasons such as the desire to maintain personal standards and organisation as well as the desire to avoid the potentially negative consequences of failing or making a mistake and doubts about their actions.

However, individuals high in *negative evaluation concerns* dimensions such as *negative perfectionism* and *doubts about actions* reported only an increased influence of perfectionistic concerns relating to *negative evaluation concerns* and did not rate concerns relating to *standards and achievement* dimensions as having an increased influence on interpersonal behaviour relative to low perfectionists. In other words individuals high in *negative perfectionism* and *doubts about actions* reported that they were not motivated in their behaviour in any way by the desire to maintain personal standards or to confront challenging things and be rewarded for success to a greater extent than low perfectionists. Rather, they were more motivated in their interpersonal behaviour by the desire to avoid the potentially negative consequences of failing or making a mistake such as the loss of respect of others or potential exposure to the disapproval of others, doubts about the quality of their actions and perceptions that others expected too much of them. Individuals high in these dimensions reported experiencing the greatest amount of interpersonal distress.

In contrast, individuals high in *positive perfectionism* were motivated in their interpersonal behaviour by the desire to confront challenging things and to be rewarded for effort with no increased concerns about the potential consequences for failure in interpersonal contexts. *Other-oriented perfectionists* reported being more motivated in their interpersonal behaviour only by their perceptions that others did not live up to their expectations of them relative to low perfectionists.

As expected individuals high in *standards and achievement* dimensions of perfectionism did not show increased levels of avoidant behaviour. However, somewhat inconsistently with perfectionism theory as stated by Dunkley et al. (2000), individuals high in these dimensions did not show a pattern of more constructive approach behaviours. Consistent with expectations, individuals high in *standards and achievement* dimensions did not show a pattern of increased distress following unpleasant interactions relative to low perfectionists with the exception of individuals high in *personal standards*. Individuals high in some *standards and achievement* dimensions also showed a tendency to perceive increased levels of control (*organisation*) or more positive mood (*other-oriented perfectionism*) in interpersonal contexts relative to low perfectionists.

It was concluded on the basis of these results, that although avoidance behaviour may be involved in increased interpersonal distress, perfectionistic motivations for behaviour appear to be implicated in interpersonal distress to a greater extent. It was also concluded on the basis of the results of this investigation that although individuals high in *standards and achievement* dimension do not engage in increased avoidance behaviour, nor do they

engage in increased levels of more constructive approach behaviours relative to low perfectionists. Even where an increase in approach behaviour was evident, the interpersonal behaviours demonstrated were not constructive (i.e. engaging in *arguing* and *undermining*).

In addition, individuals high in *standards and achievement* dimensions did not experience *less* interpersonal distress relative to those low in perfectionism. In other words individuals high in *standards and achievement* dimensions were not especially buffered from the effects of unpleasant interactions to any greater extent than low perfectionists. Thus there do not appear to be any consistent benefits derived from high levels of *standards and achievement* dimensions in interpersonal contexts relative to low perfectionists. Rather it appears that individuals high in *standards and achievement* dimensions do not show the same deficits in interpersonal functioning relative to their high *negative evaluation concerns* counterparts.

The findings from Study 5 clarify the role of different dimensions of perfectionism in relation to daily interpersonal experiences. The results of this investigation also provide new information about the ways in which perfectionists are motivated by different perfectionistic concerns in their interpersonal behaviour. In addition this investigation identifies and clarifies the impact of different dimensions of perfectionism on levels of distress in interpersonal contexts. A summary of the key findings of all of the investigations conducted in relation to each dimension of perfectionism is provided in Appendix C1.

10.2 Consideration of the Contributions of Dimensions of Perfectionism to Differences in Interpersonal Functioning and Vulnerability to Psychological Distress

In Chapter 1, changes in the conceptualisation of perfectionism from a unidimensional to a multidimensional construct were discussed. It was identified that there was a convergence of opinion amongst some perfectionism theorists that two overarching domains of perfectionism can be identified that fall within the conceptualisation of two forms of normal/healthy or neurotic/unhealthy perfectionism (Bieling et al., 2004; Dunkley et al., 2000; Frost et al., 1993; Hamachek, 1978; Slade & Owens, 1998; Terry-Short et al., 1995). Dimensions of perfectionism examined within this thesis have therefore been clustered under the umbrella of two domains of perfectionism according to whether the dimension of perfectionism is viewed as having negative or more positive or neutral outcomes for the individual.

The results of the investigations reported in this thesis suggest that although two broad domains of perfectionism can be identified that relate to the normal/healthy and neurotic/unhealthy distinction drawn by Hamachek (1978) and others (Dunkley et al., 2000; Frost et al., 1993; Slade & Owens, 1998), the involvement of various dimensions of perfectionism in levels of psychological distress and well-being and interpersonal functioning appear to differ widely. It appears that there are single or multiple dimensions of perfectionism that form distinctive profiles of results relating to psychological distress and well-being and interpersonal functioning.

Within each domain of perfectionism there appear to be three relatively distinct profiles of results reflecting differences in vulnerability to psychological distress and interpersonal dysfunction. The dimensions of *parental criticism*, *parental expectations* and *organisation* are not included in these profiles as they appear to have little involvement in differences in interpersonal functioning. The three profiles of results relating to the *standards and achievement* domain are discussed first followed by the three profiles of results relating to *negative evaluation concerns* dimensions.

Standards and Achievement Profiles of Interpersonal Functioning and Psychological Distress

Other-Oriented Perfectionism.

The first distinctive profile of results relates to the dimension of *other-oriented perfectionism*. Individuals high in *other-oriented perfectionism* showed very low levels of *anxiety* and *depression* but showed some vulnerability to *low self-esteem*. These individuals showed no pattern of differences in relation to attributions about the interpersonal behaviour or feelings of others. Although high *other-oriented perfectionists* did engage in more maladaptive interpersonal behaviour they did not experience increased interpersonal distress relative to low perfectionists.

However, unlike individuals high in other dimensions of perfectionism, individuals high in *other-oriented perfectionism* reported increased perfectionistic motivations for behaviour relating only to their own high expectations for others. It was expected that high *other-oriented perfectionists* would be motivated in their interpersonal behaviour by

their perfectionistic expectations of others. However, unlike individuals high in other dimensions, they did not report any other perfectionistic reason as motivating their behaviour to a greater extent than low perfectionists. It could be argued that as this dimension of perfectionism showed very little relationship to any particular profile of positive or negative outcomes for the individual and that high *other-oriented perfectionists* reported that their interpersonal behaviour was not influenced by any perfectionistic concern relating to the desire to maintain high personal standards or the consequences of failing to do so, it may be considered a “related” concept rather than a central aspect of perfectionism (Shafran, Cooper & Fairburn, 2002).

Positive Perfectionism.

A second distinct profile of results relates to the single dimension of *positive perfectionism*. High *positive perfectionists* showed some vulnerability to *anxiety* but little evidence of vulnerability to *depression*. Like *other-oriented perfectionists*, high *positive perfectionists* showed no pattern of differences in relation to attributions about the interpersonal behaviour and feelings of others but did engage in more maladaptive interpersonal behaviours relative to low perfectionists. High *positive perfectionists* reported perfectionistic motivations for behaviour relating to their desire to maintain personal standards and organisation as well as to meet challenges and be rewarded for effort.

Thus the results for this dimension of perfectionism appear to offer some support for the related theory proposed by Slade and Owen (1998). Slade and Owens have proposed that

in an interpersonal context, high *positive perfectionists* will engage in approach behaviours and will be motivated by the desire to gain the approval of others.

In the current investigation, high *positive perfectionists* did engage in more approach behaviours but these approach behaviours included overtly conflictual behaviours such as arguing. Moreover, high levels of *positive perfectionism* did not result in more positive attributions about the behaviour and feelings of others relative to low perfectionists. Nor did high levels of *positive perfectionism* reduce interpersonal distress relative to low perfectionists (i.e. there was no difference between high and low groups in relation to ratings of control, satisfaction or mood). It appears unlikely that the increased levels of anxiety found in relation to high *positive perfectionism* are the result of deficits in interpersonal functioning. Therefore, the results of the current investigations suggest that in regard to interpersonal functioning, a high level of *positive perfectionism* is neutral rather than overtly positive in nature.

Personal Standards/Self-Oriented Perfectionism.

Personal standards and *self-oriented perfectionism* showed a third profile of results that is more negative in nature than that for both *other-oriented perfectionism* and *positive perfectionism* but not as pathological as for *negative evaluation concerns* dimensions of perfectionism such as *negative perfectionism*. Individuals high in these dimensions of perfectionism show similar but not identical profiles of results.

High levels of both *self-oriented perfectionism* and *personal standards* were significantly and positively associated with all *anxiety* and *depression* scales suggesting a greater level of psychological distress relative to dimensions such as *positive perfectionism* and *other-oriented perfectionism*. *Self-oriented perfectionism* but not *personal standards* was associated with some vulnerability to interpersonal concerns as measured by the IPSM but neither of these dimensions was associated significantly with estimates of more frequent negative interpersonal interactions or more negative attributions about the interpersonal behaviour or feelings of others. Although these dimensions were not associated with increased levels of avoidant or conflict behavior, nor were they associated with increased levels of more constructive approach behaviours.

There was some evidence that high levels of *personal standards* may be involved in increased levels of interpersonal distress following interpersonal interactions (as measured by mood) whereas *self-oriented perfectionism* was associated with perceptions of increased control following interactions. It is possible that the increased distress found in individuals high in *personal standards* occurs as a result of fears of acting below one's standards in interpersonal contexts as suggested by Wiebe and McCabe (2002). However, if this were the case a similar result would be expected for *self-oriented perfectionism*. In addition, individuals high in both of these dimensions showed a profile of results indicating that interpersonal behaviours were motivated by perfectionistic reasons relating to the desire to maintain personal standards but also the desire to avoid the potential disapproval of others.

Self-oriented perfectionism and *personal standards* have been characterised as intrapersonal dimensions of perfectionism in which high standards are generated by the individual and focused on one-self (Frost et al., 1990; Hewitt & Flett, 1991b). Yet the perfectionistic motivations for behaviour such as the desire to avoid the potential disapproval of others clearly indicate an interpersonal perfectionistic concern. These results therefore suggest that even where the focus of perfectionistic concern is the desire to maintain one's own high standards, this concern to maintain high standards may be linked to beliefs about the contingent nature of the approval of others as described by Frost et al. in relation to the dimension of *concern over mistakes* and Campbell and Di Paula (2002) in relation to the dimension of *socially prescribed perfectionism* that requires one to continue to maintain these high standards or risk the loss of this approval.

Negative Evaluation Concerns Profiles of Interpersonal Functioning and Psychological Distress

Finally there are three profiles of results that appear to be associated with highly pathological outcomes for the individual. The first of these profiles relates to the single dimension of *doubts about actions*.

Doubts About Actions.

Doubts about actions appears to represent a form of perfectionism that is more cognitive in nature and is involved in vulnerability to psychopathology through the mechanisms of self-doubt and low self-esteem in a particularly pathological way. This dimension of perfectionism was not involved in the increased use of maladaptive interpersonal

behaviours or more negative interpersonal attributions about others but was involved in increased interpersonal distress (as measured by mood and satisfaction) in unpleasant interpersonal interactions. High levels of *doubts about actions* also related to increased perfectionistic motivations for behaviour relating only to *negative evaluation concerns* dimensions of perfectionism.

This profile of results suggests that the high levels of anxiety and depression associated with this dimension are not able to be explained by the increased use of maladaptive interpersonal behaviours or negative attributions about the interpersonal behaviour of others. However, these increased levels of psychological distress may be explained by increased levels of more negative mood and lower levels of satisfaction experienced by these perfectionists in relation to their own unpleasant interpersonal experiences. Moreover, these levels of psychological distress may be explained by the increased motivations for behaviour relating only to *negative evaluation concerns* perfectionistic concerns.

Frost et al. (1990) described *doubts about actions* as a dimension of perfectionism that captures global beliefs about the quality of one's actions rather than concerns about specific mistakes. The results of the current study provide some support for this characterisation, in that these perfectionists were not satisfied with either their handling or with the outcome of unpleasant interpersonal interactions. These results suggest doubts about the quality of the way that the interactions were handled that subsequently resulted in lower levels of satisfaction with the outcome. These more negative

attributions may then have contributed to the more negative mood experienced by these individuals.

Concern Over Mistakes, Socially Prescribed Perfectionism and The PCI.

The second more pathological profile of results relates to the dimensions of *concerns over mistakes, socially prescribed perfectionism* and the PCI that are highly implicated in vulnerability to psychological distress and deficits in interpersonal functioning. These dimensions of perfectionism all showed a similar but not identical pattern of vulnerability to *anxiety* and *depression* (although somewhat less so for *socially-prescribed perfectionism*). These dimensions were all involved in increased estimates of negative interpersonal interactions with others and differentially with aspects of *interpersonal rejection sensitivity*. However, of these dimensions only individuals high in *socially prescribed perfectionism* showed increased avoidance behaviour. All three dimensions were involved in more negative attributions about the interpersonal behaviour and feelings of others. Individuals high in these dimensions also reported that they were simultaneously more motivated in their interpersonal behaviour by perfectionistic reasons relating to the desire to maintain high standards and organisation but also the desire to avoid the potential disapproval of others and doubts about the quality of their actions.

Frost et al. (1990) have previously suggested that the dimension of *concern over mistakes* is suggested to be more highly implicated in the onset and maintenance of psychopathology than the dimension of *personal standards*. Frost et al. further proposed that *concern over mistakes* is more central to their conceptualisation of the pathological

nature of perfectionism than the dimension of *personal standards*. The results of the current investigations provide support for the contention that *concern over mistakes* is implicated in the development of psychopathology to a greater extent than *personal standards*. However, the results of the current investigations also reveal that *concern over mistakes* is highly implicated in poorer interpersonal functioning.

Individuals high in *concern over mistakes* are suggested to be so over concerned about making a mistake that even the smallest mistake is perceived as failing to meet the standards they have set. These individuals are also proposed to have fears that one will lose the respect of others following perceived failure (Frost et al., 1990). These conclusions are supported to some degree by the increased perfectionistic motivations of individuals high in concern over mistakes as they were motivated not only by the desire to maintain personal standards but by doubts that they had “done the right thing” and desire to avoid the potential disapproval of others. Yet these perfectionists did not report that they were motivated in their behaviour by specific concerns about having made a mistake or the loss of respect of others. It may be that interpersonal situations do not provide enough of an achievement context that may generate judgments of failure relative to specific mistakes.

Similarly, although high PCI scores have previously been associated with increased levels of psychopathology, little attention has been given to this measure of perfectionism in relation to interpersonal functioning. Flett, Hewitt, Blankstein & Gray. (1998) have theorised that individuals with frequent perfectionistic cognitions perceive a discrepancy

between their ideal and actual characteristics and that they are vulnerable to psychological distress through an increased tendency towards rumination about their inability to attain perfectionistic goals. The results of the current investigations support the notion that more frequent perfectionistic cognitions are highly implicated in psychological distress. The results of the current investigation also offer support for the idea that this increased psychological distress may also occur through deficits in aspects of interpersonal functioning that may include increased *interpersonal rejection sensitivity* and reduced perceptions of satisfaction and control in unpleasant interpersonal situations.

Negative Perfectionism.

Finally the dimension of *negative perfectionism* also showed a distinct profile of results. Individuals high in *negative perfectionism* showed some similarities to the profile of results for the dimensions of *socially prescribed perfectionism*, *concern over mistakes* and the PCI discussed above. Individuals high in *negative perfectionism* also showed increased estimates of negative interactions with others and increased levels on all interpersonal rejection sensitivity scales and more negative attributions about the interpersonal behaviour and feelings of others.

However, individuals high in this dimension of perfectionism reported increased levels of avoidance behaviour and that they were motivated in their behaviour only by perfectionistic concerns relating to the desire to avoid the potential disapproval of others and beliefs that others expected too much of them. High *negative perfectionists* did not report any increased motivations relating to the desire to maintain personal standards or

the desire to be recognised or rewarded for achievement relative to low perfectionists. Individuals high in *negative perfectionism* showed the greatest range of differences relative to low perfectionists in regard to increased interpersonal distress relating to control, satisfaction and mood.

In addition, individuals high in *negative perfectionism* showed among the highest levels of psychological distress and the greatest magnitude of associations with estimates of more frequent negative interpersonal interactions and greater levels of all aspects of *interpersonal rejection sensitivity*. However, *negative perfectionists* showed only limited differences in relation to negative attributions about the interpersonal behaviour and feelings of others.

This pattern of results suggests that *negative perfectionism* is highly involved not only in increased vulnerability to psychological distress but to multiple aspects of interpersonal dysfunction. Furthermore, the results of the current investigations provide strong support for the related theory proposed by Terry-Short et al. (1995) and Slade and Owens (1998). Slade and Owens have proposed that in the context of interpersonal situations individuals high in *negative perfectionism* will engage in avoidance behaviour in order to avoid or escape from the potentially negative consequences of failing to meet perfectionistic goals. Thus in an interpersonal context high *negative perfectionists* will engage in avoidance behaviour in order to avoid the potential disapproval of others.

These conclusions relating to different profiles of interpersonal functioning and vulnerability to psychological distress raise a number of further issues. If future research is able to replicate these results it would suggest that these different profiles may reflect different underlying psychological processes and patterns of behaviour relevant to particular dimensions or aspects of perfectionism. In addition, these profiles of results appear to offer support for a multidimensional approach to any future investigation of perfectionism and interpersonal functioning and that future investigations may need to include scales that are representative of each of these differing profiles. These results may also inform debate regarding the continuity or discontinuity of differences in perfectionistic individuals (Flett & Hewitt, 2002).

In their review of perfectionism and maladjustment Flett and Hewitt (2002) discussed differences in approaches to the construct of perfectionism that assume that either different types of perfectionist exist who differ qualitatively in their characteristics (i.e. categorical approach) in contrast to the idea that perfectionists differ in the degree of perfectionism (dimensional approach). The findings of the current investigations offer some support for both approaches. For example, *other-oriented perfectionism* appears to form a relatively discrete category of perfectionism, whereas other dimensions such as *personal standards*, *concern over mistakes*, *socially prescribed* and *self-oriented perfectionism* appear to support a dimensional approach reflecting the extent to which perfectionists are motivated in their behaviour by different perfectionistic concerns that may also be associated with the degree of distress and psychopathology experienced.

When taken together, the results of the current investigations suggest that some dimensions of perfectionism but not others are highly involved in both increased levels of psychological distress and deficits in interpersonal functioning. It is possible that interpersonal dysfunction and distress contribute to vulnerability to depression and anxiety through a number of mechanisms.

