6th Annual Asia Pacific Symposium of Emotions in Worklife

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Adelaide

Program and Abstracts

This event is proudly hosted by

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Management

Co-Chairs Welcome

Professor Neal M. Ashkanasy   **Professor Charmine Härtel**

THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

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The University of Queensland, Australia

Welcome to the *6th Asia Pacific Symposium on Emotions and Worklife* (*APSEW*). While this is the 6th meeting of the Asia Pacific group, it is actually the 9th in the Symposium Series that began in 2003 as the *Brisbane Symposium of Emotions and Worklife*. Following the success of the Brisbane Symposium it was renamed the Asia Pacific Symposium to take in the broader range of interested parties that were attending.

The aim of the Symposium is to provide an opportunity for interested academics and students to collaborate, to present and to discuss topics in this exciting and developing field. Over the years it has expanded to include participation from practitioners in the Symposium. This year in particular we welcome delegates from across Australia and Europe.

Conference Coordinators Drs. Christina Scott-Young and Sanjeewa Perera have designed a highly topical and diverse program for this year's Symposium that includes a keynote address by Professor Carol T. Kulik (School of Management, University of South Australia), a "fireside chat" with editors of leading journals and senior academics, as well as a mixture of verbal presentations and roundtable discussions of posters. The topic of Professor Kulik's address will be 'A few things I know *for sure* about justice and emotions in organisations (and many more things I am not so sure about)'.

For this year's Symposium, we have three presentations (by Travel Scholarship Awardees) and four roundtable paper discussion sessions covering a wide range of topics including emotional labour and display rules, retaliatory behaviour, emotions in third-sector organisations, emotional intelligence, emotions and sustainability, conflict, and power. At the time of printing, the Symposium registration total was 30.

We would especially like to acknowledge the efforts of the organising committee: Sanjeewa Perera; Christina Scott-Young; Jennie Connor; Beverley Schutt and Tina Morganella from the School of Management, University of South Australia and Jennifer O'Connor from UQ Business School, the University of Queensland.

Finally, we acknowledge that the APSEW 2011 Symposium has been generously sponsored by the UniSA School of Management.

We hope and trust that you will find this year's Symposium as enjoyable and as informative as ever.

Kind wishes

Neal M. Ashkanasy, PhD   Charmine Härtel, PhD

Symposium Co-Chairs

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Concurrent Round Table Session 1

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    'Green Filter: Examining emotion as a mediator of top management support and organisation culture on sustainability behaviour in the workplace'

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2. Connor, James and Owen, Jill *(The University of New South Wales, Canberra Campus)*
    'Passionate projects: Managing the emotions in a project'

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3. Bretag, Tracey *(School of Management, University of South Australia)*
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Concurrent Round Table Session 2

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1. Hayward, Renae, Tuckey, Michelle, Boyd, Carolyn and Winefield, Tony
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2. Wang, Karyn and Groth, Markus *(both The University of New South Wales)*
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3. John Hatzinikolakis *(School of Management, University of South Australia)*
   'Customer focused emotional labour and student evaluations of teaching: The perceptions and experiences of Australian business school academics'

Paper Session 2B: RR 5-09
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1. Perera, Sanjeewa *(School of Management, University of South Australia)*
   'Firewalling emotion: Exploring how customer service employees gain expertise in emotion work'

2. Ayoko, Oluremi B. *(The University of Queensland)* & Ho, Christine D. *(Deakin University)*
   'Conflict and emotion as mediators in the relationship between team diversity and learning'

3. Thorne, Kym *(University of South Australia)*
   'The emotional consequences of visible and invisible power in the workplace'

Keynote presentation: Professor Carol T. Kulik

**A few things I know *for sure* about justice and emotions in organisations
(and many more things I am not so sure about)**

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Many private and public employers are launching reorganisation and restructuring initiatives in an effort to maintain or regain competitiveness. Change efforts always generate uncertainty among employees and they have the potential to evoke perceptions of injustice and emotional turbulence. But today's change initiatives are larger in scale and longer lasting than yesterday's were. As justice researchers and emotion researchers, are we ready to study these bigger and messier change initiatives? This keynote will mark the few things we know *for sure* about justice and emotions in organisational contexts, but will highlight the many more things we need to learn before we are fully equipped to study large-scale organisational change efforts.

