

Qualtrics Workbook

Qualtrics is a powerful online platform used across psychology and behavioural sciences to design surveys, run experiments, and collect high-quality data.

Why do psychologists use Qualtrics?

1. Create controlled psychological studies

You can build experiments involving randomisation, experimental conditions, reaction tasks, vignettes, audio/video stimuli, and more... all without coding.

2. Measure psychological constructs

Tools like Likert scales, personality questionnaires, communication style measures, and behavioural tasks can be created exactly to research specifications.

3. Automate and standardise data collection

Qualtrics ensures all participants see consistent procedures and your data is exported cleanly into SPSS or Excel.

4. Run online and remote studies

Ideal for undergraduate research, dissertation projects, and cross-national research.

5. Ethical and secure

Data is stored securely and can be anonymous, which is essential for conducting ethical psychological research.

Why Qualtrics is important for this module?

Understanding emotion and communication requires accurate measurement of people's listening styles, attitudes, behaviours, perceptions, and reactions to social stimuli.

Qualtrics lets you:

- simulate communication scenarios
- measure preferences for listening
- present emotional messages
- explore links between personality, communication and listening behaviour

These skills set the foundation for your Level 5 Research in Action Module, Level 6 Empirical Project, and beyond!

Task: Design a Mini Listening × Personality × Communication Style Study in Qualtrics

Individually or in pairs, you will design a short Qualtrics study that examines how individual differences influence listening behaviour.

Your study must now include:

- A listening component (e.g., listening styles, barriers, scenarios).
- A personality variable (e.g., extraversion, neuroticism, psychoticism, masculinity/femininity).
- A communication style component (e.g., friendly, animated, dominant, precise, dramatic).
- A simple experimental task or scenario based on the Listening lecture.

This is based on Villaume & Bodie (2007), who found that trait personality variables and communicator styles predict preferences for different listening styles. [Click here to access the article.](#)

Background (from the article):

You should draw on these findings when designing your study:

1. Listening styles are linked to personality

- People-oriented listeners tend to be more extraverted, less neurotic, and less psychotic.
- Time- and action-oriented listening shows links with higher neuroticism.
- Content- and action-oriented listening relates to more masculine traits and precision/argumentativeness.

2. Listening is also shaped by communication style

- People-oriented listeners show friendly, attentive, animated communication styles.
- Content + action listeners show precise, argumentative, impression-leaving communication patterns.
- Time + action listeners show dramatic, dominant, forceful styles linked to control motives.

These findings give you a real psychological foundation for their study design.

Study Example 1:

Study Title: Neuroticism, Dominant Communication Style, and Listening Under Time Pressure

Research Question:

RQ1. Does neuroticism predict a preference for time-oriented listening?

RQ2. Does dominant communication style affect how individuals process rapid or time-pressured messages?

RQ3. Do neurotic individuals with dominant communication styles show reduced comprehension under time pressure?

Hypotheses:

H1. Higher neuroticism will be associated with higher time-oriented listening (based on links between neuroticism and defensive, pressured listening patterns).

H2. Individuals with dominant communication styles will show reduced message recall accuracy under time pressure, as dominant communicators prefer fast, directive processing and may overlook details when speed is increased.

H3. Participants high in both neuroticism and dominant communication style will show the lowest recall accuracy when listening under time pressure.

Design:

Design type: Mixed design (individual differences + experimental time pressure condition)

IVs:

- Personality trait: Neuroticism (Take specific items from the [BFI](#))
- Communication style: Dominant communication style (Take the specific items from the [CSM](#))
- Listening manipulation: Message speed (look on YouTube for instructional videos, pick one for each condition)
 - Fast (play at 1.5x speed)
 - Normal pace (play at normal speed)

DVs:

- Message recall accuracy (create a list of questions based upon the video shown, see examples at the end of this workbook)
- Perceived difficulty (create a list of questions based upon the video shown, see examples at the end of this workbook)
- Time-oriented listening score (Take specific items from the [LSP-16](#))

Qualtrics Structure for Study Example 1:

Block 1: Participant Information Sheet (PIS)

Add Text/Graphic question type

Paste your information sheet text here (use guidance and examples on Moodle).

Block 2: Consent Form

Add Block, add Multiple Choice Question (Allow more than one answer)

Paste Consent information into Multiple Choice Question (e.g., Please confirm the following to participate)

Add three choices:

- I have read and understood the information sheet.
- I am over the age of 18.
- I consent to take part in this study.

Add Skip Logic:

If all three are not selected, participants are jumped to End of Survey.