10.3 Perfectionism Theory and Aspects of Interpersonal Functioning

It has previously been suggested that high levels of perfectionism may contribute to the onset and maintenance of psychological distress by increasing self-generated stressors and by activating more negative attributions about one-self and others. These more negative attributions may include a tendency to interpret ambiguous feedback as negative (Alden et al., 1994; Dunkley et al., 2000; Hewitt & Flett, 2002). In addition, researchers have speculated that individuals high in *socially prescribed perfectionism* make more negative attributions about themselves in that they may perceive they have less control and are less satisfied with their own handling of interactions (Flett, Hewitt, Blankstein & O'Brien, 1991; Hewitt & Flett, 1991b).

The results of the current investigations offer some support for the idea that specific dimensions of perfectionism are involved in increased self-generated stressors through more negative attributions about the neutral and friendly behaviour of others, including perceptions that behaviour is less friendly and less interpersonally warm. Perceptions of more frequent negative interactions may also relate to a tendency to respond to the behaviour of others with greater distress such as by experiencing more anxiety.

However, increased interpersonal distress does not appear to occur through more negative categorisations of the facial expression and expressed mood of others.

Individuals high in *socially prescribed perfectionism* did not report decreased levels of control or satisfaction in relation to unpleasant interpersonal interactions, however, individuals high in *negative perfectionism* did. High *negative perfectionists* reported decreased control and decreased satisfaction with their handling of interactions. These more negative self-directed attributions may then decrease levels of satisfaction with the outcome of interpersonal interactions and result in a more negative mood.

Researchers have also suggested that a tendency towards increased avoidance compounds the experience of interpersonal distress that further increases vulnerability to psychopathology (Dunkley et al., 2000). The results of the current investigations offer mixed support for this idea. Although many high perfectionism groups (including *personal standards* and *self-oriented perfectionism*) reported being motivated in their interpersonal behaviour by the desire to avoid the potential disapproval of others, only individuals high in *socially prescribed perfectionism* and *negative perfectionism* actually engaged in increased avoidance behaviour. This raises questions as to why these perfectionists engaged in avoidance behaviour when other perfectionists did not, given that they reported some similarities in motivation.

As previously discussed, motivations relating to the desire to maintain high personal standards reported by individuals high in dimensions such as *self-oriented perfectionism*

and *personal standards* may reduce tendencies to avoid others when difficulties arise. Yet this was not the case for individuals high in *socially prescribed perfectionism*.

Researchers have previously speculated that individuals high in *socially prescribed perfectionism* may engage in increased avoidance in response to a tendency to externalise attributions of success or failure in interpersonal contexts and to experience perceptions of personal helplessness in interpersonal situations (Flett, Hewitt, Blankstein & Pickering, 1998). However, individuals high in *socially prescribed perfectionism* did not report perceptions of reduced control or satisfaction in unpleasant interpersonal situations in the current investigations. It may be that motivations to maintain personal standards did not overwhelm the *socially prescribed perfectionists* tendency towards avoidance, but may have acted to reduce levels of interpersonal distress.

As the focus of the *socially prescribed perfectionists*' concerns are beliefs that others are imposing unrealistic expectations on them, successfully avoiding the potential disapproval of others may in fact buffer the individual from distress by avoiding challenges to the idea that perfectionistic standards have been met. In contrast, individuals high in *negative perfectionism* who also engaged in increased avoidance behaviour may experience increased interpersonal distress because their only motivations are to avoid potential failure or the disapproval of others. Thus for these perfectionists, failure to meet perfectionistic goals may already be assumed to have occurred. This conclusion remains speculative but may be offered some support through the findings of

the current investigations in relation to the perfectionistic motivations for behaviour and levels of interpersonal distress.

Although individuals high in both *negative perfectionism* and *socially prescribed perfectionism* engaged in avoidance behaviour, only *negative perfectionists* reported increased interpersonal distress whereas *socially prescribed perfectionists* did not. These results suggest that avoidance behaviour in and of itself, does not explain increased levels of interpersonal distress. Only two high perfectionism groups from the *negative evaluations concerns* dimensions reported increased interpersonal distress relating to a more negative mood. These were *negative perfectionism* and *doubts about actions*.

In addition, *negative perfectionism* and *doubts about actions* these were the only high perfectionism groups to report decreased satisfaction with both their handling and the outcome of unpleasant interactions. As individuals high in these dimensions perceive themselves to be exposed more frequently to unpleasant interactions with others, it is likely that they will subsequently also experience more frequent episodes of reduced satisfaction and low mood that may render them more vulnerable to increased psychological distress. However, further research is required to clarify the nature of links between perfectionism, avoidance behaviour and the perfectionistic motivations that may be associated with them.

When examining differences in the profile of results relating to *standards and achievement* dimensions, although specific *standards and achievement* dimensions of perfectionism (such as *self-oriented perfectionism*) are associated significantly with

greater levels of psychological distress, there is no evidence to suggest that this increased psychological distress is related to any increased use of maladaptive interpersonal behaviours or more negative attributions about the interpersonal behaviour and feelings of others. Dimensions such as *other-oriented perfectionism* were only negligibly associated with symptoms of anxiety and depression, whereas dimensions such as *positive perfectionism* were associated with some increase in levels of anxiety but not depression.

Despite this mixed profile of associations between *standards and achievement* dimensions of perfectionism and measures of psychological distress, no *standards and achievement* dimension showed a consistent pattern of more negative attributions about the interpersonal behaviour or feelings of others. Nor did any high *standards and achievement* group show an increased use of maladaptive behaviours such as avoidance thought to increase vulnerability to psychological distress. High *positive perfectionists* reported an increased use of arguing; a conflict behaviour suggested to be associated with increased distress through the indirect effects of alienating significant others. Yet high *positive perfectionists* showed no evidence of increased interpersonal distress.

Contrary to expectations, individuals high in *standards and achievement* dimensions did not show any increased levels of more adaptive and constructive behaviours that might explain the lower levels of psychological distress experienced by individuals high in dimensions such as *other-oriented perfectionism*. However, there was some evidence of more positive attributions about one's own experience of unpleasant interpersonal

interactions including increased perceptions of control and satisfaction in some instances. Thus it does not appear that the current investigations provide support for the contentions of theorists who have suggested that individuals high in some *standards and achievement* dimensions of perfectionism are more likely to persistently engage in positive interpersonal behaviours that will lead to increased problem solving and reduced levels of distress (Dunkley et al., 2000). Although there is evidence of decreased levels of interpersonal distress and psychopathology relating to *standards and achievement* dimensions such as *other-oriented perfectionism* and *positive perfectionism* this does not appear to be the result of consistently more adaptive interpersonal behaviours and attributions.

10.4 Concluding Comments and Directions for Future Research

When the results of the investigations undertaken in this thesis are examined, it is clear that individual dimensions of perfectionism from different perfectionism measures contribute differentially to aspects of interpersonal functioning that may then directly or indirectly increase vulnerability to psychological distress. In addition the results of the current investigations suggest that the focus of the perfectionism literature on the MPS-H in investigations of interpersonal functioning and distress in relation to perfectionism may be underestimating the important contributions offered by other measures of perfectionism such as the PANPS, the PCI and the MPS-F.

The results of the current investigations showed that dimensions of perfectionism such as *negative perfectionism*, *doubts about actions*, *concern over mistakes* and the PCI were all

more consistently or more strongly associated with both psychological distress and deficits in interpersonal functioning than the dimensions such as *socially prescribed perfectionism*. As such these dimensions warrant greater research attention in relation to any examination of perfectionism and interpersonal functioning and psychological distress.

In addition, the results clearly suggest that even those high in dimensions of perfectionism such as *self-oriented perfectionism* and *personal standards* are influenced or motivated in their interpersonal behaviour by perfectionistic concerns about the personal consequences of failure to meet high personal standards such as exposure to the disapproval others rather than simply by their perceived failure to meet these self-imposed perfectionistic standards. These perfectionistic concerns may arise from stringent self-evaluation as proposed by researchers such as Shafran and Mansell (2001). However, the results from Study 1 relating to associations between anxiety and depression and the dimensions of *self-oriented perfectionism*, *personal standards* and *negative perfectionism* also suggest that the perfectionists' vulnerability to psychopathology could be more related to fears about the consequences of perceived failure rather than the setting of high standards and stringent self-evaluation in and of itself as suggested by researchers such as Campbell & Di Paula (2002), Flett, Sawatzky et al., 1995, Frost et al. (1990), Terry-Short et al. (1995) and Slade & Owens (1998).

Other researchers have argued that at its simplest expression, perfectionism is a belief that a perfect state exists and one should always try to attain this perfect state (Rhéaume

et al. (2000). There is no doubt merit in this idea, yet the results of the current investigations suggest that the motivations behind perfectionistic behaviours are complex and derive from many aspects of perfectionism including as noted above, fears about the consequences of ones mistakes for oneself.

As such, even if the definition proposed by Rhéaume et al. (2000) were applied to interpersonal contexts, all motivations for highly perfectionistic individuals would conceivably derive from beliefs that they should act in a certain way because there is a perfect way to behave. Yet this does not account for the fact that in the current investigations individuals high in *personal standards* and *self-oriented perfectionism* were motivated in their behaviour by perfectionistic reasons relating to not only living up to their own standards but also fears about the consequences of failing to do so such as exposure to the disapproval of others.

These complex motivations for behaviour suggest that having beliefs that a perfect state exists are only important if one has negative beliefs about the consequences of failure to live up to these beliefs. As such these conclusions are consistent with those of Terry-Short et al (1995) and Slade and Owens (1998) that it is beliefs about the consequences of perfectionistic behaviour that are important in psychological outcomes for the perfectionist. These results could also be considered as consistent with the conclusions of Campbell and Di Paula (2002) that it is the perfectionists' beliefs about the contingent nature of the affection or respect of others in the need to attain perfectionistic goals that is

involved in increased levels of psychological distress and not the desire to achieve perfectionistic goals per se.

Taken together, the results of the current investigations support the use of a multidimensional approach to investigations of perfectionism. The results of these investigations provide considerable support for theories of perfectionism such as those proposed by Frost et al (1990), Hewitt & Flett (1991b), and Terry-Short et al (1995) amongst others, who argue that the construct of perfectionism is not limited to the setting of high standards and stringent self-criticism for failing to meet these standards. Rather the results of the current investigations support the notion that perfectionism has cognitive, motivational and behavioural components relating to interpersonal functioning and that these aspects of perfectionism may be involved in the onset and maintenance of psychopathology.

10.5 Limitations of the Studies Conducted in This Thesis

The findings relating to the demographic characteristics and history of the participants in the current series of investigations were not examined in great depth. The results suggest that the relationship between perfectionism and characteristics such as age or life situation may be highly complex and require a much greater level of investigation in order to properly clarify the nature of these relationships. Research into perfectionism and variables such as age may also benefit from a longitudinal study that is able to capture changes across time. Additionally findings such as those relating to suicide attempt and self-mutilation require a much greater level of control with regard to the type

and frequency of self-mutilation engaged in as well as investigation of the possible causal relationships that may exist between self-mutilation separately from associations with increased suicide risk.

Future research with regard to perfectionism and social information such as facial expressions may benefit from investigating facial expressions within a more realistic social context that was not achieved in the current investigation. It is possible that the use of photographs of faces divorced from a situational or social context may have minimised potential differences between perfectionists and non-perfectionists in making judgments about facial expressions. Making judgments about facial expression in the absence of situational or social cues may have made the task less realistic thus making it harder for participants to make such judgments. Future investigations may benefit from manipulating the situational or social context in which facial expressions are shown as this may elicit differences in judgments between perfectionists and non-perfectionists.

Similarly future research into the attributions and perceptions of the friendliness or otherwise of the behaviour of others would be strengthened by creating vignettes with a greater magnitude of difference between friendly and neutral descriptions of behaviour that may not have been adequately achieved in the current study. Providing a clearer distinction between descriptions of neutral and friendly behaviour may make it easier for participants to formulate judgments about the nature of the interpersonal behaviour of others. However, it is also possible that it is ambiguity and a lack of clear distinction between behaviours that taps into differences between perfectionists and non-

perfectionists. It is possible that descriptions of clear extremes in interpersonal behaviour may only serve to minimise differences between these groups. This issue may also need to be clarified in any future investigation.

Alternatively, it may be beneficial to use brief films of dyadic interactions that enable a greater degree of interpretation than that allowed by a vignette methodology or the use of photographs in investigations of facial expression. In addition a greater depth of information may be gained in relation to interpersonal behaviour by examining both pleasant and unpleasant interactions. It is possible that individuals high in *standards and achievement* dimensions of perfectionism may exhibit more approach behaviours within the context of positive interactions as opposed to unpleasant ones that may inhibit more positive behaviours.

Finally it is acknowledged that there are several methodological issues presented by the use of event contingent diary material as noted by Vittengl and Holt (1998). An issue of central importance in the use of self-report measures is the validity of diary material provided by participants. The potential biases introduced by the use of such a participant controlled format are unclear. Statistical techniques may also be compromised by the use of such large amounts of complex data. Consistent with the suggestions of Vittengl and Holt a more conservative analytical approach was used in relation to diary material that would challenge fewer statistical assumptions but perhaps reduced some of the richness of individual event data.

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Appendix A1: Participant Information Sheet, Statement of
Informed Consent and Questionnaire Instruction Sheet

Perfectionism, Psychological Distress and Well-being and Interpersonal Behaviour

The above project is an investigation being conducted by Dr Ted Thompson, Dr John Davidson, and Mrs Kay Cuellar of the Department of Psychology at the University of Tasmania. The project is being undertaken as part of the requirements for postgraduate studies in clinical psychology (PhD). The purpose of the study is to learn more about perfectionism and the characteristics associated with perfectionism in different individuals as well as the association of perfectionism with symptoms of psychological distress and wellbeing.

If you agree to participate you will be asked to complete a number of questionnaires that will be provided to you. One of these questionnaires asks for information about you, your current situation including mental health and some of your history. The remainder of the questionnaires ask for information about perfectionism, symptoms psychological distress you might have experienced recently and about your levels of happiness. Some of the information required is quite personal. It is not expected that filling out these questionnaires will cause you any discomfort, however you may find them repetitive or boring.

An explanation as to how to fill out each questionnaire will be provided to you. You will have one week to complete these questionnaires in the order that they have been provided to you. If you have any questions or difficulties about how to answer any of the questions, you are free to contact the investigators listed below to assist you with this. It will take about 30-45 minutes to complete this task.

Once the questionnaires have been completed you will be asked to read a set of three very brief vignettes that describe a social interaction. You will then be asked to provide ratings about your perceptions of the behaviour and feelings of the individuals described in the vignettes. This task will take about 10 minutes. Following this short task you will be asked to view a set of pictures of faces and make judgments about the expressions of the faces shown. This task will only take about 5 minutes. It is not expected that you will be distressed in any way while undertaking these tasks.

At the completion of these tasks you will be asked to complete five entries in an interaction diary. You will be given instructions as to how to complete the diary. This task will require you to write down brief details of an interpersonal interaction you experience that seems unpleasant to you in some way. You will then be asked to provide ratings as to how much you used each of a set of specific behaviours, why you might have behaved this way and how you felt before and after the interaction. You will be asked to complete each diary entry as soon as possible after the interaction has taken place. It is expected it will take approximately 10 minutes to complete a diary entry for a specific interaction. Once you have completed your interaction diary you will be asked to return it to the investigator in a sealed envelope. If you have any questions or difficulties

about any aspect of these tasks you are free to contact the investigators listed below. First year psychology students will be provided with 1.5 hours participation credit for their participation on completion of all tasks.

We wish to emphasise the information you share with us will be treated in a confidential manner. All questionnaire data will be stored with a participation number rather than your name to ensure confidentiality. The data will be stored in a locked cabinet within the Psychology Department at the University of Tasmania.

Participation in this study is completely voluntary. If you agree to participate in the study but then change your mind and wish to withdraw, you may do so at any time without prejudice.

If you wish to discuss the project before, during or after participation, you can contact me at any time on: (03) 6226 7458 or email me, knmenzie@postoffice.utas.edu.au.

You may also contact the chief investigator Dr Ted Thompson on: (03) 6226 2887 or email him; T.Thompson@utas.edu.au

This study has received ethical approval from the University Ethics Committee (Human Experimentation). If you have any concerns of an ethical nature regarding the experiment you may contact the Chair of the University Ethics Committee (Human Experimentation) on (03) 6226 7569 or the Executive Officer on (03) 6226 2763. If you are a University of Tasmania student, you may wish to discuss any ethical concerns with a University Student Counsellor.

At the conclusion of the current study we would be happy to discuss your individual results with you should you be interested. Overall results will be available at the completion of the project. If you decide to withdraw from the project, we would welcome the opportunity to discuss with you any concerns you have about the project and your participation in it.

As mentioned above the current study is the first in a series of three. If you decide to take part in the current study you are under no obligation to take part in subsequent studies if you do not wish to do so. If you decide to take part in one of these later studies you will be provided with further information sheets and your informed consent obtained again.

Please keep this information sheet and, if necessary refer to the information it contains. In addition, if you agree to participate, you will be asked to sign a statement of informed consent. A copy of this statement will be supplied to you.

Thank you.

STATEMENT OF INFORMED CONSENT

Perfectionism, Psychological Distress and Well-being and Interpersonal Behaviour

Please read carefully the declarations below and print and sign your name in the spaces provided.

1. I have read and understood the 'Information Sheet' for this study.
2. The nature and possible effects of the study have been fully explained to me.
3. I understand the study involves the following procedures:
 - That I will be asked to provide answers on questionnaires that contains some personal information about my history and current situation.
 - I will also be asked to answer a number of other questionnaires including some requesting information about feelings of distress, personal happiness and perfectionistic thoughts.
 - I will be asked to complete a brief task that requires me to read vignettes about interactions between individuals and then answer questions about the behaviour and feelings of the individuals in the vignettes.
 - I will be asked to complete a task requiring me to make judgments of facial expressions.
 - I will be asked to complete five entries in an 'Interaction Diary' in which I will briefly record five unpleasant interactions I experience and then answer questions about my behaviours and feelings in regard to these interactions.
 - I will have one week to complete these questionnaires
4. Any questions that I have asked have been answered to my satisfaction.
5. I agree to participate in this investigation and understand that I may withdraw at any time without prejudice.
6. I agree that research data gathered for this study may be published provided that I cannot be identified as a participant.

Name of Participant _____

Signature of Participant _____ Date _____

7. Statement by the Investigator

I have explained this project and the implications of participation in the study to this volunteer and I believe the consent is informed and that he/she understands the implications of participation.