Professor Carol T. Kulik is Research Professor in Human Resource Management, School of Management, and is the Director of the Centre for Human Resource Management at the University of South Australia. Professor Kulik's research interests span three areas: human resource practices, workforce diversity, and organisational fairness. She is particularly interested in understanding how human resource management interventions influence the fair treatment of people in organisations. Currently, she is actively engaged in four large-scale Australian Research Council funded research projects.

Professor Kulik's research has resulted in an extensive publication record in organisational behaviour and human resource management. She has published more than 50 refereed journal articles in high impact journals including the *Academy of Management Review*, the *Journal of Applied Psychology*, the *Journal of Management*, and the *Journal of Organizational Behavior*. She has served as the Senior Associate Editor of the *Journal of Management* (2002-2005) and is currently on the editorial boards of the *Academy of Management Review*, the *Academy of Management Journal*, and the *Journal of Applied Psychology*.

The moderating effect of display rule salience on the relationship between perceived emotional authenticity and service outcomes

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Do customer perceptions of emotional authenticity make a difference to customer service performance ratings? Research suggests that the way in which service employees express their emotions to customers influences the impressions that customers form about them, and can impact subsequent evaluations of service (Groth, Hennig-Thurau, & Walsh, 2009), customer satisfaction (Hennig-Thurau, Groth, Paul, & Gremler, 2006), and employees' overall job performance (Goodwin, Groth, & Frenkel, 2011).

A key mechanism in the abovementioned relationships is thought to be the authenticity of employees' emotional displays as perceived by customers; more authentic positive emotional expressions are linked with desirable outcomes, such as service encounter satisfaction (Grandey, Fisk, Mattila, Jansen, & Sideman, 2005). Given that services are intangible (Parasuraman, Zeithaml, & Berry, 1985; Shostack, 1977), evaluating customer service performance is often not a straightforward process. Thus, how customers evaluate their service experiences, and service employees themselves, is very important to understand given the major role they play in determining organisational success.

Despite its importance, there has been little research on the role of perceived emotional authenticity of emotional displays in predicting service outcomes. Most research looks at the *intrapersonal* effects of felt emotional authenticity on employees' well-being (Abraham, 1998; Brotheridge & Lee, 2002; Erickson & Wharton, 1997; Pugliesi, 1999), however the present research addresses the *interpersonal* effects of emotional displays; *perceived* emotional authenticity.

The present research builds on a handful of studies that focus specifically on observer reactions to the authenticity of employees' emotional expressions within a service context (Grandey et al., 2005; Hennig-Thurau et al., 2006). It is clear from these and related studies that authenticity is important from a consumer perspective. For example, the key finding of Parvez's (2006) qualitative work on females who enjoy pornography is that perceived authenticity of the actors' emotions is essential for their enjoyment. Further, work by Gardner, Fischer, and Hunt (2009) on authentic leadership exhorts the role of leader authenticity – in particular emotional authenticity – as a major antecedent of followers' trust in their leader, which leads to increased willingness to work toward the leader's goals, and ultimately team performance.

The present research delves further, and explores the possibility that the relationship between perceptions of employees' emotional authenticity may be moderated by customer expectations. Increasingly, service organisations are integrating display rules into their customer service policies and charters, thereby increasing their salience. Making such promises and otherwise increasing the salience of display rules to customers (through related advertising, signage, organisational promotions, publicised incentives for both customers and employees, and so on) may influence customer evaluations in several important ways.

I introduce the concept of *display rule salience* – the extent to which an organisation's display rules are explicitly prescribed, enforced, and made known to those internal and external to the organisation – and propose that it moderates the relationship between perceived emotional authenticity and service outcomes. Based on research and theory in the marketing literature (e.g., Hart, Schlesinger, & Maher, 1992; Parasuraman et al., 1985; Zeithaml, Berry, & Parasuraman, 1993), I reason that high display rule salience will be associated with an increase in customers' expected standards for employee emotional displays, and sensitise them to potential failure. Therefore, I predict a negative main effect for the relationship between display rule salience and service outcomes.

In addition, because humans place heightened value on negative information when making decisions (Skowronski & Carlston, 1989; Tversky & Kahneman, 1981), I predict that display rule salience moderates the relationship between perceived emotional authenticity and service performance. I predict that this relationship is such that as display rule salience increases, customer service outcome ratings decrease for inauthentic compared to authentic positive emotional displays.