Block 3: Neuroticism Questionnaire

Add Block, add Matrix Table question type

Add number of statements, based upon the items selected from the BFI

Add number of scale points based upon the Response Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

Block 4: Dominant communication style measure

Add Block, add Matrix Table question type

Add number of statements, based upon the items selected from the CSM

Add number of scale points based upon the Response Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

Block 5: Listening manipulation (Normal Pace)

Add Block, add Text/Graphic Question: In text, write brief instructions

Embed video (Rich Content Editor, Insert Media, paste link into URL)

----- Page Break -----

Add Text/Graphic Question: In text, write instructions for your Message recall accuracy questions

Add Message recall accuracy questions individually as Multiple Choice Questions

----- Page Break -----

Add Text/Graphic Question: In text, write instructions for your Perceived difficulty questions

Add Perceived difficulty questions individually as Multiple Choice Questions

Block 6: Listening manipulation (Fast Pace)

Repeat instructions for Block 5, but with a fast paced video

Block 7: Time-Orientated Listening Questionnaire

Add Block, add Matrix Table question type

Add number of statements, based upon the items selected from the LSP-16

Add number of scale points based upon the Response Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

Block 8: Debrief

Add Block, add Text/Graphic Question.

Paste your Debrief text here (use guidance and examples on Moodle).

Study Example 2:

Study Title: How Extraversion and Friendly Communication Style Influence Empathic Listening Responses to Emotional Messages

Research Question:

RQ1: Does extraversion predict empathic responses to an emotional message?

RQ2: Does friendly communication style predict people-oriented listening?

RQ3: Do extraverted individuals with friendly communication styles show stronger empathic listening than others?

Hypotheses:

H1: Higher extraversion will be associated with higher people-oriented listening

H2: Individuals with a friendly communication style will show higher empathic responses

H3: Highly extraverted and friendly communicators will show the strongest empathic interpretation of an emotional message.

Design:

Design type: Correlational + within-subjects two-scenario listening task

IVs:

- Extraversion (Take specific items from the [BFI](#))
- Friendly communication style (Take the specific items from the [CSM](#))
- Listening manipulation:
 - One EMOTIVE emotional video (selected from YouTube – clip from tv/film)
 - One NEUTRAL video (selected from YouTube – clip from tv/film)

DVs:

- Empathic response score ([Perth Empathy Scale](#))
- People-oriented listening score (Take specific items from the [LSP-16](#))
- Perceived understanding accuracy (create a list of questions based upon the video shown, see examples at the end of this workbook)

Qualtrics Structure for Study Example 2:

Block 1: Participant Information Sheet (PIS)

Add Text/Graphic question type

Paste your information sheet text here (use guidance and examples on Moodle).

Block 2: Consent Form

Add Block, add Multiple Choice Question (Allow more than one answer)

Paste Consent information into Multiple Choice Question (e.g., Please confirm the following to participate)

Add three choices:

- I have read and understood the information sheet.
- I am over the age of 18.
- I consent to take part in this study.

Add Skip Logic:

If all three are not selected, participants are jumped to End of Survey.

Block 3: Extraversion Questionnaire

Add Block, add Matrix Table question type

Add number of statements, based upon the items selected from the BFI

Add number of scale points based upon the Response Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

Block 4: Friendly communication style

Add Block, add Matrix Table question type

Add number of statements, based upon the items selected from the CSM

Add number of scale points based upon the Response Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

Block 5: Emotional message scenario (emotive)

Add Block, add Text/Graphic Question: In text, write brief instructions

Embed video (Rich Content Editor, Insert Media, paste link into URL)

----- Page Break -----

Add Text/Graphic Question: In text, write instructions for Perceived understanding accuracy questions

Add Perceived understanding accuracy questions individually as Multiple Choice Questions

Block 6: Emotional message scenario (Neutral)

Repeat instructions for Block 5, but with a neutral video

Block 7: People-oriented listening score Questionnaire

Add Block, add Matrix Table question type

Add number of statements, based upon the items selected from the LSP

Add number of scale points based upon the Response Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

Block 8: Debrief

Add Block, add Text/Graphic Question.

Paste your Debrief text here (use guidance and examples on Moodle).

Study Example 3:

Study Title: Openness to Experience, Open Communication Style, and Accuracy in Evaluating Complex Messages

Research Question:

RQ1: Does openness to experience predict accuracy in evaluating complex, technical messages?

RQ2: Is openness associated with a preference for content- or time-oriented listening?