Name of investigator _____

Signature of investigator _____ Date _____

Questionnaire Instruction Sheet

Thank you for taking the time to fill out these questionnaires. Please make sure you have read the information sheet and completed the Statement of Informed Consent that has been provided to you. The Statement of Informed Consent is the only place where you should put your name. To fill out the questionnaires please follow the instructions provided below.

- Please answer all of the questionnaires provided in this pack in the order that you find them.
- In order to maintain the confidentiality of the information you give, you have been provided with a four-digit number that has been placed on all your questionnaire material. Do not put your name on any of the questionnaires.
- Once you have begun a questionnaire try to complete it at one sitting.
- Do not leave any questions unanswered.
- If there is something you are unsure of please contact me.
- It will take approximately 45 minutes to complete all of the questionnaires.
- On completion please check carefully to ensure you have filled out all the answers. One questionnaire has questions on both sides of the sheet.
- When you have completed the questionnaires you can begin the other tasks provided to you in your envelope.

Thank you again and remember if you have any problems or are disturbed by any of the questions asked please do not hesitate to contact me by phone (03 6226 7458) or email (knmenzie@postoffice.utas.edu.au).

Thank you

Appendix A2: General Information Questionnaire (Study 1)

General Information

Participant Number: _____

Please complete the following information as accurately as you are able to. Please do not write your name on any part of this questionnaire.

Age in Years: _____

Sex: Male/ Female

Please indicate, by circling the appropriate answer whether you attending University as a full time or part time student. Full Time/Part Time

Please indicate your current marital status by circling the appropriate answer:

- 1) Single 2) Involved in significant relationship 3) Married or Defacto
4) Separated or Divorced 5) Widowed

Please indicate whether you have any children: YES/NO

Please indicate the highest level of education you have previously achieved by circling the appropriate answer:

- 1) High School
2) Tafe or Industry Diploma
3) Matriculation
4) Tertiary Degree
5) Post-graduate Tertiary Degree

Please indicate whether you have taken any days off work/school in the last month due to a medical illness; YES/NO

Please indicate whether you have taken any days off work/school in the last month due to work/school related stress: YES/NO

Please indicate whether you are currently suffering from a medical illness: YES/NO

If you answered YES to the question above please indicate whether you are currently taking medication for your illness: YES/NO

Please indicate whether you are currently suffering from a diagnosed mental illness: YES/NO

If you answered YES to the question above, please indicate what mental illness are you currently suffering from in the space provided. _____

If you are currently suffering a mental illness please indicate whether you are currently taking medication for your illness: YES/NO

Please indicate whether you are obtaining treatment other than medication for your mental illness (such as psychological therapy or counselling): YES/NO

Please indicate whether you currently have a problem with alcohol or other substance use including prescribed medication: YES/NO

If you answered YES to the question above please indicate whether you are currently obtaining any treatment for your alcohol or substance use: YES/NO

Please indicate whether you have ever attempted suicide: YES/NO

If you answered YES to the question above could you please indicate whether you have made more than one suicide attempt: YES/NO

Please indicate whether you are currently thinking about attempting suicide: YES/NO

Please indicate whether you have ever deliberately injured yourself in any way, (not including any attempts at suicide), eg. cutting yourself with knives or razors, scratching yourself, burning yourself with hot water or cigarettes, pulling your hair out): YES/NO

If you answered YES to the question above, please indicate whether you have injured yourself in the last twelve months; YES/NO

IF you answered YES to the question above could you please indicate how often you have injured yourself during the last twelve months:

- 1) Seldom
- 2) Sometimes
- 3) Often
- 4) Frequently

Please indicate whether you currently seeking treatment for your self-injury behaviour: YES/NO

Please estimate how many unpleasant interpersonal interactions you have experienced in the last 48 hours. An unpleasant interpersonal interaction is any interaction in which you felt there was some level of unpleasant tension or discomfort in yourself.

Estimated Number of Unpleasant Interactions in the last 48 Hours. _____

Thank you for taking the time to fill out this questionnaire. If you have been distressed by any of the questions raised in the questionnaire please do not hesitate to contact me or Dr Ted Thompson at the numbers provided in your information sheet.

Thank you
Kay Cuellar

Appendix A3: Raters Instructions, Procedure and Results for Facial Expression Task
(Study 3)

Instructions for Facial Expressions Task

1. Please complete each page in the order that it is given to you.
2. On each page, select the emotion that you think best fits the face in the photograph from the expressions listed. Make your selection by circling only **ONE** emotional expression as shown in the example below.

This face is: SAD

HAPPY

ANGRY

NEUTRAL

OTHER

3. Next choose the extent to which you think the face in the photograph is showing the emotional expression you have chosen by circling the answer you think best fits on the scale, as shown in the example below.

Very Little A little bit Some Quite a bit Very Much

4. Complete this process for each of the eight faces you have been provided. Do not leave any out.

Thank You

Raters Procedure and Results for Facial Expression Task

Procedure

The raters were 20 family members and friends of the researcher. The age range was 17 to 61 years with a mean age of $M = 30$. There were six males and 14 females. Raters were provided with photographs of eight faces on A4 size paper in random order. For each face they were requested to choose one category of expression they thought was the best fit. They were then asked to rate the extent to which they thought the facial expression was shown for the category of expression chosen. Ratings were made on a five point likert scale. A score of 1 = "*very little*" to a score of 5 = "*very much*".

Results

Frequencies of categorisation were calculated for all faces. Means and standard deviations for all ratings of the extent to which the expression chosen was shown. As can be seen in Table A1, raters all chose a single category of expression for faces 2, 3 and 4. Multiple categories of expression were chosen for all other faces.

Table A1

Rater Categorisation Frequency and Mean Ratings of Facial Expression Shown

Face	Category Frequency	M (SD)
Face 1	Sad n = 18	3.78 (1.11)
	Other n = 2	3.00 (0.00)
Face 2	Angry n = 20	4.50 (0.51)
Face 3	Happy n = 20	4.35 (0.59)
Face 4	Happy n = 20	4.35 (0.74)
Face 5	Angry n = 17	3.94 (0.95)
	Neutral n = 1	3.00 (0.00)
	Other n = 2	3.00 (0.00)
Face 6	Angry n = 10	3.70 (0.82)
	Sad n = 6	3.17 (0.75)
	Other n = 4	3.50 (0.58)
Face 7	Neutral n = 19	4.10 (0.66)
	Other n = 1	3.00 (0.00)
Face 8	Sad n = 15	4.43 (0.52)
	Other n = 5	3.80 (0.45)

Faces 1, 2, 3 and 7 were chosen as representations of Sad, Angry, Happy and Neutral facial expression respectively. Faces 6 and 8 were selected because of the lower agreement of categorisation among raters.

Appendix A4: Participant Materials for Facial Expression Task (Study 3)

Instructions for Facial Expressions Task

1. Please complete each page in the order that it is given to you.
2. On each page, select the emotion that you think best fits the face in the photograph from the expressions listed. Make your selection by circling only **ONE** emotional expression as shown in the example below.

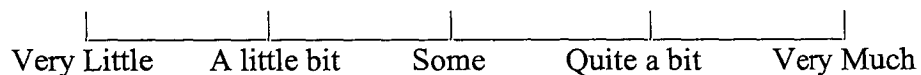
This face is: SAD

HAPPY

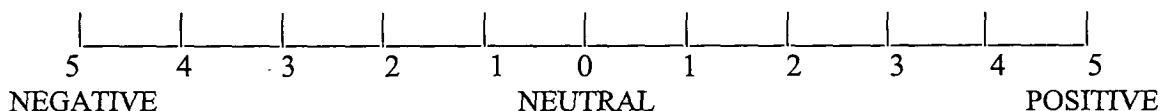
ANGRY

NEUTRAL

3. Next choose the extent to which you think the face in the photograph is showing the emotional expression you have chosen by circling the answer you think best fits on the scale, as shown in the example below.



4. Finally indicate how much you think the mood of the person in the photograph is negative or positive as shown in the example below.



5. Complete this process for each of the six faces you have been provided. Do not leave any out.
6. This task will take you about 5 minutes to complete.

Thank You

1. Please choose **ONE** facial expression you think the face in the photograph is showing from those listed below by circling the one you think best fits.

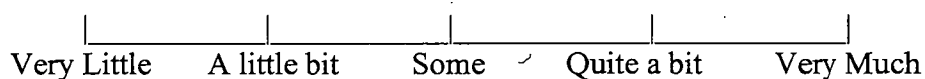
This face is: SAD

HAPPY

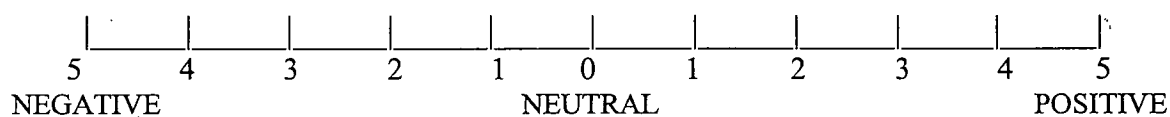
ANGRY

NEUTRAL

2. Please rate the extent to which you think the expression you have identified on the face is shown by placing a circle at the appropriate point on the scale below.



3. Finally indicate to what extent you think the mood of the person in the photograph is negative or positive by circling the appropriate point on the scale below.



FACE 1



1. Please choose **ONE** facial expression you think the face in the photograph is showing from those listed below by circling the one you think best fits.

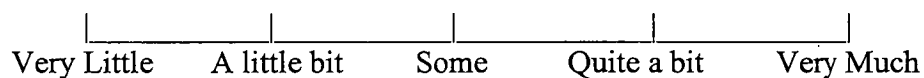
This face is: SAD

HAPPY

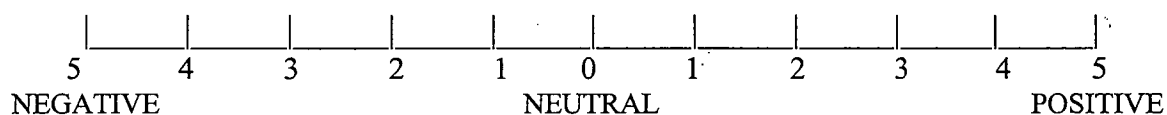
ANGRY

NEUTRAL

2. Please rate the extent to which you think the expression you have identified on the face is shown by placing a circle at the appropriate point on the scale below.



3. Finally indicate to what extent you think the mood of the person in the photograph is negative or positive by circling the appropriate point on the scale below.



FACE 3



1. Please choose **ONE** facial expression you think the face in the photograph is showing from those listed below by circling the one you think best fits.

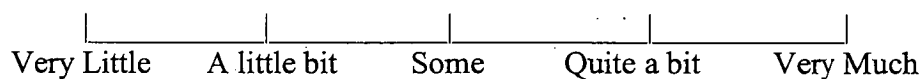
This face is: SAD

HAPPY

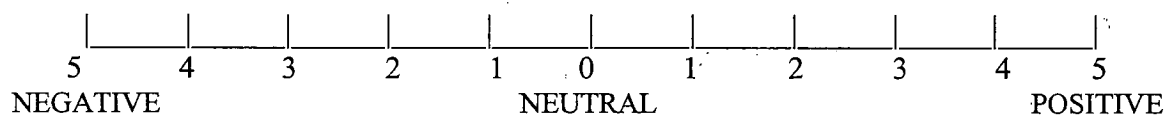
ANGRY

NEUTRAL

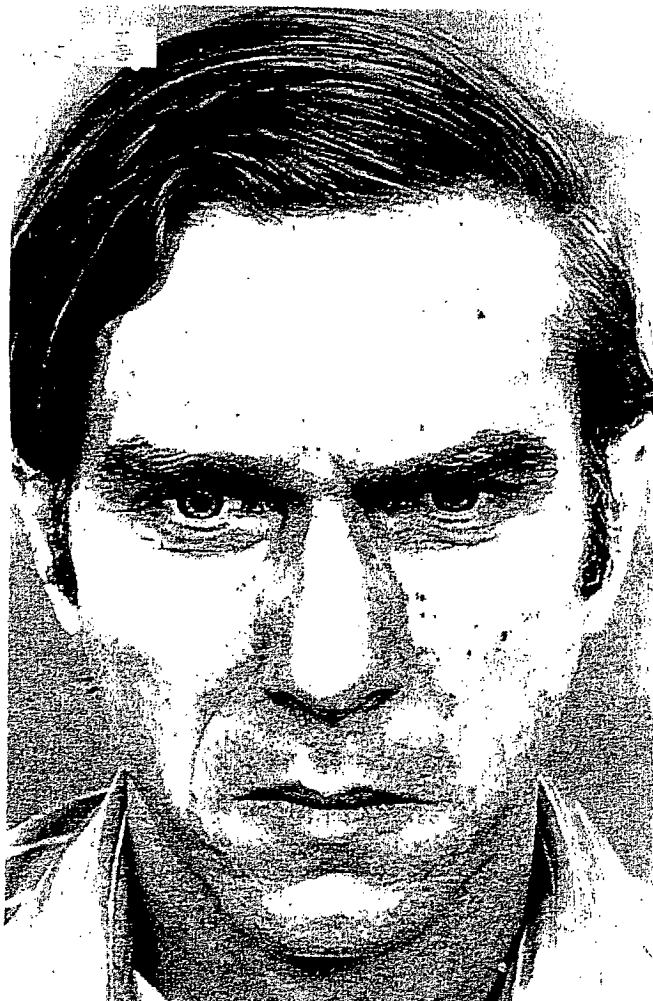
2. Please rate the extent to which you think the expression you have identified on the face is shown by placing a circle at the appropriate point on the scale below.



3. Finally indicate to what extent you think the mood of the person in the photograph is negative or positive by circling the appropriate point on the scale below.



FACE 6



1. Please choose **ONE** facial expression you think the face in the photograph is showing from those listed below by circling the one you think best fits.

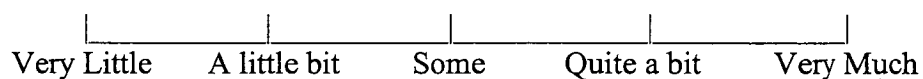
This face is: SAD

HAPPY .

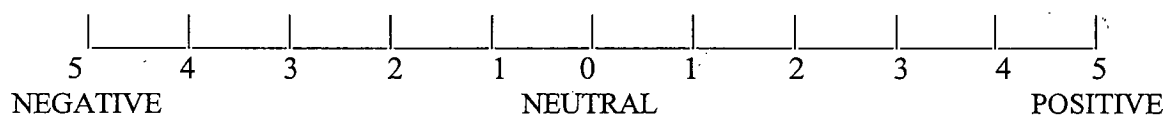
ANGRY

NEUTRAL

2. Please rate the extent to which you think the expression you have identified on the face is shown by placing a circle at the appropriate point on the scale below.



3. Finally indicate to what extent you think the mood of the person in the photograph is negative or positive by circling the appropriate point on the scale below.



FACE 7



1. Please choose **ONE** facial expression you think the face in the photograph is showing from those listed below by circling the one you think best fits.

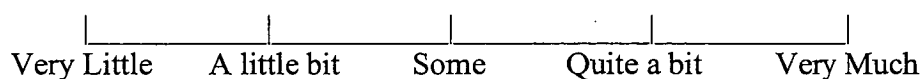
This face is: SAD

HAPPY

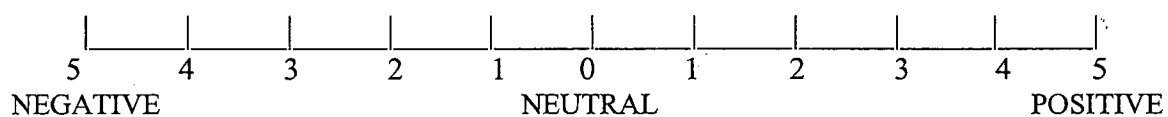
ANGRY

NEUTRAL

2. Please rate the extent to which you think the expression you have identified on the face is shown by placing a circle at the appropriate point on the scale below.



3. Finally indicate to what extent you think the mood of the person in the photograph is negative or positive by circling the appropriate point on the scale below.



FACE 8



Appendix A5: Rater Instruction Sheet, Procedure and Results for Vignette Task (Study 4)

You have been provided with three vignettes. To complete this task, follow the instructions below.

1. Please complete the vignettes in the order that they are provided to you.
2. Read each vignette and then circle the category that you think best describes Sarah's behaviour in each vignette as shown in the example below.

Friendly
Unfriendly
Neutral
Ambiguous

3. Once you have selected a category of behaviour please rate the extent to which you think Sarah's behaviour is friendly, neutral or unfriendly as shown on the scale below.

Very Friendly	Quite Friendly	A Little Friendly	Neutral	A Little Unfriendly	Quite Unfriendly	Very Unfriendly
<hr/>						

4. Please do not leave any question blank.
5. This task will take about 10 minutes to complete.

Thank you

Procedure and Results for Vignette Task (Study 4)

Procedure

Raters were 20 family members and friends of the researcher as described for the facial expression task.

Raters were provided with three vignettes in random order. Each vignette describes a dyadic interaction between two female characters. Raters were asked to choose one category of behaviour from a selection of four, that best described the behaviour of the character Sarah. They were then asked to provide a rating of the extent to which the behaviour described was friendly (score of 1 = *very friendly*) or unfriendly (score of 7 = *very unfriendly*) on a 7 point likert scale with a *neutral* (4) midpoint.

Results

Neutral vignette 1A

Two raters categorised the behaviour as *ambiguous* and one rater categorised the behaviour as *friendly*. The remaining 17 raters categorised the behaviour as *neutral*. Those that categorised the behaviour as *neutral* showed a mean rating of $M = 3.70$ ($SD = 0.47$) which fell close to the midpoint *neutral* score of 4 and within the “*neutral – a little friendly range*”.

Friendly vignette 1B

All twenty raters categorised the behaviour of the character as *friendly*. The mean rating on the *friendly/unfriendly* scale was $M = 2.25$ ($SD = 0.44$) which fell within the “*a little friendly – quite friendly*” score range close to the “*quite friendly*” score of 2.00.

Unfriendly vignette 1C

All twenty raters categorised the behaviour of Sarah as *unfriendly*. The mean rating on the *friendly/unfriendly* scale was $M = 5.65$ ($SD = 0.49$) falling in the “*a little unfriendly – quite unfriendly*” range towards the “*quite unfriendly*” score of 6.00.

Appendix A6: Participant Instructions for Vignette Task and Experimental Materials (Study 4)

Vignette Instruction Sheet

You have been provided with three vignettes. To complete this task, follow the instructions below.

- 6. Please complete the vignettes in the order that they are provided to you.
- 7. Read each vignette and answer the six questions for each vignette by placing a circle around the answer you think best fits as shown in the example below.