I present the results of two empirical studies that investigate the relationship between the authenticity of employees' emotional expressions (as perceived by others), display rule salience, and service outcomes. The first study (N=250, mean age = 31.85 years, 46% female) utilises a two-by-two experimental design that manipulates perceived emotional authenticity and display rule salience in a controlled environment. The experimental manipulations are achieved by using film segments and informational stimuli. The second study features a cross-sectional survey methodology (N=202, mean age = 44.57 years, 42% female) that gathers information about customers' most recent service experience across a range of service contexts. The findings of both studies support the hypothesis that display rule salience moderates the relationship between perceived emotional authenticity and service outcomes. However, the direction of this interactive relationship differs between these two contexts. Implications both of these contrasting results, and also for future research are discussed.

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Tit for tat, take *that!*
Expressively driven retaliatory behaviour and the 'perpetrated perpetrator' of deviance

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Workplace mistreatment is a form of interpersonal deviance that involves verbal and nonverbal abusive behaviour intended to intimidate, humiliate, obstruct, and undermine the victim. Although there is evidence that mistreatment leads to negative organisational and individual outcomes (e.g., see Harlos & Axelrod, 2005; Lim, Cortina, & Magley, 2008; Penhaligon, Louis, & Restubog, 2009), little is known about how and why these manifest. In this presentation, we focus on the role of emotions in retaliatory behaviour. In particular, we explore whether retaliation following mistreatment is expressively, rather than instrumentally, motivated (Robinson & Bennett, 1997).

Retaliatory behaviour is particularly important given the proposition that it can create a 'tit for tat' deviance spiral in which the initial victim of an interpersonally deviant act then becomes a perpetrator of deviance – i.e. a 'perpetrated perpetrator' (cf. Hareli & Rafaeli, 2008). Retaliation can be direct (e.g., acts of mistreatment aimed back at the perpetrator: A – B – A), or displaced (mistreatment of third party: A – B – C), or aimed at the organisation: A – B – O (Andersson & Pearson, 1999). The formation of a deviance spiral is a process through which single acts of mistreatment may eventually lead to many acts of mistreatment, thus wreaking havoc on its individual victims, and on organisational performance.

Based in Andersson and Pearson's (1999) proposition that negative affect is involved, and referring to a combination of affective events theory (AET) (Weiss & Cropanzano, 1996) and the transactional theory of stress (Lazarus & Folkman, 1984), we hypothesised that victim primary appraisal in the form of negative emotional reactions to a mistreatment event leads to expressively driven retaliatory behaviour. Moreover, consideration of trait activation theory (Tett & Burnett, 2003) led us to hypothesise that retaliation would be related to victim

trait aggressiveness (including dimensions of verbal aggression, hostility and anger) and negative reciprocity norms.

To test these hypotheses, we obtained data from 120 Australian professional services firm employees (82 of whom had experienced an algorithmically determined level of mistreatment to progress to subsequent items) at two points in time in a longitudinal design. Thus victim characteristics were gathered separately to mistreatment information, with the latter followed by emotional appraisal items that specifically asked the victims how they felt as a direct result of their mistreatment experiences, and then whether they engaged in any of the retaliatory behaviours following their experience of these feelings. This approach also addressed previous issues with retaliation studies, whereby it has been assumed to occur as part of a sequential process despite being explored using cross-sectional designs.

Preliminary results confirm our expectation that victims appraise their mistreatment experiences negatively, $r = 0.41 - .64$, $p < 0.01$, with females experiencing more negative emotional reactions than males, $t(80) = -2.09$, $p = 0.039$. While overall negative emotional appraisal did not relate to retaliatory behaviour, $r = -0.17 - 0.18$, *ns*; discrete negative emotions were found to play a key role in specific retaliatory acts. For example, feeling disturbed or threatened as a result of mistreatment related to acts of organisational retaliation, $r = 0.27 - 0.37$, $p < 0.01 - 0.05$. Feeling threatened also related to acts of retaliation against perpetrators, $r = 0.24 - 0.28$, $p < 0.05$. Interestingly, feeling annoyed or frustrated related *negatively* to retaliation acts against others, $r = -0.22 - 0.3$, $p < 0.05 - 0.01$. Negative reciprocity norms related to retaliation against perpetrators, $r = 0.29$, $p < 0.01$; and hostility related to both feeling disturbed, $r = 0.23$, $p < 0.05$, and organisational retaliation, $r = 0.39$, $p < 0.01$). Finally, anger also related to retaliation against perpetrators, $r = 0.23 - 0.26$, $p < 0.05$, and the organisation, $r = 0.39$, $p < 0.01$.