RQ3: Does an open communication style moderate how individuals high in openness interpret complex messages?

Hypotheses:

H1: Higher openness will predict stronger content-oriented listening and reduced people-oriented listening.

H2: Higher openness will be associated with greater accuracy when evaluating technical messages, but poorer interpretation of emotional messages.

H3: Individuals high in both openness and open communication style will show the strongest preference for content-focused evaluation.

Design:

Design type: Mixed: Individual Differences × Message Type

IVs:

- Openness to Experience (Take specific items from the [BFI](#))
- Open communication style (Take the specific items from the [CSM](#))
- Message Type (sourced from YouTube):
 - Technical/detailed message, e.g., Short Explainer Videos (Science/Tech), Educational Mini-Lessons
 - Emotional/relational message e.g., Emotional TV/Film Scenes, Personal Stories

DVs:

- Evaluation accuracy
- Listening style scores (Take items from the [LSP-16](#)):
 - Content-oriented
 - Time-oriented
 - People-oriented
- Perceived understanding

Qualtrics Structure for Study Example 3:

Block 1: Participant Information Sheet (PIS)

Add Text/Graphic question type

Paste your information sheet text here (use guidance and examples on Moodle).

Block 2: Consent Form

Add Block, add Multiple Choice Question (Allow more than one answer)

Paste Consent information into Multiple Choice Question (e.g., Please confirm the following to participate)

Add three choices:

- I have read and understood the information sheet.
- I am over the age of 18.
- I consent to take part in this study.

Add Skip Logic:

If all three are not selected, participants are jumped to End of Survey.

Block 3: Openness to Experience Questionnaire

Add Block, add Matrix Table question type

Add number of statements, based upon the items selected from the BFI

Add number of scale points based upon the Response Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

Block 4: Open Communication Style

Add Block, add Matrix Table question type

Add number of statements, based upon the items selected from the CSM

Add number of scale points based upon the Response Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

Block 5: Technical/detailed message

Add Block, add Text/Graphic Question: In text, write brief instructions

Embed video (Rich Content Editor, Insert Media, paste link into URL)

----- Page Break -----

Add Text/Graphic Question: In text, write instructions for Perceived understanding accuracy questions

Add Perceived understanding accuracy questions individually as Multiple Choice Questions

Block 6: Emotional/relational message

Repeat instructions for Block 5, but with an Emotional/relational video

Block 7: People-oriented listening score Questionnaire

Add Block, add Matrix Table question type

Add number of statements, based upon the Content-oriented subscale (LSP-16)

Add number of scale points based upon the Response Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

----- Page Break -----

Add Matrix Table

Add number of statements, based upon the Time-oriented subscale (LSP-16)

Add number of scale points based upon the Response Scale (same as above)

----- Page Break -----

Add Matrix Table

Add number of statements, based upon the People-oriented subscale (LSP-16)

Add number of scale points based upon the Response Scale (same as above)

Block 8: Debrief

Add Block, add Text/Graphic Question.

Paste your Debrief text here (use guidance and examples on Moodle).

Study Example 4:

Study Title: Conscientiousness, Precise Communication Style, and Critical Listening During Conflicting Messages

Research Question:

RQ1: Does conscientiousness predict stronger content-oriented listening?

RQ2: Does a precise communication style enhance accuracy when evaluating conflicting information?

RQ3: Do highly conscientious individuals process conflicting messages more critically than less conscientious individuals?

Hypotheses:

H1: Higher conscientiousness will predict stronger content- and action-oriented listening.

H2: Individuals with a more precise communication style will show higher accuracy when evaluating conflicting messages.

H3: Individuals high in both conscientiousness and precision will show the highest critical evaluation scores when presented with conflicting messages.

Design:

Design type: Between-subjects experimental design + correlational predictors

IVs:

- Conscientiousness (Take specific items from the [BFI](#))
- Precise communication style score (Take the specific items from the [CSM](#))
- Message Condition (manipulated):
 - Consistent message (internally coherent – e.g., TED-Ed short lesson)
 - Conflicting message (contains contradictions – e.g., myth-busting video wrong facts first or unclear tutorials)

DVs:

- Critical evaluation score (ability to detect inconsistency, missing info, logical flaws)
- Content-oriented listening score
- Confidence in judgment (metacognitive)

Qualtrics Structure for Study Example 4:

Block 1: Participant Information Sheet (PIS)

Text/Graphic question

Paste your information sheet text here (use guidance and examples on Moodle).