Very Friendly	Quite Friendly	A Little Friendly	Neutral	A Little Unfriendly	Quite Unfriendly	Very Unfriendly

- 8. Please do not leave any of the rating scales blank.
- 9. This task will take about 10 minutes to complete.

Thank you

Vignette 1A

Jenny has not seen Sarah very much lately. They usually see each other quite often in various places. They meet unexpectedly and Jenny stops to say hello.

Jenny. "Hi Sarah, how are you?"

Sarah. "I'm fine thanks, how are you?"

Jenny. "I'm great. What have you been up to?"

Sarah. "Not much really. I've just been busy, you know, the usual stuff."

Jenny. "It's great to see you. Have you got time for a coffee?"

Sarah. Looking at her watch, "Oh sorry, not today. I'm really busy so I can't stay and talk right now. I'll give you a call soon, O.K.?"

Jenny. "O.K., See you later then."

From the interaction described above, rate Sarah's behaviour on the dimensions below.

Very Friendly	Quite Friendly	A Little Friendly	Neutral	A Little Unfriendly	Quite Unfriendly	Very Unfriendly
<hr/>						
Very Accepting	Quite Accepting	A Little Accepting	Neutral	A Little Rejecting	Quite Rejecting	Very Rejecting
<hr/>						
Very Warm	Quite Warm	A Little Warm	Neutral	A Little Cold	Quite Cold	Very Cold
<hr/>						

From the interaction above, rate how you think Jenny felt after the interaction had taken place on the rating scales below.

Very Happy	Quite Happy	A Little Happy	Neutral	A Little Sad	Quite Sad	Very Sad
<hr/>						
Very Angry	Quite Angry	A Little Angry	Neutral	A Little Pleased	Quite Pleased	Very Pleased
<hr/>						
Very Anxious	Quite Anxious	A Little Anxious	Neutral	A Little Calm	Quite Calm	Very Calm
<hr/>						

Vignette 1B

Jenny has not seen Sarah very much lately. They usually see each other quite often in various places. They meet unexpectedly and Jenny stops to say hello

Jenny. "Hi Sarah, how are you?"

Sarah. "I'm fine, It's so good to see you. How are you?"

Jenny. "I'm great. What have you been up to?"

Sarah. "Oh heaps; nothing major, just the usual stuff keeping me busy."

Jenny. "It's great to see you. Have you got time for a coffee?"

Sarah. Looking at her watch, "Sure, but I've got some things to finish first, so how about I meet you in an hour back here and we can catch up."

Jenny. "O.K., see you later then."

From the interaction described above, rate **Sarah's behaviour** on the dimensions below

Very Friendly	Quite Friendly	A Little Friendly	Neutral	A Little Unfriendly	Quite Unfriendly	Very Unfriendly
<hr/>						
Very Accepting	Quite Accepting	A Little Accepting	Neutral	A Little Rejecting	Quite Rejecting	Very Rejecting
<hr/>						
Very Warm	Quite Warm	A Little Warm	Neutral	A Little Cold	Quite Cold	Very Cold
<hr/>						

From the interaction above, rate how you think **Jenny felt** after the interaction had taken place on the rating scales below.

Very Happy	Quite Happy	A Little Happy	Neutral	A Little Sad	Quite Sad	Very Sad
<hr/>						
Very Angry	Quite Angry	A Little Angry	Neutral	A Little Pleased	Quite Pleased	Very Pleased
<hr/>						
Very Anxious	Quite Anxious	A Little Anxious	Neutral	A Little Calm	Quite Calm	Very Calm
<hr/>						

Vignette 1C

Jenny has not seen Sarah very much lately. They usually see each other quite often in various places. They meet unexpectedly and Jenny stops to say hello.

Jenny. "Hi Sarah, how are you?"

Sarah. "O.K. thanks"

Jenny. "What have you been up to?"

Sarah. "Nothing much."

Jenny. "It's great to see you. Have you got time for a coffee?"

Sarah. Looking at her watch, "Look, I really can't talk right now. I've got things to do."

Jenny. "O.K., see you later then."

From the interaction described above, rate **Sarah's behaviour** on the dimensions below

Very Friendly	Quite Friendly	A Little Friendly	Neutral	A Little Unfriendly	Quite Unfriendly	Very Unfriendly
Very Accepting	Quite Accepting	A Little Accepting	Neutral	A Little Rejecting	Quite Rejecting	Very Rejecting
Very Warm	Quite Warm	A Little Warm	Neutral	A Little Cold	Quite Cold	Very Cold

From the interaction above, rate how you think **Jenny felt** after the interaction had taken place on the rating scales below.

Very Happy	Quite Happy	A Little Happy	Neutral	A Little Sad	Quite Sad	Very Sad
Very Angry	Quite Angry	A Little Angry	Neutral	A Little Pleased	Quite Pleased	Very Pleased
Very Anxious	Quite Anxious	A Little Anxious	Neutral	A Little Calm	Quite Calm	Very Calm

Vignette 2A

Mark has not seen his friend Sam very much lately. They usually see each other quite often in various places. They meet unexpectedly and Mark stops to say hello.

Mark. "Hi Sam, how are you?"

Sam. "I'm fine thanks, how are you?"

Mark. "I'm great. What have you been up to?"

Sam. "Not much really. I've just been busy, you know, the usual stuff."

Mark. "It's great to see you. Have you got time for a drink?"

Sam. Looking at his watch, "Oh sorry, not today. I'm really busy so I can't stay and talk right now. I'll give you a call soon, O.K.?"

Mark. "O.K., See you later then."

From the interaction described above, rate **Sam's behaviour** on the dimensions below.

Very Friendly	Quite Friendly	A Little Friendly	Neutral	A Little Unfriendly	Quite Unfriendly	Very Unfriendly
Very Accepting	Quite Accepting	A Little Accepting	Neutral	A Little Rejecting	Quite Rejecting	Very Rejecting
Very Warm	Quite Warm	A Little Warm	Neutral	A Little Cold	Quite Cold	Very Cold

From the interaction above, rate how you think **Mark felt** after the interaction had taken place on the rating scales below.

Very Happy	Quite Happy	A Little Happy	Neutral	A Little Sad	Quite Sad	Very Sad
Very Angry	Quite Angry	A Little Angry	Neutral	A Little Pleased	Quite Pleased	Very Pleased
Very Anxious	Quite Anxious	A Little Anxious	Neutral	A Little Calm	Quite Calm	Very Calm

Vignette 2B

Mark has not seen Sam very much lately. They usually see each other quite often in various places. They meet unexpectedly and Mark stops to say hello

Mark. "Hi Sam, how are you?"

Sam. "I'm fine, It's so good to see you. How are you?"

Mark. "I'm great. What have you been up to?"

Sam. "Oh heaps; nothing major, just the usual stuff keeping me busy."

Mark. "It's great to see you. Have you got time for a drink?"

Sam. Looking at his watch, "Sure, but I've got some things to finish first, so how about I meet you in an hour back here and we can catch up."

Mark. "O.K., see you later then."

From the interaction described above, rate **Sam's behaviour** on the dimensions below

Very Friendly	Quite Friendly	A Little Friendly	Neutral	A Little Unfriendly	Quite Unfriendly	Very Unfriendly
Very Accepting	Quite Accepting	A Little Accepting	Neutral	A Little Rejecting	Quite Rejecting	Very Rejecting
Very Warm	Quite Warm	A Little Warm	Neutral	A Little Cold	Quite Cold	Very Cold

From the interaction above, rate how you think **Mark felt** after the interaction had taken place on the rating scales below.

Very Happy	Quite Happy	A Little Happy	Neutral	A Little Sad	Quite Sad	Very Sad
Very Angry	Quite Angry	A Little Angry	Neutral	A Little Pleased	Quite Pleased	Very Pleased
Very Anxious	Quite Anxious	A Little Anxious	Neutral	A Little Calm	Quite Calm	Very Calm

Vignette 2C

Mark has not seen Sam very much lately. They usually see each other quite often in various places. They meet unexpectedly and Mark stops to say hello.

Mark. "Hi Sam, how are you?"

Sam. "O.K. thanks"

Mark. "What have you been up to?"

Sam. "Nothing much."

Mark. "It's great to see you. Have you got time for a drink?"

Sam. Looking at his watch, "Look, I really can't talk right now. I've got things to do."

Mark. "O.K., see you later then."

From the interaction described above, rate **Sam's behaviour** on the dimensions below

Very Friendly	Quite Friendly	A Little Friendly	Neutral	A Little Unfriendly	Quite Unfriendly	Very Unfriendly
Very Accepting	Quite Accepting	A Little Accepting	Neutral	A Little Rejecting	Quite Rejecting	Very Rejecting
Very Warm	Quite Warm	A Little Warm	Neutral	A Little Cold	Quite Cold	Very Cold

From the interaction above, rate how you think **Mark felt** after the interaction had taken place on the rating scales below.

Very Happy	Quite Happy	A Little Happy	Neutral	A Little Sad	Quite Sad	Very Sad
Very Angry	Quite Angry	A Little Angry	Neutral	A Little Pleased	Quite Pleased	Very Pleased
Very Anxious	Quite Anxious	A Little Anxious	Neutral	A Little Calm	Quite Calm	Very Calm

Appendix A7: Participant Instructions and Experimental Material for the Interaction
Diary Task (Study 5)

Interaction Diary Instruction Sheet

To complete your Interaction Diary entries follow the instructions given below. The Interaction Diary is designed to ask about interactions that you have found unpleasant or uncomfortable in some way. Each diary page has prompts to help you complete the diary questions.

1. For each interaction, please indicate the date and time the interaction actually occurred and the date and time that you were able to record this interaction (you don't need to be too precise with the time). Try to complete your diary entry as soon as you are able after the interaction has occurred.
2. Complete a brief outline of the interaction as shown in the example below.

Who	_____
Where	_____
When	_____
About	_____

3. After you have given a brief outline of the interaction, answer the questions about the interaction by placing a circle around the answer that you think best fits as shown in the examples below.

I attempted to get my way by undermining the esteem in which the other person was held by people outside the situation.

_____	_____	_____	_____	_____
Not at all	A little bit	Some	Quite a bit	Very Much

I tried to resolve the situation through bargaining and compromise.

_____	_____	_____	_____	_____
Not at all	A little bit	Some	Quite a bit	Very Much

Please register the extent to which you felt your mood was negative or positive just before the interaction began.

5	4	3	2	1	0	1	2	3	4	5
NEGATIVE					NEUTRAL	POSITIVE				

4. Please do not leave any question unanswered even if you think it does not apply to you in the situation you have described.

Interaction Diary

Date and Time of Interaction _____ Date and Time of Diary Entry _____

We would like you to answer some questions about social interactions, particularly those that you found unpleasant or uncomfortable in some way. For the purposes of this diary, an unpleasant personal interaction could be thought of as any interaction where you felt some level of unpleasant tension or discomfort when interacting with another person/s.

Please *give a brief description* of a recent unpleasant interaction including where it took place (e.g. at home, at work, by telephone), who was involved (e.g. friend, colleague, partner, child, other family member, customer) and what it was about (e.g. difference of opinion, unfair demands, someone's poor behaviour).

Who	
Where	
When	
About	

On the following pages we would like to ask you some specific questions about the unpleasant interaction you have described above. Please answer all the questions as honestly as you can. Try to think about **what actually happened** and not what you think should have happened.

Below are some things that you might have done in this situation. Please read each item carefully and give a rating as to how much you used each item in the situation you described above. Remember it is important to think about **what you actually did** and not what you think you should have done.

- 1) I attempted to get my way by using some sort of force, coercion, pressure, or manipulation directed at the other person.

Not at all	A little bit	Some	Quite a bit	Very Much

- 2) I decided to wait things out and do nothing for the time being.

Not at all	A little bit	Some	Quite a bit	Very Much

- 3) I accepted the situation as it was and attempted to make the best of it.

Not at all A little bit Some Quite a bit Very Much

- 4) I attempted to diffuse the situation by reducing or negating my demands on the other person.

Not at all A little bit Some Quite a bit Very Much

- 5) I attempted to have a third party outside the situation mediate and help arrive at a solution.

Not at all A little bit Some Quite a bit Very Much

- 6) I attempted to get my way by undermining the esteem in which the other person was held by people outside the situation.

Not at all A little bit Some Quite a bit Very Much

- 7) I tried to resolve the situation through bargaining and compromise.

Not at all A little bit Some Quite a bit Very Much

- 8) I tried to avoid unpleasantness altogether, especially any conversation or open confrontation with this person.

Not at all A little bit Some Quite a bit Very Much

- 9) I tried to make the situation better by apologising to the other person or giving in to their demands.

Not at all A little bit Some Quite a bit Very Much

- 10) I participated in abusive argumentative behaviour, where I directed harsh angry words at the other person.

Not at all A little bit Some Quite a bit Very Much

- 11) I decided to talk to the other person about the problem, and both of us were able to exchange our views and mutually give consideration to the problem.

Not at all A little bit Some Quite a bit Very Much

- 12) I established a permanent separation from this person by avoiding them or not speaking to them.

Not at all	A little bit	Some	Quite a bit	Very Much

Again think back to the situation you described in the box at the beginning of the questions. Below you will find a list of reasons why you might have responded in the way that you did. Please read each item carefully and give a rating as to how much you think this reason influenced the way you responded to the situation. Remember to think about what actually happened and not what you think should have happened.

I responded this way because...

- 1) ...the other person/s didn't do something as well as I think they should have

Not at all	A little bit	Some	Quite a bit	Very Much

- 2) ...I felt that I had failed by making a mistake, and that the other person/s would not respect me because of this

Not at all	A little bit	Some	Quite a bit	Very Much

- 3) ...I prefer to confront challenging things and do them well and be recognised for my achievement

Not at all	A little bit	Some	Quite a bit	Very Much

- 4) ...it was very important to me to live up to the standards I had set for myself

Not at all	A little bit	Some	Quite a bit	Very Much

- 5) ...the other person/s expected too much from me

Not at all	A little bit	Some	Quite a bit	Very Much

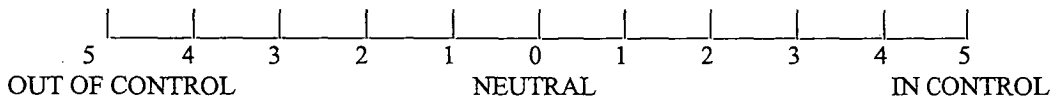
- 6) ...I wasn't sure if I had done the right thing

Not at all	A little bit	Some	Quite a bit	Very Much

- 7) ...I usually try to avoid situations where others might disapprove of me or something I have done in case it is not as good as it should be

Not at all	A little bit	Some	Quite a bit	Very Much

7) Please register the extent to which you felt in control of the situation when it was finished.



Thank you for taking the time to fill out these questions. Please remember to place these pages back into your envelope as soon as you have completed them.

Appendix B1 Tables of Means and Standard Deviations (Study 1)

Table B1

Means and Standard Deviations for Student and Mature Age Groups for Dimensions of Perfectionism

Perfectionism dimension	Age group			
	Student		Mature	
	(M)	(SD)	M	(SD)
PCI	44.49	(19.20)	40.19	(20.54)
OR	22.45	(4.58)	22.82	(4.68)
CM	22.68	(7.90)	21.46	(7.67)
DA	12.03	(3.63)	11.30	(3.72)
PS	21.90	(5.44)	21.74	(4.89)
PE	12.75	(4.69)	12.30	(4.91)
PC	8.64	(3.63)	10.61	(4.33)
SOP	62.89	(18.34)	61.86	(16.42)
SPP	50.77	(15.63)	48.80	(15.96)
OOP	50.03	(12.81)	51.98	(13.80)
PosP	73.08	(9.79)	69.56	(10.94)
NegP	57.30	(14.86)	56.83	(14.82)

Note. Dimensions of perfectionism: PCI = Perfectionism Cognitions Inventory; CM = concern over mistakes; DA = doubts about actions; PS = personal standards; OR = organisation; PE = parental expectations; PC = parental criticism; SOP = self-oriented perfectionism; SPP = socially prescribed perfectionism; OOP = other-oriented perfectionism; PosP = positive perfectionism; NegP = negative perfectionism

Appendix B1 Tables of Means and Standard Deviations (Study 1)

Table B2

Means and Standard Deviations for Sex and Dimensions of Perfectionism

Dimension of perfectionism	Male		Female	
	M	(SD)	M	(SD)
PCI	44.56	16.57)	42.60	(20.91)
OR	21.67	(5.38)	22.80	(4.39)
CM	22.19	(6.67)	22.32	(8.08)
DA	11.86	(3.01)	11.75	(3.82)
PS	21.75	(5.20)	21.84	(5.23)
PE	12.59	(4.53)	12.60	(4.80)
PC	9.48	(3.61)	9.28	(4.07)
SOP	64.80	(14.68)	61.90	(18.14)
SPP	51.14	(13.61)	49.61	(16.19)
OOP	55.50	(12.18)	49.81	(13.14)
PosP	74.36	(9.30)	71.29	(10.48)
NegP	57.54	(12.11)	57.09	(15.34)

Note. Dimensions of Perfectionism: PCI = Perfectionism Cognitions Inventory; CM = concern over mistakes; DA = doubts about actions; PS = personal standards; OR = organisation; PE = parental expectations; PC = parental criticism; SOP = self-oriented perfectionism; SPP = socially prescribed perfectionism; PosP = positive perfectionism; NegP = negative perfectionism

Appendix B1 Tables of Means and Standard Deviations (Study 1)

Table B3

Means and Standard Deviations for the Presence Mental or Medical Illness and Dimensions of Perfectionism

Perfectionism dimension	Mental Illness				Medical Illness			
	No		Yes		No		Yes	
	M	(SD)	M	(SD)	M	(SD)	M	(SD)
PCI	42.14	(19.55)	51.61	(23.46)	42.81	(19.84)	44.33	(21.93)
OR	22.49	(4.56)	22.87	(4.96)	22.55	(4.70)	22.84	(4.12)
CM	21.78	(7.46)	26.90	(9.13)	22.31	(7.80)	22.22	(8.00)
DA	11.58	(3.60)	13.32	(3.57)	11.63	(3.60)	12.59	(3.86)
PS	21.65	(5.05)	24.32	(6.57)	21.87	(5.15)	21.86	(5.77)
PE	12.60	(4.70)	12.55	(5.19)	12.75	(4.70)	11.98	(5.25)
PC	9.14	(3.89)	10.68	(4.46)	9.29	(3.97)	9.55	(4.14)
SOP	62.08	(17.29)	69.06	(19.65)	62.58	(17.67)	63.21	(17.28)
SPP	49.49	(15.36)	55.48	(19.65)	50.00	(15.83)	50.95	(15.19)
OOP	50.36	(13.04)	54.52	(16.86)	50.43	(13.32)	52.52	(12.18)
PosP	72.14	(9.80)	70.83	(13.06)	72.28	(9.89)	69.89	(12.32)
NegP	56.31	(14.59)	66.00	(13.79)	56.55	(14.78)	60.98	(14.14)