Consistent with the AET distinction between affect-driven and attitude-driven behaviour, our results suggest that retaliation against perpetrators and/or the organisation can be expressively driven, specifically by feelings of threat and disturbance. In contrast, feelings of annoyance and frustration are best explained as representative of 'blocked anger' due to a perceived inability to retaliate against others.

In terms of stress, retaliation against perpetrators and organisations may actually be emotion-focused strategies deployed by victims to cope with their negative emotional reactions to mistreatment. It also appears that victim negative reciprocity norms and two dimensions of trait aggressiveness (anger and hostility) are activated by the experience of mistreatment, triggering retaliatory behaviour, and adding further weight to the idea that retaliatory behaviour may have affective drivers.

Overall, the results support the proposition that a single act of mistreatment may result in a 'tit for tat' deviance spiral propelled by perpetrated perpetrators. In addition to having significant implications for practice, the findings suggest the presence of complex mediatory and moderated relationships between mistreatment, emotions, individual differences, and retaliation, which we will discuss in reference to the three theories.

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Emotions in third sector organisations in Germany: A qualitative study based on the new method of dialogic introspection

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Whilst there is an ever increasing number of studies on emotions in organisations in different industries and sectors, organisations of the third sector remain largely unnoticed. Third sector organisations include non-government organisations and not for profits, such as sporting clubs or foundations. The first sector covers the state, the second the economy. In particular, little is known about the role of emotional labour and emotion management in third sector organisations, and about the emotional basis that motivates voluntary work within such organisations. In line with this, it is also worth considering why employees in this sector accept a lower income compared to their income possibilities in other sectors.

The motivation to work in third sector organisations – either full-time or voluntarily – can presumably be explored by finding out more about the work experiences of the organisational members. This paper therefore outlines the use of a grounded theory methodology of qualitative heuristics to examine this overlooked yet important research topic. This methodology deploys, among other survey instruments, a new method of dialogic introspection, which is embedded in the methodology of qualitative heuristics. It closes a gap due to the lack of methods which can accurately gather data on personal experience. The method has been developed in an interdisciplinary research group of sociologists and psychologists in Hamburg, Germany. This new method opens doors to new possibilities of data collection and has several advantages over other qualitative instruments including interviews and focus groups.

This relatively new methodology focuses on the empirical documentation of experience. Given that experience arguably inherently involves emotions, it is very well suited to collect emotion-based data. The dialogic introspection uses each individual participant's self-observations and self-perceptions, and obtains its dialogic character by applying to a group-based round of reflection. Each experiment is performed in groups of 4-12 people and guided by a supervisor. Each participant introspects individually before reporting the experiences to the group in a round table format, followed by a second round of introspections, which have been influenced by the other participants' individual presentations.

Practical application of this method shows that data can be collected which provides important clues to the emotional content of experiences. Examples of this method in practice will be provided via the presentation of data that has been collected and analysed according to the principles of the method of dialogic introspection in relation to another object of research – the experience of personal encounters.

The green filter:
Examining emotion as a mediator of top management support and organisation culture on sustainability behaviour in the workplace

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In this presentation, we report initial results of an experimental study on sustainability pledging in the workplace, and invite feedback on our work. In a two-by-two experimental design, top management support and organisation culture were manipulated in an email to staff of a large hospital inviting them to participate in a sustainability pledge. In conditions where top management support was mentioned, the email listed names of some of the executive staff who have agreed to partake in the pledge. In conditions where organisation culture was mentioned, initiatives of the organisation aimed at increasing sustainability were listed.

Immediately after the pledge, a survey was administered. In addition to demographics and manipulation checks, the survey also included items on emotion and identity to enable us to explore the mediating effects of emotion and identity on the relationship between top management support, organisation culture, and pledging behaviour. A follow-up survey and a small number of interviews are planned from approximately mid-September. The role of emotion as a mediator will be further explored in qualitative interviews.

It was hypothesised that participants who received both types of information (top management support and organisation culture) would be more likely to participate in the pledge, and would choose more sustainable behaviours as part of the pledge than participants who received only one type of information (top management support or organisation culture). Additionally, participants who received no information would be even less likely to participate in the pledge, and would choose fewer sustainable behaviours as part of the pledge than participants who received one type of information. Finally, we expect that emotions will mediate the relationship between top management support, organisational culture and pledging behaviour.