Block 2: Consent Form

Add Block, add Multiple Choice Question (Allow more than one answer)

Paste Consent information into Multiple Choice Question (e.g., Please confirm the following to participate)

Add three choices:

- I have read and understood the information sheet.
- I am over the age of 18.
- I consent to take part in this study.

Add Skip Logic:

If all three are not selected, participants are jumped to End of Survey.

Block 3: Conscientiousness Questionnaire

Add Block, add Matrix Table question type

Add number of statements, based upon the items selected from the BFI

Add number of scale points based upon the Response Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

Block 4: Precise Communication Style

Add Block, add Matrix Table question type

Add number of statements, based upon the items selected from the CSM

Add number of scale points based upon the Response Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

Block 5: Consistent message video

Add Block, add Text/Graphic Question: In text, write brief instructions

Embed video (Rich Content Editor, Insert Media, paste link into URL)

----- Page Break -----

Add Text/Graphic Question: In text, write instructions for your Critical evaluation score questions

Add Critical evaluation score questions individually as Multiple Choice Questions

----- Page Break -----

Add Text/Graphic Question: In text, write instructions for your Confidence in judgment questions

Add Confidence in judgment questions individually as Multiple Choice Questions

Block 6: Conflicting message video

Repeat instructions for Block 5, but with an Conflicting message video

Block 7: Content-oriented listening score Questionnaire

Add Block, add Multiple Choice (Likert Matrix)

Add number of statements, based upon the items selected from the LSP

Add number of scale points based upon the Response Scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neither Agree nor Disagree
- 4 = Agree
- 5 = Strongly Agree

Block 8: Debrief

Add Block, add Text/Graphic Question.

Paste your Debrief text here (use guidance and examples on Moodle).

Example Message Recall Accuracy Questions:

- What was the main topic of the message?
- List two specific details mentioned by the speaker.
- What action did the speaker say needed to be taken?
- What time/date/number was referenced?
- What were the steps or key points?

You will measure the number of accurate recalls of information.

For scoring:

- 1 point per correct detail
- Total recall score = 0–5

Example of Perceived Difficulty Questions:

- “I found it hard to follow this message.”
- “The pace of the message made it difficult to understand.”
- “I felt rushed while listening.”
- “I struggled to keep up with the content.”
- “This message was mentally demanding.”

Use a 1–5 scale (Strongly Disagree to Strongly Agree)

Example of Perceived Accuracy questions:

Please rate the following statements about how well you understood the speaker’s message:

- “I understood what the speaker was trying to communicate.”
- “I feel confident that I interpreted the speaker’s feelings correctly.”
- “I understood the emotional tone of the message.”
- “I could accurately identify what the speaker was experiencing.”
- “I am confident that I captured the speaker’s intended meaning.”
- “The message was easy for me to understand.” (optional clarity item)
- “I am unsure what the speaker was really feeling.” (reverse-scored)
- “Parts of the message were unclear to me.” (reverse-scored)

Use a 1–5 scale (Strongly Disagree to Strongly Agree)

Example Critical Evaluation Questions

Q1. Did the message contain any contradictions?

- Yes
- No
- Not sure

Q2. Which of the following contradictions or inconsistencies did you notice? (Multiple answers allowed)

Options (edit based on clip):

- The speaker gave two different instructions
- The speaker contradicted earlier information
- The speaker changed definitions mid-explanation
- The message included steps that did not follow logically
- The message included irrelevant or confusing information
- None of the above

Q3. Did any part of the message seem unclear or illogical?

- Yes
- No
- Not sure

Q4 (Text Entry). Describe one part of the message that did not make sense or was difficult to follow.

Q5. How coherent was the message overall?

Scale 1–7

- 1 = Not coherent at all
- 7 = Very coherent

Q6. How consistent was the information presented?

Scale 1–7

- 1 = Very inconsistent
- 7 = Highly consistent

Q7. How confident are you that you correctly identified any inconsistencies?

Scale 1–7 (This would double as a bridge into the metacognitive confidence block.)

Example Confidence in Judgement Scale:

“Please rate your confidence in your own evaluation of the message.”

1. I am confident that I correctly interpreted the information in the video.
2. I am confident in my ability to judge whether the message was consistent.
3. I feel certain that I identified any contradictions accurately.
4. I am unsure about my evaluation of the message. (reverse scored)
5. I would give the same evaluation if I watched the video again.
6. Overall, I feel confident in the accuracy of my judgements.

Recommended Scale:

1 = Strongly Disagree

2 = Disagree

3 = Neither Agree nor Disagree

4 = Agree

5 = Strongly Agree