Note. Dimensions of perfectionism: PCI = Perfectionism Cognitions Inventory; CM = concern over mistakes; DA = doubts about actions; PS = personal standards; OR = organisation; PE = parental expectations; PC = parental criticism; SOP = self-oriented perfectionism; SPP = socially prescribed perfectionism; PosP = positive perfectionism; NegP = negative perfectionism

Appendix B1 Tables of Means and Standard Deviations (Study 1)

Table B4

Means and Standard Deviations for Days Absent Sick and Days Absent Stress and Dimensions of Perfectionism

Perfectionism	Days Absent Sick				Days Absent Stress			
Dimension	No		Yes		No		Yes	
	M	(SD)	M	(SD)	M	(SD)	M	(SD)
PCI	41.28	(19.97)	49.54	(19.76)	41.30	(19.93)	53.41	(18.35)
OR	22.78	(4.56)	21.97	(4.54)	22.57	(4.63)	22.67	(4.23)
CM	21.95	(7.56)	23.90	(8.51)	21.59	(7.50)	27.04	(7.87)
DA	11.53	(3.69)	12.65	(3.33)	11.40	(3.59)	14.22	(3.25)
PS	21.83	(5.19)	22.35	(5.29)	21.62	(5.30)	23.41	(4.49)
PE	12.55	(4.70)	13.17	(5.14)	12.55	(4.74)	13.39	(5.05)
PC	9.27	(3.90)	9.64	(4.34)	9.26	(3.96)	9.82	(4.12)
SOP	62.60	(17.87)	63.72	(17.06)	61.77	(17.71)	68.82	(16.21)
SPP	49.54	(15.28)	53.57	(16.29)	49.23	(15.10)	57.54	(16.28)
OOP	50.40	(13.41)	51.88	(12.00)	50.38	(13.03)	52.58	(13.36)
PosP	72.18	(9.98)	71.64	(10.33)	71.78	(10.14)	73.69	(9.12)
NegP	56.43	(14.59)	59.79	(14.37)	55.91	(14.66)	65.06	(12.73)

Note. Dimensions of perfectionism: PCI = Perfectionism Cognitions Inventory; CM = concern over mistakes; DA = doubts about actions; PS = personal standards; OR = organisation; PE = parental expectations; PC = parental criticism; SOP = self-oriented perfectionism; SPP = socially prescribed perfectionism; PosP = positive perfectionism; NegP = negative perfectionism

Appendix B1 Tables of Means and Standard Deviations (Study 1)

Table B5

Means and Standard Deviations for History of Self-Mutilation or Suicide Attempt and Dimensions of Perfectionism

Perfectionism Dimension	Self-Mutilation				Suicide Attempts			
	No		Yes		No		Yes	
	M	(SD)	M	(SD)	M	(SD)	M	(SD)
PCI	41.39	(20.85)	48.44	(16.79)	41.70	(20.12)	50.72	(18.89)
OR	22.43	(4.64)	23.14	(4.45)	22.70	(4.48)	22.28	(5.28)
CM	21.49	(7.55)	24.67	(8.12)	21.83	(7.64)	25.22	(8.22)
DA	11.25	(3.45)	13.36	(3.98)	11.57	(3.61)	13.02	(3.74)
PS	21.63	(5.40)	22.46	(4.82)	21.71	(5.21)	23.00	(5.48)
PE	12.23	(4.61)	13.75	(5.16)	12.40	(4.65)	3.91	(5.58)
PC	8.96	(3.88)	10.48	(4.09)	9.01	(3.84)	11.43	(4.48)
SOP	61.97	(18.62)	64.82	(14.49)	62.64	(17.75)	63.20	(17.63)
SPP	48.32	(15.53)	55.23	(15.76)	49.17	(15.31)	55.40	(18.34)
OOP	50.11	(13.47)	52.41	(12.46)	50.60	(13.20)	51.71	(13.55)
PosP	71.76	(10.21)	72.21	(10.97)	72.18	(9.97)	70.07	(14.02)
NegP	55.24	(14.47)	63.43	(14.24)	56.40	(14.56)	62.07	(16.05)

Note. Dimensions of Perfectionism: PCI = Perfectionism Cognitions Inventory; CM = concern over mistakes; DA = doubts about actions; PS = personal standards; OR = organisation; PE = parental expectations; PC = parental criticism; SOP = self-oriented perfectionism; SPP = socially prescribed perfectionism; PosP = positive perfectionism; NegP = negative perfectionism

Appendix B1 Tables of Means and Standard Deviations (Study 1)

Table B6
Means and Standard Deviations for Sex and Measures of Psychological Distress and Subjective Well-being

	Male		Female	
	M	(SD)	M	(SD)
DASS - Dep	8.90	(9.30)	9.67	(9.65)
DASS - Anx	5.66	(5.28)	6.86	(7.70)
SHARP	2.26	(3.20)	2.25	(3.29)

Note. Measures of Psychological Distress and Well-being: DASS-Dep = DASS Depression; DASS-Anx = DASS Anxiety; SHARP = Short Happiness and Affect Research Protocol

Appendix B1 Tables of Means and Standard Deviations (Study 1)

Table B7

Means and Standard Deviations for Sex and Measures of Psychological Distress and Subjective Well-being

	Student		Mature	
	M	(SD)	M	(SD)
DASS Dep	10.61	(9.76)	7.06	(8.69)
DASS Anx	7.40	(7.51)	4.91	(6.42)
SHARP	2.00	(3.33)	2.74	(3.14)

Note. Measures of Psychological Distress and Well-being: DASS-Dep = DASS Depression; DASS-Anx = DASS Anxiety; SHARP = Short Happiness and Affect Research Protocol

Appendix B1 Tables of Means and Standard Deviations (Study 1)

Table B8

Means and Standard Deviations for Mental and Medical Illness and Days Absent and Days Stress and Measures of Psychological Distress and Subjective Well-being

	Presence of Mental Illness				Presence of Medical Illness			
	Yes		No		Yes		No	
	M	(SD)	M	(SD)	M	(SD)	M	(SD)
DASS - Dep	15.32	(13.27)	8.74	(8.72)	12.68	(12.65)	8.91	(8.81)
DASS - Anx	10.52	(9.30)	6.17	(6.85)	10.02	(9.61)	6.01	(6.61)
SHARP	-0.19	(3.74)	2.48	(3.15)	1.45	(3.75)	2.40	(3.17)

	Day Absent Illness				Day Absent Stress			
	Yes		No		Yes		No	
	M	(SD)	M	(SD)	M	(SD)	M	(SD)
DASS - Dep	12.86	(10.78)	8.47	(8.93)	17.15	(10.70)	8.17	(8.70)
DASS - Anx	9.54	(8.52)	5.77	(6.70)	12.72	(8.89)	5.58	(6.46)
SHARP	1.42	(3.41)	2.48	(3.18)	-0.14	(3.48)	2.63	(3.05)

Note. Measures of Psychological Distress and Well-being: DASS-Dep = DASS Depression; DASS-Anx = DASS Anxiety; SHARP = Short Happiness and Affect Research Protocol

Appendix B1 Tables of Means and Standard Deviations (Study 1)

Table B9

Means and Standard Deviations for History of Self-Mutilation and Suicide Attempts and Measures of Psychological Distress and Subjective Well-being

	History of Self-Mutilation				History of Suicide Attempts			
	Yes		No		Yes		No	
	M	(SD)	M	(SD)	M	(SD)	M	(SD)
DASS - Dep	14.64	(10.15)	7.86	(8.81)	16.33	(12.81)	8.52	(8.60)
DASS - Anx	11.03	(8.41)	5.29	(6.34)	11.05	(8.49)	6.01	(6.90)
SHARP	0.51	(3.27)	2.78	(3.10)	0.85	(3.62)	2.48	(3.18)

Note. Measures of Psychological Distress and Well-being: DASS-Dep = DASS Depression; DASS-Anx = DASS Anxiety; SHARP = Short Happiness and Affect Research Protocol

Appendix B2 Table of Means and Standard Deviations (Study 2)

Table B 10

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Interpersonal Sensitivity Measure Scales (IPSM)

		CM	DA	PE	PC
IPSM Scale	Group	M (SD)	M (SD)	M (SD)	M (SD)
Worry and dependency	Low	26.10 (5.50)	25.26 (1.32)	23.80 (6.38)	24.06 (6.14)
	High	19.78 (4.83)	20.12 (5.40)	22.14 (5.64)	21.70 (5.74)
Low self-esteem	Low	31.94 (4.32)	31.37 (4.14)	30.93 (4.52)	30.84 (4.76)
	High	27.41 (4.14)	27.62 (4.75)	28.47 (4.77)	28.38 (4.51)
Unassertive behaviour	Low	19.12 (4.29)	18.52 (4.19)	18.41 (4.33)	18.19 (4.40)
	High	16.51 (3.52)	16.97 (3.91)	17.24 (3.86)	17.40 (3.78)
		PS	OR	NegP	PosP
Worry and dependency	Low	24.33 (6.04)	24.11 (5.78)	25.96 (5.67)	24.02 (5.93)
	High	24.39 (5.72)	21.74 (6.13)	19.83 (4.85)	21.81 (6.10)
Low self-esteem	Low	30.69 (4.55)	30.00 (4.51)	32.00 (3.98)	30.04 (5.09)
	High	28.55 (4.84)	29.36 (5.07)	27.39 (4.49)	29.04 (4.54)
Unassertive behaviour	Low	18.18 (4.29)	17.98 (4.26)	18.93 (4.16)	17.93 (3.79)
	High	17.42 (3.92)	17.66 (4.00)	16.65 (3.80)	17.68 (4.48)

Table B10 (cont)

IPSM Scale	Group	PCI	SOP	SPP	OOP
Worry and dependency	Low	25.31 (5.89)	24.95 (5.92)	24.87 (6.18)	23.59 (6.12)
	High	20.85 (5.42)	21.04 (5.65)	20.97 (5.35)	22.30 (6.03)
Low self-esteem	Low	31.51 (4.47)	31.11 (4.74)	31.43 (4.57)	30.85 (4.25)
	High	28.06 (4.49)	28.30 (4.54)	27.87 (4.44)	28.47 (5.12)
Unassertive behaviour	Low	18.49 (4.20)	18.14 (4.56)	18.62 (4.32)	17.68 (4.12)
	High	17.23 (3.99)	17.50 (3.72)	16.97 (4.21)	17.95 (5.74)

Note. Dimensions of perfectionism: PCI = Perfectionism Cognitions Inventory; CM = concern over mistakes; DA = doubts about actions; PS = personal standards; OR = organisation; PE = parental expectations; PC = parental criticism; SOP = self-oriented perfectionism; SPP = socially prescribed perfectionism; OOP = other-oriented perfectionism; PosP = positive perfectionism; NegP = negative perfectionism

Group N: CM; Low = 83, High = 82; DA; Low = 91, High = 74; PE; Low = 82, High = 83; PC; Low = 88, High = 77; PS; Low = 88, High = 77; OR; Low = 85, High = 80; NegP; Low = 82, High = 77; PosP; Low = 82, High = 80; PCI; Low = 77, High = 85; SOP; Low = 79, High = 82; SPP; Low = 82, High = 79; OOP; Low = 82, High = 79

Appendix B3: Means and Standard Deviations (Study 3)

Table B 11

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of Facial Expression Clarity and Mood

Facial expression	Group	CM		DA	
		Clarity	Mood	Clarity	Mood
		M (SD)	M (SD)	M (SD)	M (SD)
Sad	Low	3.11 (1.05)	4.07 (1.41)	3.08 (0.97)	4.31 (1.56)
	High	3.01 (1.09)	4.47 (1.56)	3.04 (1.07)	4.22 (1.42)
Angry	Low	4.53 (0.80)	2.11 (1.71)	4.46 (0.81)	2.31 (1.90)
	High	4.51 (0.65)	2.12 (1.43)	4.60 (0.61)	1.88 (1.01)
Happy	Low	4.48 (0.65)	9.95 (1.48)	4.39 (0.55)	9.84 (1.34)
	High	4.33 (0.57)	9.73 (1.20)	4.42 (0.68)	9.84 (1.37)
Angry/Sad	Low	3.50 (1.03)	3.41 (1.76)	3.37 (0.98)	3.48 (1.59)
	High	3.46 (1.01)	3.15 (1.15)	3.60 (1.05)	3.05 (1.31)
Neutral	Low	3.46 (1.06)	6.23 (1.08)	3.51 (0.97)	6.22 (1.11)
	High	3.36 (1.06)	6.33 (1.26)	3.28 (1.15)	6.36 (1.24)
Sad/Other	Low	3.75 (0.84)	3.35 (1.35)	3.71 (0.88)	3.55 (1.49)
	High	3.73 (0.90)	3.50 (1.66)	3.77 (0.86)	2.26 (1.53)

Note. Perfectionism Dimensions; CM = Concern Over Mistakes; DA = Doubts About Actions

Group N: CM; Low = 83, High = 82; DA; Low = 91, High = 74

Table B 12

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of Facial Expression Clarity and Mood

Facial expression	Group	PE		PC	
		Clarity	Mood	Clarity	Mood
		M (SD)	M (SD)	M (SD)	M (SD)
Sad	Low	3.11 (1.97)	4.18 (1.41)	3.21 (0.99)	4.07 (1.50)
	High	3.02 (1.06)	4.35 (1.58)	3.89 (1.03)	4.50 (1.47)
Angry	Low	4.55 (0.76)	2.12 (1.70)	4.57 (0.66)	2.23 (1.89)
	High	4.49 (0.70)	2.11 (1.46)	4.46 (0.80)	1.99 (1.11)
Happy	Low	4.35 (0.65)	9.84 (1.50)	4.40 (0.63)	9.88 (1.53)
	High	4.46 (0.57)	9.84 (1.19)	4.42 (0.59)	9.79 (1.11)
Angry/Sad	Low	3.45 (0.96)	3.34 (1.60)	3.34 (1.10)	3.42 (1.58)
	High	3.50 (1.08)	3.23 (1.38)	3.63 (1.00)	3.14 (1.37)
Neutral	Low	3.44 (1.67)	6.21 (1.19)	3.46 (0.99)	6.33 (1.08)
	High	3.38 (1.05)	6.35 (1.15)	3.36 (1.33)	6.23 (1.27)
Sad/Other	Low	3.60 (0.88)	3.55 (1.37)	3.65 (0.91)	3.56 (1.49)
	High	3.89 (0.84)	3.29 (1.63)	3.84 (0.81)	2.27 (1.52)

Note. Perfectionism Dimensions; PE = Parental Expectations; PC = Parental Criticism

Group N: PE; Low = 82, High = 83; PC; Low = 87, High = 77

Table B 13

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of Facial Expression Clarity and Mood

Facial expression	Group	PS		OR	
		Clarity	Mood	Clarity	Mood
		M (SD)	M (SD)	M (SD)	M (SD)
Sad	Low	3.10 (1.09)	4.23 (1.39)	3.08 (1.00)	4.25 (1.38)
	High	3.01 (0.92)	4.31 (1.62)	3.05 (1.04)	4.29 (1.62)
Angry	Low	4.54 (0.80)	2.02 (1.55)	4.55 (0.70)	2.10 (1.57)
	High	4.49 (0.64)	2.22 (1.60)	4.49 (0.76)	1.12 (1.58)
Happy	Low	4.44 (0.66)	9.86 (1.50)	4.40 (0.62)	9.93 (0.93)
	High	4.37 (0.55)	9.82 (1.17)	4.42 (0.61)	9.75 (1.69)
Angry/Sad	Low	3.46 (0.98)	3.37 (1.66)	3.58 (1.01)	3.35 (1.71)
	High	3.49 (1.07)	3.19 (1.25)	3.36 (1.02)	3.22 (1.21)
Neutral	Low	3.64 (1.02)	6.29 (1.09)	3.47 (1.07)	6.22 (1.11)
	High	3.15 (1.05)	6.27 (1.26)	3.35 (1.04)	6.35 (1.23)
Sad/Other	Low	3.77 (0.99)	3.34 (1.34)	3.77 (0.82)	3.51 (1.36)
	High	3.70 (0.84)	3.52 (1.68)	3.71 (0.93)	3.33 (1.65)

Note. Perfectionism Dimensions; PS = Personal Standards; OR = Organisation

Group N: PS; Low = 88, High = 77; OR; Low = 84, High = 80

Table B 14

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of Facial Expression Clarity and Mood

Facial expression	Group	NegP		PosP	
		Clarity	Mood	Clarity	Mood
		M (SD)	M (SD)	M (SD)	M (SD)
Sad	Low	3.01 (1.01)	4.34 (1.54)	3.01 (1.04)	4.48 (1.37)
	High	3.14 (1.04)	4.17 (1.47)	3.13 (1.01)	4.02 (1.61)
Angry	Low	4.59 (0.62)	2.12 (1.71)	4.55 (0.70)	2.07 (1.48)
	High	4.49 (0.73)	2.09 (1.44)	4.52 (0.65)	2.14 (1.67)
Happy	Low	4.47 (0.61)	9.93 (1.52)	4.47 (0.59)	9.68 (1.66)
	High	4.34 (0.61)	9.76 (1.18)	4.34 (0.63)	10.01 (0.93)
Angry/Sad	Low	3.36 (1.05)	3.48 (1.69)	3.59 (1.01)	3.44 (1.70)
	High	3.60 (1.00)	3.09 (1.19)	3.35 (1.03)	3.12 (1.19)
Neutral	Low	3.51 (0.99)	6.27 (1.22)	3.35 (1.12)	6.40 (1.20)
	High	3.31 (1.13)	6.26 (1.12)	3.46 (1.00)	6.14 (1.33)
Sad/Other	Low	3.67 (0.84)	3.54 (1.47)	3.79 (0.80)	3.42 (1.62)
	High	3.80 (0.90)	3.30 (1.56)	3.68 (0.94)	2.42 (1.41)

Note. Perfectionism Dimensions; PNeg = Negative Perfectionism; PPOS = Positive Perfectionism

Group N: PNeg; Low = 82, High = 80; PPos; Low = 82, High = 80

Table B 15

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of Facial Expression Clarity and Mood