Passionate projects: Managing the emotions in a project

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Project management (PM) systems as a means of organising work tend to focus on hard skills and 'scientific' methodologies. This emphasis has led to increasingly bureaucratised PM processes that in turn further obscure informal processes that underpin the formal PM system. Behavioural aspects that include emotion management, leadership processes, learning, and in particular social learning, reflection and other knowledge-based practices that draw on experiential knowledge are rendered 'invisible' (Linger & Warne, 2001) and such phenomena are deemed not to be legitimate subjects of inquiry in PM (Turner, 1999; Sense, 2007; Srica, 2008; Owen & Linger, 2009; Owen, 2010).

However, we know that managing people is a crucial component for successful projects, and managing people means managing passion. Consequently, a fundamental weakness of the PM literature, both academic and practitioner, is its failure to address emotion processes in planning, control, management and/or success determinations. As a first step in redressing this weakness, we explore how emotions drive social action – that is, why and how our passions are central to what we do. We will explain what passions are and why we are feeling-driven beings – this is in direct contrast to the idea of rational, systematic management systems, such as PM. It has long been understood that emotions are lived out by the actor as a product of individual experience and social processes. The internal experience of emotion and to a lesser extent the micro-sociological experience has been well documented (Hoschild, 1979; Collins, 1984; Scheff, 1990; Connor, 2007; Kim, 2009). If, as Barbalet (1998) posits, emotions are central to social action, then emotions offer a window into the why and how of social interaction. The systems of organising work that we utilise create and constrain emotional expression. Further, some feelings are predictable as a result of these structured processes. In this paper, we detail the theoretical grounding we are using to explore passion in projects and outline how we intend to deal with the problem of 'seeing' emotion in context (Katz 1999). We will report on our initial self-reflections of emotion in PM and how framing projects via emotion processes offers a way of redressing the lack of 'soft' skills within the literature.

Family business: The experience, expression and effects of anger

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The incidence of anger in the workplace is increasing at an unprecedented rate (Moss Kanter, 2010; McShulskis, 1996). A recent poll of American workers found that 25% of workers experience chronic work-related anger (Gibson & Barsade, 1999). Family business consultants are also reporting an increased incidence of anger, especially in businesses that are second generation, or in firms that are undergoing succession (Fiore, 2007). However, despite the reported increase of anger, family business researchers have yet to examine how this emotion functions in family firms.

According to Carstensen, Graff, Levenson, and Gottman (1996), close personal relationships are likely to evoke the greatest intensity of emotional experience. Since workplaces and families are two settings where individuals spend a considerable amount of time, they provide rich contexts for research in emotions (Schieman, 2006). In a non-family workplace, frequent interactions between employees increase the likelihood of experiencing and expressing anger during workplace interactions (Geddes & Stickney, 2011). For family co-workers who live together or socialise regularly outside work, the frequency of interactions is greater still. Therefore it is not surprising that conflict is very common in family businesses (Eddleston & Kellermanns, 2007). Such conflict is often accompanied by the powerful emotion of anger (Van Kleef & Côté, 2007). Hence, the co-mingling of work and family domains makes it highly likely that family co-workers will experience and express anger when they interact.

This paper makes a unique contribution to the family business literature. Although family business researchers have studied conflict, they have largely ignored the emotions that arise from such encounters. In particular, the dynamics of family anger and its impact on the family firm remain unexplored. Family business research gives little guidance about how anger operates in the family firm. In this conceptual paper, we redress this gap by building a theory of how the experience and expression of anger among family co-workers impact the family firm. We draw on the growing emotion literature to develop a series of testable propositions about family co-workers' experience and expression of anger, and how anger affects the family business in terms of workplace behaviour, organisational climate and long-term family relationships. A greater understanding of the potential harm and possible benefits of anger will benefit all who study, advise or work in family business.

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**The impact of emotional intelligence, emotional labour,
and leader mental health at work**

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An area that has generated controversy concerns the link between emotional intelligence and leadership, especially transformational leadership. Although this may hold for some contexts and situations, we argue that in assessing the contribution of emotional intelligence to leader performance, one needs to take account of the context in which leadership is being enacted. In this presentation, we propose a model that provides a contribution to leadership research by providing an explanatory framework that links emotional intelligence to leadership behaviours that are determined by the context the leader is working in.

In the presentation, we outline our theoretical framework and note an important boundary condition, namely, expected norms of behavior within organisations. A boundary condition is thought to indicate the limits within which a theory is expected to hold. This is plausible vis-a-vis organisational constructs being highly sensitive to, and contingent upon, contextual factors. Therefore, in our model, leaders react to work contexts and specific events and make a decision to engage in emotional labour strategies to assist in preparing an appropriate behavioural response. Of note, emotional labour arises typically in response to prescribed behaviours necessary for effective job performance.

The theoretical framework for our model is based on the Cognitive Affective Personality System, a framework that enables the leader to examine both cognitive and emotional data to facilitate the leader's selection of a behavioural response. In our model, emotional intelligence is the independent variable that is directly associated with the

emotional labour strategies enacted by leaders. Emerging from the emotional labour that leaders engage in, we suggest that these emotional displays will result in the development of a context-sensitive leader behaviour, which in turn, contributes to leader performance in a given context. Significantly, we note that the relationship between emotional labour and the development of context sensitive leader behaviour is moderated by the leader's mental health.

Emotional intelligence and its relationship to workplace bullying: Results of a pilot study

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Research conducted over the last 15 years has established links between Emotional Intelligence (EI) and a range of organisational outcomes. What is unknown at present however, is the nature of the link between EI and antisocial behaviours and in particular, workplace bullying. The purpose of this poster presentation therefore, will be to provide some initial findings derived from a program of research that is currently being undertaken to explore this area. In the current study one workplace (n=61) and one working student group sample (n=104) completed measures of EI, workplace bullying and a range of other organisational variables.

Data from each sample were analysed separately and revealed that a relationship between EI and workplace bullying does exist. Specifically, the results from the analyses conducted reveal that targets of workplace bullying (as measured by the Negative Acts Questionnaire-Revised) reported significantly lower EI scores than their non-bullied colleagues. Additionally, in both samples bullied individuals reported a significantly lower ability to manage their own emotions. Also, in line with previous research, bullied individuals reported lower levels of social support from their supervisors, higher levels of tension, lower job satisfaction and increased intentions to leave their organisations.

Although the sample sizes for the initial data collections were small, the fact that similar results were revealed in both samples indicates that a relationship does exist between an individual's level of EI and workplace bullying. Clearly, these findings suggest that further research in the area is warranted including research to examine causality. Therefore, in addition to presenting the results from the two pilot studies, future research directions will also be outlined in the poster presentation.

'You have to really harden your heart': The emotional work of academic integrity decision-makers in Australian higher education

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Referring to the literature on emotional labour (Constanti & Gibbs, 2004; Hochschild, 1983; Ogbonna & Harris, 2004), this paper suggests that Academic Integrity Decision-Makers (AIDMs) in higher education engage in significant emotional labour when determining outcomes for student breaches of academic integrity. This emotional labour has the potential to cause additional stress to what is arguably an already highly pressured work environment.

To explore this idea, comments are analysed from semi-structured interviews with 15 AIDMs which specifically related to the emotions they experienced when determining outcomes for breaches of academic integrity. The interviews were conducted between December 2009 and January 2010, following standard ethics protocols. The AIDMs represented a range of disciplines including Health Science, Business, Information Technology, Education, Social Science and Environmental Science. A total of 92 comments from 12 of the 15 AIDMs were coded under the category 'stress'. Key issues likely to cause AIDMs stress included the following: tension between conflicting and multiple roles, dealing with aggressive or unstable students, managing time pressures, sympathy for students, disillusionment with academic standards, anger at students' misbehaviour and/or their lack of remorse, a sense of being overwhelmed by responsibility, and managing the complexities of multicultural (mis)understandings of academic requirements.

In their discussion of emotional labour by business academics, Hatzinikolakis and Crossman (2010) mention the need for teaching staff to engage in 'emotional distancing' when communicating negative information to students, such as the consequences of breaches of academic integrity (AI). In addition to emotional distancing ('you have to really harden your heart'), the AIDM quoted in the extract below communicates anxiety over students' physical and mental well-being, the sense that such concerns are not taken seriously, stress at repeated and ongoing pressure from students to change AI breach decisions, and a self-conscious need to justify those outcomes.