Facial expression	Group	PCI		SOP	
		Clarity	Mood	Clarity	Mood
		M (SD)	M (SD)	M (SD)	M (SD)
Sad	Low	3.03 (1.09)	4.29 (1.53)	3.08 (1.05)	4.22 (1.38)
	High	3.09 (0.96)	4.25 (1.47)	3.02 (0.99)	4.32 (1.64)
Angry	Low	4.52 (0.71)	2.12 (1.62)	4.53 (0.73)	2.10 (1.59)
	High	4.52 (0.74)	2.11 (1.54)	4.50 (0.74)	2.15 (1.59)
Happy	Low	4.54 (0.57)	9.93 (1.55)	4.54 (0.55)	10.02 (1.15)
	High	4.29 (0.63)	9.76 (1.14)	4.29 (0.65)	9.65 (1.52)
Angry/Sad	Low	3.51 (0.98)	3.40 (1.63)	3.46 (0.98)	3.35 (1.50)
	High	3.45 (1.05)	3.18 (1.34)	3.46 (1.08)	3.16 (1.37)
Neutral	Low	3.62 (0.94)	6.24 (1.18)	3.66 (0.91)	6.26 (0.96)
	High	3.22 (1.12)	6.32 (1.17)	3.21 (1.11)	6.30 (1.37)
Sad/Other	Low	3.72 (0.86)	3.57 (1.47)	3.80 (0.87)	3.40 (1.29)
	High	3.76 (0.89)	3.34 (1.55)	3.71 (0.87)	2.35 (1.65)

Note. Perfectionism Dimensions; PCI = Perfectionism Cognitions Inventory; SOP= Self-Oriented Perfectionism

Group N: PCI; Low = 78, High = 87; SOP; Low = 79, High = 82

Table B 16

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of Facial Expression Clarity and Mood

Facial expression	Group	OOP		SPP	
		Clarity	Mood	Clarity	Mood
		M (SD)	M (SD)	M (SD)	M (SD)
Sad	Low	3.00 (0.97)	4.24 (1.37)	3.00 (1.04)	4.24 (1.34)
	High	3.11 (1.07)	4.30 (1.66)	3.10 (1.00)	4.30 (1.68)
Angry	Low	4.49 (0.75)	2.13 (1.54)	4.60 (0.64)	2.11 (1.68)
	High	4.54 (0.71)	2.11 (1.64)	4.42 (0.81)	2.14 (1.49)
Happy	Low	4.45 (0.67)	9.87 (1.47)	4.47 (0.63)	9.99 (1.52)
	High	4.37 (0.66)	9.80 (1.24)	4.34 (0.59)	9.68 (1.15)
Angry/Sad	Low	3.50 (1.01)	3.25 (1.54)	3.39 (1.05)	3.21 (1.52)
	High	3.42 (1.05)	3.25 (1.32)	3.53 (1.00)	3.29 (1.34)
Neutral	Low	3.58 (0.99)	6.24 (1.25)	3.51 (1.02)	6.27 (1.36)
	High	3.27 (1.08)	6.33 (1.11)	3.34 (1.05)	6.29 (0.98)
Sad/Other	Low	3.82 (0.73)	3.48 (1.33)	3.68 (0.87)	3.36 (1.35)
	High	3.68 (0.99)	3.27 (1.63)	3.83 (0.86)	3.40 (1.62)

Note. Perfectionism Dimensions; OOP = Other-Oriented Perfectionism; SPP = Socially Prescribed

Perfectionism

Group N: OOP; Low = 82, High = 79; SPP; Low = 82, High = 79

Appendix B4: Means and Standard Deviations (Study 4)

Table B 17

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of the Friendly Vignette

		CM	DA	PE	PC
Group		M (SD)	M (SD)	M (SD)	M (SD)
Friendly/ unfriendly	Low	2.91 (1.49)	2.92 (1.32)	2.92 (1.29)	2.81 (1.27)
	High	2.23 (1.21)	3.25 (1.41)	3.20 (1.43)	3.36 (1.42)
Accepting/ rejecting	Low	3.45 (1.63)	3.49 (1.54)	3.42 (1.57)	3.48 (1.59)
	High	3.67 (1.44)	3.65 (1.55)	3.64 (1.52)	3.65 (1.49)
Warm/ cold	Low	3.32 (1.49)	3.38 (1.30)	3.32 (1.39)	3.34 (1.48)
	High	3.59 (1.18)	3.55 (1.41)	3.58 (1.30)	3.59 (1.25)
Happy/ sad	Low	3.50 (1.52)	3.39 (1.40)	3.49 (1.49)	3.33 (1.52)
	High	3.76 (1.37)	3.93 (1.47)	3.77 (1.40)	3.97 (1.30)
Angry/ pleased	Low	4.45 (1.15)	4.42 (1.16)	4.44 (1.15)	4.45 (1.18)
	High	4.26 (1.14)	2.29 (1.13)	4.28 (1.14)	4.26 (1.11)
Anxious/ calm	Low	4.52 (1.57)	4.52 (1.48)	4.59 (1.60)	4.49 (1.61)
	High	4.16 (1.44)	4.13 (1.53)	4.11 (1.39)	4.18 (1.39)

Note. Perfectionism Dimensions; CM = Concern Over Mistakes; DA = Doubts About Actions; PE = Parental Expectations; PC = Parental Criticism

Group N: CM; Low = 83, High = 79; DA; Low = 91, High = 71; PE; Low = 81, High = 81; PC; Low = 87, High = 75

Table B 18

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of the Friendly Vignette

		PS	OR	NegP	PosP
Group		M (SD)	M (SD)	M (SD)	M (SD)
Friendly/ unfriendly	Low	3.02 (1.40)	3.09 (1.46)	2.84 (1.34)	3.08 (1.48)
	High	3.12 (1.33)	3.04 (1.27)	2.34 (1.37)	3.07 (1.27)
Accepting/ rejecting	Low	3.59 (1.56)	3.54 (1.56)	3.48 (1.57)	3.56 (1.56)
	High	3.52 (1.54)	3.58 (1.53)	3.69 (1.53)	3.60 (1.55)
Warm/ cold	Low	3.51 (1.43)	3.40 (1.40)	3.35 (1.48)	3.45 (1.42)
	High	3.39 (1.26)	3.51 (1.30)	3.59 (1.21)	3.49 (1.30)
Happy/ sad	Low	3.50 (1.48)	3.67 (1.43)	3.53 (1.46)	3.61 (1.42)
	High	3.77 (1.42)	3.58 (1.48)	3.75 (1.46)	3.67 (1.51)
Angry/ pleased	Low	4.38 (1.19)	4.40 (1.15)	4.50 (1.21)	4.31 (1.22)
	High	4.33 (1.11)	4.32 (1.45)	4.21 (1.09)	4.41 (1.09)
Anxious/ calm	Low	4.44 (1.54)	4.34 (1.53)	4.58 (1.56)	4.35 (1.56)
	High	4.24 (1.48)	4.35 (1.50)	4.08 (1.44)	4.32 (1.49)

Note. Perfectionism Dimensions; PS =Personal Standards; OR= Organisation; NegP = Negative Perfectionism; PosP = Positive Perfectionism

Group N: PS; Low = 87, High = 75; OR; Low = 83, High = 79; NegP; Low = 82, High = 77; PosP; Low = 81, High = 78

Table B 19

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of the Friendly Vignette

		PCI	SOP	SPP	OOP
Group		M (SD)	M (SD)	M (SD)	M (SD)
Friendly/ unfriendly	Low	2.96 (1.44)	3.01 (1.39)	2.91 (1.45)	3.17 (1.40)
	High	3.16 (1.30)	3.15 (1.33)	3.26 (1.24)	2.98 (1.32)
Accepting/ rejecting	Low	3.50 (1.62)	3.64 (1.55)	3.54 (1.62)	3.75 (1.56)
	High	3.61 (1.48)	3.51 (1.51)	3.61 (1.44)	3.38 (1.49)
Warm/ cold	Low	3.36 (1.48)	3.52 (1.41)	3.26 (1.46)	3.61 (1.39)
	High	3.53 (1.22)	3.40 (1.27)	3.67 (1.17)	3.30 (1.26)
Happy/ sad	Low	3.55 (1.46)	3.68 (1.45)	3.48 (1.51)	3.72 (1.46)
	High	3.69 (1.45)	3.62 (1.45)	3.83 (1.36)	3.58 (1.44)
Angry/ pleased	Low	4.47 (1.17)	4.36 (1.16)	4.53 (1.19)	4.32 (1.20)
	High	4.26 (1.12)	4.34 (1.13)	4.16 (1.07)	4.38 (1.09)
Anxious/ calm	Low	4.60 (1.54)	4.38 (1.52)	4.59 (1.55)	4.38 (1.54)
	High	4.12 (1.46)	4.29 (1.51)	4.06 (1.43)	4.28 (1.48)

Note. Perfectionism Dimensions; PCI = Perfectionism Cognitions Inventory; SOP = Self-Oriented

Perfectionism; SPP = Socially Prescribed Perfectionism; OOP = Other-Oriented Perfectionism

Group N: PCI; Low = 77, High = 85; SOP; Low = 78, High = 80; SPP; Low = 81, High = 77; OOP; Low = 82, High = 76

Table B 20

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of the Neutral Vignette

		CM	DA	PE	PC
Group		M (SD)	M (SD)	M (SD)	M (SD)
Friendly/ unfriendly	Low	1.95 (1.30)	1.93 (1.12)	1.89 (1.19)	1.98 (1.26)
	High	2.16 (1.16)	2.22 (1.35)	2.22 (1.26)	2.14 (1.20)
Accepting/ rejecting	Low	2.04 (1.12)	2.14 (1.11)	1.98 (0.97)	2.01 (1.04)
	High	2.28 (1.08)	2.18 (1.11)	2.33 (1.20)	2.33 (1.17)
Warm/ cold	Low	1.88 (0.98)	2.04 (1.04)	1.94 (1.07)	1.96 (1.11)
	High	2.25 (1.15)	2.09 (1.13)	2.18 (1.08)	2.18 (1.03)
Happy/ sad	Low	1.94 (0.90)	2.02 (0.87)	2.08 (0.98)	2.00 (0.94)
	High	2.32 (1.09)	2.27 (1.16)	2.17 (1.05)	2.27 (1.08)
Angry/ pleased	Low	6.00 (1.09)	5.82 (0.96)	5.91 (1.02)	5.88 (1.02)
	High	5.53 (1.18)	5.71 (1.38)	5.63 (1.27)	5.64 (1.29)
Anxious/ calm	Low	5.74 (1.58)	5.59 (1.51)	5.49 (1.50)	5.54 (1.50)
	High	5.18 (1.51)	5.29 (1.63)	5.43 (1.63)	5.37 (1.64)

Note. Perfectionism Dimensions; CM = Concern Over Mistakes; DA = Doubts About Actions; PE = Parental Expectations; PC = Parental Criticism

Group N: CM; Low = 83, High = 79; DA; Low = 91, High = 71; PE; Low = 81, High = 81; PC; Low = 87, High = 75

Table B 21

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of the Neutral Vignette

		PS	OR	NegP	PosP
Group		M (SD)	M (SD)	M (SD)	M (SD)
Friendly/ unfriendly	Low	1.99 (1.21)	2.11(1.27)	1.83 (1.04)	1.94 (1.11)
	High	2.13 (1.27)	2.00 (1.20)	2.28 (1.40)	2.17 (1.37)
Accepting/ rejecting	Low	2.11 (1.15)	2.30 (1.23)	2.05 (1.10)	2.09 (1.12)
	High	2.21 (1.06)	2.01 (0.95)	2.23 (1.12)	2.19 (1.10)
Warm/ cold	Low	1.98 (1.09)	2.20 (1.21)	1.93 (1.04)	2.01 (0.99)
	High	2.16 (1.06)	1.92 (0.90)	2.18 (1.11)	2.10 (1.17)
Happy/ sad	Low	2.12 (0.93)	2.16 (1.05)	1.99 (0.94)	2.03 (0.99)
	High	2.25 (1.09)	2.09 (0.97)	2.25 (1.08)	2.20 (1.04)
Angry/ pleased	Low	5.92 (1.14)	5.79 (1.23)	5.93 (1.14)	5.80 (1.22)
	High	5.60 (1.16)	5.75 (1.08)	5.62 (1.17)	5.76 (1.11)
Anxious/ calm	Low	5.69 (1.51)	5.53 (1.61)	5.68 (1.57)	5.67 (1.60)
	High	5.20 (1.59)	5.39 (1.53)	5.23 (1.55)	5.26 (1.52)

Note. Perfectionism Dimensions; PS =Personal Standards; OR= Organisation; NegP = Negative Perfectionism; PosP = Positive Perfectionism

Group N: PS; Low = 87, High = 75; OR; Low = 83, High = 79; NegP; Low = 82, High = 77; PosP; Low = 81, High = 78

Table B 22

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of the Neutral Vignette

		PCI	SOP	SPP	OOP
Group		M (SD)	M (SD)	M (SD)	M (SD)
Friendly/ unfriendly	Low	1.92 (1.21)	1.84 (1.05)	1.88 (1.19)	1.99 (1.18)
	High	2.17 (1.25)	2.21 (1.28)	2.18 (1.16)	2.06 (1.20)
Accepting/ rejecting	Low	2.01 (1.07)	2.15 (1.19)	2.04 (1.07)	2.08 (1.10)
	High	2.29 (1.13)	2.17 (1.04)	2.28 (1.16)	2.25 (1.13)
Warm/ cold	Low	1.87 (0.87)	1.94 (1.01)	1.84 (1.02)	2.02 (1.06)
	High	2.23 (1.20)	2.12 (1.14)	2.28 (1.11)	2.10 (1.11)
Happy/ sad	Low	1.96 (0.91)	1.99 (0.89)	1.89 (0.91)	2.03 (0.98)
	High	2.27 (1.08)	2.26 (1.12)	2.38 (1.08)	2.34 (1.06)
Angry/ pleased	Low	5.92 (1.16)	5.85 (1.17)	5.96 (1.16)	5.90 (1.56)
	High	5.63 (1.14)	5.70 (1.17)	5.17 (1.15)	5.63 (1.17)
Anxious/ calm	Low	5.73 (1.55)	5.63 (1.63)	5.69 (1.56)	5.65 (1.58)
	High	5.22 (1.54)	5.26 (1.51)	5.18 (1.57)	5.22 (1.55)

Note. Perfectionism Dimensions; PCI = Perfectionism Cognitions Inventory; SOP = Self-Oriented Perfectionism; SPP = Socially Prescribed Perfectionism; OOP = Other-Oriented Perfectionism
Group N: PCI; Low = 77, High = 85; SOP; Low = 78, High = 80; SPP; Low = 81, High = 77; OOP; Low = 82, High = 76

Table B 23

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of the Unfriendly Vignette

		CM	DA	PE	PC
Group		M (SD)	M (SD)	M (SD)	M (SD)
Friendly/ unfriendly	Low	5.33 (1.43)	5.33 (1.35)	5.42 (1.36)	2.81 (1.27)
	High	5.48 (1.16)	5.51 (1.24)	5.39 (1.25)	3.36 (1.42)
Accepting/ rejecting	Low	5.64 (1.16)	5.65 (1.09)	5.73 (1.13)	3.48 (1.59)
	High	5.82 (0.87)	5.83 (0.96)	5.73 (0.93)	3.65 (1.49)
Warm/ cold	Low	5.66 (1.14)	5.74 (0.97)	5.83 (1.04)	3.34 (1.48)
	High	5.80 (0.81)	5.71 (1.02)	5.62 (0.92)	3.59 (1.25)
Happy/ sad	Low	4.90 (1.57)	4.77 (1.57)	4.92 (1.52)	3.33 (1.52)
	High	4.92 (1.50)	5.09 (1.48)	4.90 (1.55)	3.97 (1.30)
Angry/ pleased	Low	3.27 (1.14)	3.35 (1.25)	3.19 (1.21)	4.45 (1.18)
	High	3.26 (1.26)	3.17 (1.13)	3.34 (1.18)	4.26 (1.11)
Anxious/ calm	Low	3.29 (1.39)	3.36 (1.44)	3.19 (1.46)	4.49 (1.61)
	High	3.02 (1.29)	2.91 (1.18)	3.13 (1.23)	4.18 (1.39)

Note. Perfectionism Dimensions; CM = Concern Over Mistakes; DA = Doubts About Actions; PE = Parental Expectations; PC = Parental Criticism

Group N: CM; Low = 83, High = 79; DA; Low = 91, High = 71; PE; Low = 81, High = 81; PC; Low = 87, High = 75

Table B 24

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of the Unfriendly Vignette

		PS	OR	NegP	PosP
		M (SD)	M (SD)	M (SD)	M (SD)
Friendly/ unfriendly	Low	5.36 (1.42)	5.38 (1.35)	5.28 (1.41)	5.39 (1.37)
	High	5.45 (1.65)	5.43 (1.26)	5.54 (1.18)	5.42 (1.25)
Accepting/ rejecting	Low	5.69 (1.18)	5.75 (1.02)	5.59 (1.09)	5.68 (1.06)
	High	5.77 (0.83)	5.71 (1.05)	2.89 (0.90)	5.79 (0.97)
Warm/ cold	Low	5.68 (1.16)	5.68 (1.07)	5.60 (1.08)	5.65 (1.06)
	High	5.77 (0.76)	5.77 (0.90)	5.87 (0.89)	5.82 (0.92)
Happy/ sad	Low	4.86 (1.54)	4.96 (1.53)	4.76 (1.55)	5.00 (1.44)
	High	4.97 (1.53)	4.86 (1.54)	5.08 (1.52)	4.83 (1.64)
Angry/ pleased	Low	3.24 (1.20)	3.31 (1.22)	3.35 (1.18)	3.21 (1.07)
	High	3.31 (1.20)	3.23 (1.17)	3.18 (1.23)	3.33 (1.33)
Anxious/ calm	Low	3.31 (1.47)	3.20 (1.43)	3.43 (1.42)	3.24 (1.35)
	High	3.00 (1.17)	3.12 (1.26)	2.86 (1.22)	3.06 (1.36)

Note. Perfectionism Dimensions; PS =Personal Standards; OR= Organisation; NegP = Negative

Perfectionism; PosP = Positive Perfectionism

Group N: PS; Low = 87, High = 75; OR; Low = 83, High = 79; PNeg; Low = 82, High = 77; PPos; Low = 81, High = 78

Table B 25

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of the Unfriendly Vignette

		PCI	SOP	SPP	OOP
Group		M (SD)	M (SD)	M (SD)	M (SD)
Friendly/ unfriendly	Low	5.32 (1.39)	5.27 (1.48)	5.33 (1.44)	5.58 (1.27)
	High	5.48 (1.22)	5.57 (1.08)	5.52(1.12)	5.25 (1.30)
Accepting/ rejecting	Low	5.63 (1.10)	5.66 (1.14)	5.65 (1.07)	5.82 (1.06)
	High	5.82 (0.96)	5.81 (0.93)	5.82 (1.00)	5.65 (1.01)
Warm/ cold	Low	5.67 (1.08)	5.65 (1.20)	5.65 (1.13)	5.83 (1.03)
	High	5.78 (0.90)	5.81 (0.75)	5.81 (0.82)	5.63 (0.95)
Happy/ sad	Low	4.87 (1.49)	4.88 (1.61)	4.75 (1.58)	5.03 (4.50)
	High	4.94 (1.58)	4.92 (1.48)	5.06 (1.50)	4.76 (1.58)
Angry/ pleased	Low	3.29 (1.14)	3.30 (1.26)	3.31 (1.16)	3.17 (1.24)
	High	3.25 (1.25)	3.21 (1.10)	3.21 (1.19)	3.35 (1.10)
Anxious/ calm	Low	3.37 (1.34)	3.29 (1.42)	3.35 (1.39)	3.22 (1.45)
	High	2.98 (1.33)	3.04 (1.26)	2.96 (1.27)	3.10 (1.23)

Note. Perfectionism Dimensions; PCI = Perfectionism Cognitions Inventory; SOP = Self-Oriented Perfectionism; SPP = Socially Prescribed Perfectionism; OOP = Other-Oriented Perfectionism

Group N: PCI; Low = 77, High = 85; SOP; Low = 78, High = 80; SPP; Low = 81, High = 77; OOP; Low = 82, High = 76

Appendix B5: Means and Standard Deviations (Study 5)

Table B 26

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of the Interpersonal Behaviour

		CM	DA	PE	PC
	Group	M (SD)	M (SD)	M (SD)	M (SD)
Force/ Coercion	Low	2.33 (0.80)	2.33 (0.77)	2.31 (0.87)	2.38 (0.86)
	High	2.36 (0.80)	2.37 (0.84)	2.39 (0.72)	2.32 (0.72)
Wait	Low	2.45 (0.97)	2.44 (0.90)	2.39 (0.96)	2.34 (0.96)
	High	2.46 (0.86)	2.47 (0.95)	2.52 (0.88)	2.59 (0.86)
Accept	Low	2.45 (0.86)	2.50 (0.79)	2.39 (0.82)	2.44 (0.83)
	High	2.56 (0.82)	2.51 (0.90)	2.62 (0.85)	2.58 (0.85)
Diffuse	Low	2.15 (0.67)	2.31 (0.74)	2.22 (0.75)	2.20 (0.78)
	High	2.38 (0.80)	2.21 (0.75)	2.31 (0.75)	2.33 (0.71)
Mediate	Low	1.86 (0.75)	1.86 (0.77)	1.91 (0.77)	1.84 (0.78)
	High	1.81 (0.67)	1.82 (0.65)	1.78 (0.66)	1.84 (0.64)
Undermine	Low	1.72 (0.69)	1.76 (0.68)	1.79 (0.74)	1.72 (0.71)
	High	1.87 (0.79)	1.80 (0.83)	1.80 (0.76)	1.88 (0.78)
Bargain	Low	2.38 (0.92)	2.43 (0.89)	2.51 (0.95)	2.38 (0.98)
	High	2.46 (0.96)	2.40 (0.99)	2.33 (0.92)	2.46 (0.89)
Avoid	Low	2.49 (0.78)	2.51 (0.79)	2.54 (0.88)	2.53 (0.99)
	High	2.75 (0.94)	2.75 (0.95)	2.71 (0.86)	2.72 (0.83)
Apologise	Low	1.89 (0.69)	2.03 (0.72)	2.07 (0.74)	2.08 (0.74)
	High	2.23 (0.77)	2.10 (0.78)	2.05 (0.76)	2.04 (0.76)

Table B 26 (cont)

		CM	DA	PE	PC
		M (SD)	M (SD)	M (SD)	M (SD)
Argue	Low	1.99 (0.77)	2.01 (0.80)	1.99 (0.80)	2.00 (0.80)
	High	1.94 (0.83)	1.91 (0.80)	1.94 (0.81)	1.94 (0.80)
Talk	Low	2.43 (0.89)	2.51 (0.87)	2.50 (0.95)	2.46 (0.89)
	High	2.37 (0.92)	2.26 (0.92)	2.30 (0.85)	2.33 (0.91)
Permanent separation	Low	1.91 (0.84)	1.86 (0.78)	1.90 (0.81)	1.88 (0.81)
	High	1.97 (0.85)	2.04 (0.91)	1.99 (0.88)	2.02 (0.88)

Note. Perfectionism Dimensions; CM = Concern Over Mistakes; DA = Doubts About Actions; PE = Parental Expectations; PC = Parental Criticism

Group N: CM; Low = 82, High = 79; DA; Low = 88, High = 73; PE; Low = 81, High = 80 PC; Low = 85 High = 76

Table B 27

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of the Interpersonal Behaviour

		PS	OR	NegP	PosP
Group		M (SD)	M (SD)	M (SD)	M (SD)
Force/ Coercion	Low	2.29 (0.81)	2.31 (0.81)	2.36 (0.84)	2.30 (0.83)
	High	2.42 (0.79)	2.39 (0.79)	2.33 (0.77)	2.38 (0.78)
Wait	Low	2.50 (1.00)	2.51 (0.94)	2.43 (0.95)	2.59 (1.00)
	High	2.40 (0.82)	2.39 (0.90)	2.46 (0.89)	2.29 (0.81)
Accept	Low	2.50 (0.81)	2.56 (0.73)	2.46 (0.83)	2.56 (0.88)
	High	2.51 (0.88)	2.44 (0.95)	2.55 (0.86)	2.44 (0.81)
Diffuse	Low	2.21 (0.72)	2.24 (0.76)	2.19 (0.71)	2.29 (0.78)
	High	2.33 (0.77)	2.29 (0.74)	2.34 (0.79)	2.23 (0.72)
Mediate	Low	1.79 (0.69)	1.83 (0.70)	1.87 (0.77)	1.73 (0.65)
	High	1.90 (0.74)	1.85 (0.74)	1.80 (0.67)	1.94 (0.77)
Undermine	Low	1.78 (0.71)	1.78 (0.70)	1.72 (0.71)	1.71 (0.71)
	High	1.82 (0.79)	1.81 (0.80)	1.85 (0.77)	1.86 (0.77)
Bargain	Low	2.38 (0.93)	2.32 (0.88)	2.43 (0.92)	2.34 (0.98)
	High	2.46 (0.95)	2.52 (0.99)	2.39 (0.94)	2.47 (0.88)
Avoid	Low	2.65 (0.86)	2.59 (0.82)	2.44 (0.78)	2.66 (0.92)
	High	2.59 (0.89)	2.65 (0.88)	2.79 (0.94)	2.57 (0.84)
Apologise	Low	2.03 (0.75)	2.02 (0.73)	1.87 (0.68)	2.03 (0.77)
	High	2.09 (0.75)	2.10 (0.77)	2.23 (0.77)	2.07 (0.72)

Table B 27 (cont)

		PS	OR	NegP	PosP
		M (SD)	M (SD)	M (SD)	M (SD)
Argue	Low	1.88 (0.74)	1.94 (0.75)	2.03 (0.82)	2.83 (0.71)
	High	2.07 (0.86)	1.99 (0.85)	1.87 (0.76)	2.08 (0.86)
Talk	Low	2.44 (0.92)	2.36 (0.86)	2.47 (0.89)	2.31 (0.87)
	High	2.34 (0.89)	2.43 (0.95)	2.30 (0.92)	2.47 (0.95)
Permanent separation	Low	1.96 (0.90)	2.04 (0.80)	1.87 (0.83)	2.00 (0.91)
	High	1.93 (0.79)	1.84 (0.89)	1.99 (0.87)	1.87 (0.79)

Note. Dimensions of perfectionism: PS = personal standards; OR = organisation; PosP = positive perfectionism; NegP = negative perfectionism

Group N: PS; Low = 86, High = 75; OR; Low = 83, High = 78; PNeg; Low = 80, High = 78; PPos; Low = 80, High = 78

Table B 28

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of the Interpersonal Behaviour

		PCI	SOP	SPP	OOP
Group		M (SD)	M (SD)	M (SD)	M (SD)
Force/ Coercion	Low	2.32 (0.81)	2.39 (0.83)	2.39 (0.80)	2.29 (0.82)
	High	2.38 (0.79)	2.32 (0.77)	2.32 (0.80)	2.42 (0.78)
Wait	Low	2.36 (0.90)	2.38 (0.89)	2.39 (0.99)	2.34 (0.94)
	High	2.54 (0.93)	2.52 (0.91)	2.52 (0.81)	2.56 (0.84)
Accept	Low	2.47 (0.84)	2.39 (0.77)	2.50 (0.84)	2.44 (0.82)
	High	2.54 (0.85)	2.57 (0.86)	2.47 (0.81)	2.53 (0.82)
Diffuse	Low	2.22 (0.72)	2.14 (0.60)	2.17 (0.71)	2.22 (0.71)
	High	2.31 (0.77)	2.29 (0.77)	2.28 (0.68)	2.23 (0.68)
Mediate	Low	1.80 (0.70)	1.85 (0.73)	1.90 (0.77)	1.74 (0.65)
	High	1.88 (0.74)	1.84 (0.70)	1.79 (0.65)	1.95 (0.76)
Undermine	Low	1.71 (0.69)	1.81 (0.69)	1.78 (0.70)	1.66 (0.65)
	High	1.87 (0.79)	1.78 (0.77)	1.80 (0.77)	1.92 (0.79)
Bargain	Low	2.40 (0.94)	2.33 (0.88)	2.45 (0.94)	2.44 (0.98)
	High	2.43 (0.94)	2.45 (0.94)	2.33 (0.89)	2.34 (0.84)
Avoid	Low	2.51 (0.84)	2.53 (0.79)	2.46 (0.80)	2.56 (0.90)
	High	2.72 (0.89)	2.66 (0.91)	2.74 (0.89)	2.64 (0.81)
Apologise	Low	1.94 (0.74)	1.96 (0.72)	1.92 (0.71)	2.11 (0.78)
	High	2.17 (0.75)	2.15 (0.77)	2.20 (0.77)	2.00 (0.72)

Table B 28 (cont)

		PCI	SOP	SPP	OOP
		M (SD)	M (SD)	M (SD)	M (SD)
Argue	Low	1.91 (0.73)	2.07 (0.81)	2.01 (0.79)	1.88 (0.77)
	High	2.01 (0.86)	1.87 (0.79)	1.92 (0.83)	2.06 (0.83)
Talk	Low	2.37 (0.90)	2.44 (0.85)	2.53 (0.95)	2.46 (0.89)
	High	2.42 (0.91)	2.34 (0.91)	2.25 (0.78)	2.32 (0.87)
Permanent separation	Low	1.85 (0.82)	1.94 (0.78)	1.82 (0.76)	1.86 (0.71)
	High	2.03 (0.87)	1.94 (0.85)	2.06 (0.85)	2.02 (0.91)

Note. Dimensions of perfectionism: PCI = Perfectionism Cognitions Inventory; SOP = self-oriented perfectionism; SPP = socially prescribed perfectionism; other-oriented perfectionism

Group N: PCI; Low = 77, High = 84; SOP; Low = 76, High = 81; SPP; Low = 79, High = 78; OOP; Low = 79, High = 78

Table B 29

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of Perfectionistic Motivations

		CM	DA	PE	PC
	Group	M (SD)	M (SD)	M (SD)	M (SD)
OOP	Low	2.85 (0.99)	2.76 (0.91)	2.89 (0.93)	2.81 (0.97)
	High	2.76 (0.92)	2.85 (1.02)	2.71 (0.99)	2.79 (0.95)
CM	Low	1.61 (0.74)	1.63 (0.71)	1.78 (0.85)	1.77 (0.83)
	High	1.93 (0.79)	1.92 (0.83)	1.75 (0.70)	1.76 (0.72)
PosP	Low	2.52 (1.15)	2.46 (1.06)	2.56 (1.04)	2.43 (1.05)
	High	2.78 (0.96)	2.55 (1.06)	2.44 (1.07)	2.58 (1.07)
PS/SOP	Low	2.73 (1.10)	2.82 (1.04)	3.01 (1.07)	2.85 (1.09)
	High	3.15 (0.97)	3.08 (1.06)	2.86 (1.04)	3.03 (1.01)
SPP	Low	2.51 (0.99)	2.43 (0.88)	2.58 (1.01)	2.59 (1.04)
	High	2.66 (1.01)	2.78 (1.11)	2.50 (1.00)	2.59 (0.97)
DA	Low	2.07 (0.78)	2.14 (0.79)	2.22 (0.83)	2.16 (0.80)
	High	2.52 (0.85)	2.47 (0.87)	2.36 (0.86)	2.43 (0.87)
NegP	Low	2.15 (1.04)	2.20 (1.98)	2.36 (1.09)	2.37 (1.05)
	High	2.87 (0.87)	2.88 (0.95)	2.66 (0.93)	2.66 (0.96)
PE/PC	Low	1.82 (0.83)	1.92 (0.82)	1.81 (0.83)	1.75 (0.83)
	High	2.11 (0.97)	2.01 (1.01)	2.11 (0.96)	2.20 (0.95)
OR	Low	1.64 (1.05)	1.79 (1.05)	2.83 (0.97)	2.69 (0.96)
	High	2.96 (0.87)	2.81 (0.88)	2.77 (0.98)	2.91 (0.98)

Note. Dimensions of perfectionism: PCI = Perfectionism Cognitions Inventory; CM = concern over mistakes; DA = doubts about actions; PS = personal standards; OR = organisation; PE = parental expectations; PC = parental criticism; SOP = self-oriented perfectionism; SPP = socially prescribed perfectionism; PosP = positive perfectionism; NegP = negative perfectionism

Group N: CM; Low = 82, High = 79; DA; Low = 88, High = 73; PE; Low = 80, High = 80 PC; Low = 84, High = 76

Table B 30

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of Perfectionistic Motivations

		PS	OR	NegP	PosP
		M (SD)	M (SD)	M (SD)	M (SD)
OOP	Low	2.75 (0.98)	2.78 (0.99)	2.82 (0.97)	2.67 (0.92)
	High	2.86 (0.94)	2.83 (0.93)	2.79 (0.97)	2.95 (1.00)
CM	Low	1.64 (0.68)	1.78 (0.74)	1.58 (0.69)	1.68 (0.71)
	High	1.91 (0.86)	1.75 (0.83)	1.90 (0.80)	1.81 (0.81)
PosP	Low	2.36 (1.06)	2.40 (1.01)	2.55 (1.08)	2.26 (1.08)
	High	2.67 (1.04)	2.61 (1.10)	2.45 (1.06)	2.75 (1.00)
PS/SOP	Low	2.70 (1.05)	2.80 (1.02)	2.78 (1.03)	2.67 (1.06)
	High	2.34 (1.00)	3.08 (1.07)	3.07 (1.07)	3.19 (0.99)
SPP	Low	2.44 (0.99)	2.54 (1.02)	2.38 (0.95)	2.55 (0.99)
	High	2.76 (1.00)	2.64 (0.99)	2.79 (1.04)	2.62 (1.04)
DA	Low	2.12 (0.76)	2.35 (0.87)	2.00 (0.73)	2.25 (0.88)
	High	2.49 (0.90)	2.23 (0.82)	2.55 (0.85)	2.30 (0.79)
NegP	Low	2.27 (1.06)	2.40 (1.04)	2.13 (0.97)	2.45 (1.11)
	High	2.78 (0.91)	2.62 (0.99)	2.87 (0.95)	2.55 (0.94)
PE/PC	Low	1.85 (0.84)	1.83 (0.75)	1.85 (0.82)	1.92 (0.84)
	High	2.10 (0.97)	2.11 (1.04)	2.04 (0.99)	1.97 (0.99)
OR	Low	2.62 (1.02)	2.57 (1.00)	2.69 (1.03)	2.63 (1.04)
	High	3.00 (0.88)	3.04 (0.88)	2.88 (0.90)	2.95 (0.87)

Note. Dimensions of perfectionism: PCI = Perfectionism Cognitions Inventory; CM = concern over mistakes; DA = doubts about actions; PS = personal standards; OR = organisation; PE = parental expectations; PC = parental criticism; SOP = self-oriented perfectionism; SPP = socially prescribed perfectionism; PosP = positive perfectionism; NegP = negative perfectionism

Group N: PS; Low = 86, High = 74; OR; Low = 83, High = 77; PNeg; Low = 79, High = 78; PPos; Low = 80, High = 77

Table B 31

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of Perfectionistic Motivations

		PCI	SOP	SPP	OOP
		M (SD)	M (SD)	M (SD)	M (SD)
OOP	Low	2.69 (0.96)	2.86 (0.98)	2.86 (0.95)	2.67 (0.92)
	High	2.91 (0.95)	2.80 (0.92)	2.80 (0.96)	2.99 (0.95)
CM	Low	1.51 (0.60)	1.64 (0.69)	1.59 (0.66)	1.74 (0.74)
	High	2.01 (0.85)	1.87 (0.82)	1.93 (0.83)	1.77 (0.80)
PosP	Low	2.39 (1.08)	2.41 (1.10)	2.38 (1.08)	2.46 (1.04)
	High	2.60 (1.03)	2.52 (0.98)	2.54 (0.99)	2.47 (1.04)
PS/SOP	Low	2.65 (1.04)	2.69 (1.07)	2.71 (1.07)	2.81 (1.09)
	High	3.21 (0.99)	3.13 (0.98)	3.13 (0.98)	3.02 (0.99)
SPP	Low	2.39 (0.91)	2.53 (0.96)	2.42 (0.96)	2.66 (0.99)
	High	2.77 (1.06)	2.66 (1.02)	2.77 (0.99)	2.53 (1.00)
DA	Low	2.03 (0.78)	2.02 (0.72)	2.05 (0.75)	2.21 (0.86)
	High	2.53 (0.83)	2.51 (0.88)	2.49 (0.88)	2.33 (0.82)
NegP	Low	2.20 (1.03)	2.23 (1.08)	2.14 (1.01)	2.41 (1.08)
	High	2.80 (0.94)	2.74 (0.90)	2.84 (0.91)	2.57 (0.96)
PE/PC	Low	1.81 (0.81)	1.92 (0.86)	1.78 (0.82)	1.96 (0.94)
	High	2.11 (0.98)	1.99 (0.98)	2.12 (0.99)	1.96 (0.90)
OR	Low	2.58 (1.01)	2.67 (0.98)	2.58 (1.04)	2.67 (1.03)
	High	2.88 (0.90)	2.92 (0.87)	2.97 (0.84)	2.88 (0.89)

Note. Dimensions of perfectionism: PCI = Perfectionism Cognitions Inventory; CM = concern over mistakes; DA = doubts about actions; PS = personal standards; OR = organisation; PE = parental expectations; PC = parental criticism; SOP = self-oriented perfectionism; SPP = socially prescribed perfectionism; OOP = other-oriented perfectionism; PosP = positive perfectionism; NegP = negative perfectionism

Group N: PCI; Low = 77, High = 83; SOP; Low = 76, High = 80; SPP; Low = 78, High = 78; OOP; Low = 79, High = 77

Table B 32

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of Interpersonal Distress

		CM	DA	PE	PC
		M (SD)	M (SD)	M (SD)	M (SD)
Satisfaction-H	Low	2.99 (0.72)	3.06 (0.67)	2.89 (0.84)	2.88 (0.85)
	High	2.88 (0.82)	2.78 (0.86)	2.98 (0.70)	3.00 (0.69)
Satisfaction-O	Low	2.78 (0.78)	2.92 (0.75)	2.80 (0.81)	2.78 (0.80)
	High	2.73 (0.84)	2.56 (0.83)	2.71 (0.80)	2.73 (0.81)
Mood before	Low	6.48 (1.87)	6.48 (1.74)	6.34 (1.95)	6.34 (2.00)
	High	6.71 (2.01)	6.72 (2.15)	6.85 (1.90)	6.87 (1.83)
Mood after	Low	3.47 (1.65)	4.58 (1.56)	4.39 (1.84)	4.28 (1.81)
	High	4.09 (1.86)	3.83 (1.89)	4.08 (1.67)	4.19 (1.71)
Control at beginning	Low	6.44 (1.61)	6.35 (1.39)	6.28 (1.74)	6.17 (1.70)
	High	5.91 (1.69)	5.97 (1.93)	6.07 (1.60)	6.20 (1.63)
Control at end	Low	6.32 (1.75)	6.35 (1.64)	6.25 (1.94)	6.17 (1.89)
	High	6.01 (1.86)	5.95 (1.97)	6.08 (1.70)	6.16 (1.72)

Note. Dimensions of perfectionism: CM = concern over mistakes; DA = doubts about actions; PE = parental expectations; PC = parental criticism;

Group N: CM; Low = 81, High = 79; DA; Low = 78, High = 73; PE; Low = 80, High = 80 PC; Low = 84 High = 76

Table B 33

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of Interpersonal Distress

		PS	OR	NegP	PosP
		M (SD)	M (SD)	M (SD)	M (SD)
Satisfaction-H	Low	3.02 (0.73)	2.92 (0.74)	3.08 (0.71)	2.92 (0.78)
	High	2.84 (0.82)	2.96 (0.81)	2.80 (0.82)	2.96 (0.77)
Satisfaction-O	Low	2.79 (0.89)	2.73 (0.74)	2.92 (0.78)	2.70 (0.76)
	High	2.72 (0.75)	2.78 (0.87)	2.57 (0.80)	2.80 (0.85)
Mood before	Low	6.72 (1.81)	6.68 (1.82)	6.57 (1.84)	6.76 (2.05)
	High	6.43 (2.07)	6.49 (2.06)	6.59 (2.07)	6.40 (1.84)
Mood after	Low	4.50 (1.77)	4.11 (1.72)	4.56 (1.62)	4.31 (1.82)
	High	3.93 (1.71)	4.37 (1.79)	3.87 (1.84)	4.12 (1.70)
Control at beginning	Low	6.34 (1.55)	6.08 (1.73)	6.56 (1.52)	6.09 (1.64)
	High	5.99 (1.79)	6.28 (1.60)	5.78 (1.71)	6.26 (1.68)
Control at end	Low	6.29 (1.87)	5.85 (1.81)	6.49 (1.67)	6.07 (1.79)
	High	6.02 (1.73)	6.51 (1.75)	5.80 (1.89)	6.23 (1.84)

Note. Dimensions of perfectionism: PS = personal standards; OR = organisation; PosP = positive perfectionism; NegP = negative perfectionism

Group N: PS; Low = 86, High = 74; OR; Low = 83, High = 77; PNeg; Low = 79, High = 78; PPos; Low = 80, High = 77

Table B 34

Means and Standard Deviations for High and Low Perfectionism Dimension Groups for Ratings of Interpersonal Distress

		PCI	SOP	SPP	OOP
		M (SD)	M (SD)	M (SD)	M (SD)
Satisfaction-H	Low	3.07 (0.72)	2.94 (0.77)	2.94 (0.75)	2.90 (0.75)
	High	2.81 (0.80)	2.90 (0.75)	2.90 (0.77)	2.94 (0.77)
Satisfaction-O	Low	2.82 (0.84)	2.77 (0.82)	2.83 (0.80)	2.80 (0.82)
	High	2.70 (0.78)	2.71 (0.78)	2.65 (0.80)	2.68 (0.79)
Mood before	Low	6.70 (1.76)	6.54 (1.84)	6.35 (1.85)	6.23 (2.02)
	High	6.49 (2.10)	6.66 (2.07)	6.85 (2.04)	6.98 (1.82)
Mood after	Low	4.49 (1.54)	4.28 (1.72)	4.35 (1.62)	4.24 (1.74)
	High	4.00 (1.91)	4.17 (1.79)	4.10 (1.88)	4.21 (1.77)
Control at beginning	Low	6.58 (1.46)	6.38 (1.61)	6.35 (1.58)	6.02 (1.54)
	High	5.80 (1.77)	6.00 (1.69)	6.02 (1.77)	6.36 (1.81)
Control at end	Low	6.32 (1.57)	5.06 (1.77)	6.30 (1.68)	5.97 (1.99)
	High	6.02 (2.00)	6.21 (1.86)	5.98 (1.94)	6.31 (1.61)

Note. Dimensions of perfectionism: PCI = Perfectionism Cognitions Inventory; SOP = self-oriented perfectionism; SPP = socially prescribed perfectionism; OOP = other-oriented perfectionism

Group N: PCI; Low = 77, High = 83; SOP; Low = 76, High = 80; SPP; Low = 78, High = 78; OOP; Low = 79, High = 77

Appendix C: Brief Review of Key Results for Perfectionism Dimensions

Negative Evaluation Concerns Dimensions of Perfectionism

PANPS: Negative perfectionism

Participant characteristics.

- Positive associations with absenteeism due to medical illness, a history of mental illness, a history of suicide attempts and self-mutilation

Psychological distress and subjective well-being.

- Positive associations with all scales and subscales for *anxiety* and *depression*
- Negative association with *subjective well-being*
- Positively predicts *depression* scores for younger and older adults and *anxiety* scores in younger adults.
- Negatively predicts *subjective well-being* scores for younger adults

Interpersonal attributions, perceptions, perfectionistic motivations and behaviour.

- Increased estimates negative interpersonal interactions
- Increased levels of IPSM scales of *interpersonal worry and dependency*, *low self-esteem* and *unassertive interpersonal behaviour*
- Attributions of *less friendliness* in relation to *friendly* and *neutral* behaviour vignettes and *less calm* responses for the object of *neutral* behaviour
- Increased *avoidance* behaviour
- Increased perfectionistic motivations for behaviour relating to *negative evaluation concerns* dimensions including the desire to avoid situations where others might disapprove of one-self or one's actions and beliefs that others expected too much of one-self

- Perceptions of *decreased satisfaction with handling and outcome* of interactions
- Perceptions of *decreased control at beginning and end* of interactions
- Perceptions of *more negative mood after* interactions

MPS-F: Concern Over Mistakes

Participant characteristics.

- Positive associations with absenteeism due to stress, a history of mental illness, a history of suicide attempt and self-mutilation

Psychological distress and subjective well-being.

- Positive associations with all scales and subscales for *anxiety* and *depression*
- Negative association with *subjective well-being*

Interpersonal attributions, perceptions, perfectionistic motivations and behaviour.

- Increased estimates negative interpersonal interactions
- Increased levels of IPSM scales of *interpersonal worry and dependency*, *low self-esteem* and *unassertive interpersonal behaviour*
- Attributions of *friendly behaviour* as *less warm* and *less happy*, *less pleased* and *less calm feelings* for the object of *friendly behaviour*
- No differences between high and low groups for interaction behaviours
- Increased perfectionistic motivations for behaviour relating to *negative evaluation concerns* and *standards and achievement* dimensions including the desire to maintain personal standards and organisation as well as avoid situations where others might disapprove of one-self or one's actions, doubts that they had "done the right thing" and beliefs of high parental expectations and lack of parental understanding
- Perceptions of *less control at the beginning* of interactions

MPS-F: Doubts About Actions

Participant characteristics.

- Positive associations with absenteeism due to stress and a history of self-mutilation

Psychological distress and subjective well-being.

- Positive associations with all scales and subscales for *anxiety* and *depression*
- Negative association with *subjective well-being*
- Positively predicts *depression* scores for younger adults and *anxiety* scores for older adults
- Negative predictor of *subjective well-being* for younger and older adults

Interpersonal attributions, perceptions, perfectionistic motivations and behaviour.

- No increased estimates of negative interpersonal interactions
- Increased levels of IPSM scales of *interpersonal worry and dependency*, *low self-esteem* and *unassertive interpersonal behaviour*
- No pattern of differences between high and low groups for attributions about the interpersonal behaviour and feelings of others
- No pattern of differences between high and low groups for interaction behaviours
- Increased influence of perfectionistic reasons on behaviour relating to *negative evaluation concerns* dimensions including the desire to avoid situations where others might disapprove of one-self or one's actions and beliefs that others expected too much of one-self
- Perceptions of *less satisfaction with handling and outcome* of interactions
- Perceptions of *more negative mood after* interactions

MPS-F: Parental Expectations

Participant characteristics.

- Positive associations with a history of self-mutilation and suicide attempts

Psychological distress and subjective well-being.

- Positive associations with most *anxiety* and *depression* scales and subscales but of a lesser magnitude than some other *negative evaluation concerns* dimensions of perfectionism
- Small negative association with *subjective well-being*

Interpersonal attributions, perceptions, perfectionistic motivations and behaviour.

- No increased estimates of negative interpersonal interactions
- Increased levels of IPSM scale of *low self-esteem*
- No pattern of differences between high and low groups for attributions about the interpersonal behaviour and feelings of others
- No differences between high and low groups for interaction behaviours
- Increased perfectionistic motivations for behaviour relating only to beliefs about increased parental expectations and lack of parental understanding, however these results showed small effect sizes and did not show a consistent pattern of results

MPS-F: Parental Criticism

Participant characteristics.

- In contrast to other *negative evaluative concerns* dimensions of perfectionism *parental criticism* scores increased with age
- Positive associations with a history of self-mutilation but particularly a history of suicide attempt

Psychological distress and subjective well-being.

- Positive associations with all *depression* scales and subscales and with *anxiety* scale but not all sub-scales
- Negative association with *subjective well-being*

Interpersonal attributions, perceptions, perfectionistic motivations and behaviour.

- No increased estimates of negative interpersonal interactions
- Increased levels of IPSM scales of *interpersonal worry and dependency* and *low self-esteem*
- No pattern of differences between high and low groups for attributions of the interpersonal behaviour and feelings of others
- Decreased use of *force/coercion* interaction behaviour
- Increased perfectionistic motivations for behaviour relating only to beliefs of high parental expectations and lack of parental understanding
- No differences between high and low groups for interpersonal distress

MPS-H: Socially Prescribed Perfectionism

Participant characteristics.

- Positive associations with absenteeism due to medical illness but more so with absenteeism due to stress as well as with the presence of a mental illness and a history of self-mutilation and suicide attempts

Psychological distress and subjective well-being.

- Positive associations with all scales and subscales for *depression* and *anxiety* albeit to a lesser magnitude than other specific *negative evaluation concerns* dimensions of perfectionism
- Negative association with *subjective well-being*

Interpersonal attributions, perceptions, perfectionistic motivations and behaviour.

- Increased estimates of negative interpersonal interactions
- Increased levels of IPSM scales of *interpersonal worry and dependency*, *low self-esteem* and *unassertive interpersonal behaviour*
- Attributions of *less pleased* and *less calm* feelings for the object of *neutral behaviour* and attributions of *friendly behaviour* as *less warm* and feelings of the object of *friendly behaviour* as *less happy*, *less pleased* and *less calm*
- Increased *avoidance* interaction behaviour
- Increased influence of perfectionistic reasons on behaviour relating to *negative evaluation concerns* and *standards and achievement* dimensions including the desire to maintain personal standards and organisation as well as avoid situations where others might disapprove of one-self or one's actions, beliefs that others

expect too much of them and beliefs of high parental expectations and lack of parental understanding

- No differences between high and low groups for interpersonal distress

PCI

Participant characteristics.

- Positive associations with the presence of a medical illness and with the presence of a mental illness, absenteeism due to stress and a history of suicide attempt and self-mutilation

Psychological distress and subjective well-being.

- Positive associations with all scales and subscales for *anxiety* and *depression*
- Negative association with *subjective well-being*
- PCI scores positively predicted *depression* scores for younger and older adults
- PCI scores were the sole predictor of *anxiety* scores for older adults
- PCI scores negatively predicted *subjective well-being* scores in older adults.

Interpersonal attributions, perceptions, perfectionistic motivations and behaviour.

- Increased estimates of negative interpersonal interactions
- Increased levels of IPSM scales of *interpersonal worry and dependency* and *low self-esteem* but not *unassertive interpersonal behaviour*
- Lower confidence ratings for categorisations of facial expressions
- Increased *avoidance* interaction behaviour
- Increased perfectionistic motivations for behaviour relating to *negative evaluation concerns* and *standards and achievement* dimensions including the desire to maintain personal standards as well as avoid situations where others might disapprove of one-self or one's actions, concerns about failing by making a mistake and the subsequent loss of the respect of others, beliefs that others expect

too much of them and beliefs of high parental expectations and lack of parental understanding

- Perceptions of *less satisfaction with handling* of interactions
- Perceptions of *less control before* interactions

Brief Review of Key Results for Standards and Achievement Dimensions of Perfectionism

PANPS: Positive Perfectionism

Participant characteristics.

- Positive perfectionism scores reduce with age
- Males show higher *positive perfectionism* scores than females

Psychological distress and subjective well-being.

- Weak positive associations with overall *depression* and some *depression* sub-scales
- Small positive associations with all *anxiety* scales and sub-scales
- No association with *subjective well-being*
- Negatively predicts *depression* scores for younger adults.

Interpersonal attributions, perceptions, perfectionistic motivations and behaviour.

- No increased estimation of negative interpersonal interactions
- No pattern of differences between high and low groups for any IPSM scale
- No pattern of differences between high and low groups for attributions of the interpersonal behaviour and feelings of others
- Increased *arguing* and decreased *waiting* interaction behaviours
- Increased perfectionistic motivations for behaviour relating only to *standards and achievement* dimensions including the desire to maintain personal standards and organisation as well as the desire to confront challenging things and be rewarded for effort
- No pattern of differences between high and low groups for interpersonal distress

MPS-F: Personal Standards

Participant characteristics.

- Weak positive associations with the presence of a mental illness and absenteeism due to stress

Psychological distress and subjective well-being.

- Positively associated with all *depression* and *anxiety* scales and sub-scales
- Negatively associated with *subjective well-being*

Interpersonal attributions, perceptions, perfectionistic motivations and behaviour.

- No increased estimates of negative interpersonal interactions
- No pattern of differences between high and low groups for any IPSM scale
- Lower confidence ratings of *neutral facial* expression categorisation
- Attributions of *less calm feelings* for the object of *friendly behaviour*
- No differences between high and low groups for interaction behaviours
- Increased perfectionistic motivations for behaviour relating to both *negative evaluation concerns* and *standards and achievement* including the desire to maintain personal standards and organisation as well as avoid situations where others might disapprove of one-self or one's actions and beliefs that others expect too much of them
- Perception of *more negative mood after* interactions

MPS-F: Organisation

Participant characteristics.

- No significant associations with any participant characteristic

Psychological distress and subjective well-being.

- Weak positive associations with *depression* scale and some *depression* sub-scales but no associations with *anxiety*
- No significant association with *subjective well-being*

Attributions, perceptions, perfectionistic motivations and interpersonal behaviour.

- No increased estimates of negative interpersonal interactions
- No pattern of differences between high and low groups for any IPSM scale
- Increased tendency to categorise *neutral* facial expression as *happy*
- No pattern of differences between high and low groups for attributions of the interpersonal behaviour and feelings of others
- No differences between high and low groups for use of interaction behaviours
- Increased perfectionistic motivations for behaviour relating only to the desire to maintain organisation
- No pattern of differences between high and low groups for interpersonal distress

MPS-H: Self-Oriented Perfectionism

Participant characteristics.

- Weak positive associations with the presence of a mental illness and absenteeism due to stress

Psychological distress and subjective well-being.

- Positively associated with all *depression* and *anxiety* scales and sub-scales
- Negatively associated with *subjective well-being*
- Negatively predicts *depression* scores in older adults

Interpersonal attributions, perceptions, perfectionistic motivations and behaviour.

- No increased estimates of negative interpersonal interactions
- Increased levels of IPSM scale of *interpersonal worry and dependency*
- Lower confidence ratings for the categorisation of *neutral* and *happy* facial expressions
- Attributions of *less friendly behaviour* for friendly vignette
- No differences between high and low groups for interaction behaviours
- Increased perfectionistic motivations for behaviour relating to *negative evaluation concerns* and *standards and achievement* dimensions including the desire to maintain personal standards as well as avoid situations where others might disapprove of one-self or one's actions, doubts that they had "done the right thing"
- There were no differences between high and low groups for interpersonal distress

MPS-H: Other-Oriented Perfectionism

Participant characteristics.

- Males score higher for *other-oriented perfectionism* than females

Psychological distress and subjective well-being.

- Weak positive associations with *depression* scale and some sub-scales
- No significant associations with *anxiety* or *subjective well-being*

Attributions, perceptions, perfectionistic motivations and interpersonal behaviour.

- No association with increased estimates of negative interpersonal interactions
- Increased levels of IPSM scale of *low self-esteem*
- No pattern of differences between high and low groups for attributions of the interpersonal behaviour and feelings of others
- Increased use of *undermining* behaviour
- Increased perfectionistic motivations for behaviour relating only to beliefs that others did not live up to the perfectionists expectations of them
- More *positive mood before* interactions