> *Well we have actually had students kill themselves on our campus. We've had suicides off our building. So this is not us imagining it can happen, it really is real. And then I'll have a student for example, I'll give an outcome, we'll agree at the meeting of the outcome, and I'll think they're doing okay, and I'm like I'm quite satisfied with that. They will then come back to me an hour later, the next day, many, many times knock on my door crying, you know please, please, please, can you just let me resubmit or just give me some marks, please, you know? And you have to really harden your heart and say look, I've thought about this, I've given it my best shot, I've talked to other [AIDMs], I believe this is the best outcome. But you just never know how the students are going to be. So I do find that pretty stressful. (AIDM, Business Faculty)*

This paper will examine a range of comments by other AIDM respondents and make the case that additional resources are needed to support the intense emotional work being undertaken by higher education workers in this role.

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To distance or connect: The adaptive nature of work related emotion regulation

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The management of emotions at work has been viewed through the lens of authenticity and dissonance which has led to a plethora of research examining wide ranging aspects of emotions often with disparate findings. We propose an approach that builds from and extends these paradigms to examine the regulation of emotions at work through a focus on the adaptive and strategic nature of regulatory mechanisms. This perspective was built from a content analysis of qualitative interviews with 12 nurses that focussed on in situ experiences and was aimed at exploring *why* and *how* emotion regulation is performed. Manipulating emotional boundaries to create an emotional distance or connection with patients emerged as a strategy to manage emotions in different stages of evolution (anticipated, evolving, and fully manifested). Distancing mechanisms, which encompass emotional distancing while enabling the nurse to remain cognitively engaged, are viewed as protective as the full engagement of neurophysiological changes associated with specific emotions is avoided or minimised. Emotionally connecting is perceived as developmentally oriented being driven from an implicit understanding of the potential for a growth in personal resources (e.g., self-efficacy and a sense of making a difference) over the long-term, while in the immediate term emotions and their associated response tendencies fully evolve potentially draining neurophysiological resources.

This research was followed with a diary study of 35 nurses that ran over six shifts. The relationship of emotional distancing and connecting mechanisms with two discrete emotional regulations strategies, reappraisal and refocusing on growth, was examined through multi-level modelling. Both regulatory mechanisms predicted increased use of reappraisal highlighting that this strategy can be utilised as a protective or developmental approach to emotion regulation. Emotionally connecting was a significant predictor of focusing on growth which is developmental in nature. This highlights the dynamic and complex nature of regulating emotions at work that is difficult to capture when operationalising emotion regulation in a way that does not reflect its adaptive nature. Relationships with emotional exhaustion, vigour, and aspects of daily recovery experiences were also examined. These findings support predictions that emotional distancing circumvents the elicitation or full manifestation of emotions and the response tendencies that ensue while emotionally connecting engages function systems that may be draining in the short-term. This perspective offers the potential to examine the dynamic, complex, multi-layered and adaptive nature of emotion management at work that may deepen our understanding of emotion in the workplace.

How employee-customer relationships moderate the effects of emotional labour on service outcomes

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Emotions displayed by service employees play a crucial role in service quality judgments (Parasuraman, Zeithaml, & Berry, 1985). For example, the emotional labour literature shows that more authentic smiles lead to higher customer satisfaction (Hülsheger & Schewe, 2011). The effects of emotions, however, depend on interpersonal dynamics (van Kleef, 2009), and the emotional labour literature has yet to explore this. One potential moderator variable is the *relationship strength* between the employee and the customer, which play a crucial role in the services sector (Gutek, Bhappu, Liao-Troth, & Bennett, 1999).

How might relationship strength change the effects of employee emotional labour on service outcomes? Studies show that judgments are often influenced by existing beliefs – an effect known as the confirmation bias (Nickerson, 1998). Given that service relationship are characterised by higher levels of trust, satisfaction, emotional attachment (Beatty, Mayer, Coleman, Reynolds, & Lee, 1996; Coulter & Ligas, 2004; Gutek, 1999), we propose that relationship strength moderates the effects of employee emotional labour on customer service quality judgments.

We collected dyadic survey data from 247 pairs of customers and employees immediately following a service exchange. In the employee survey, we measured genuine positive, faked positive, and suppressed negative emotions, as well as positive affect, negative affect, and demographic variables. We measured perceptions of employees' genuine positive emotions, service satisfaction, service orientation, and relationship strength in the customer survey.

Using hierarchical regression analysis, our findings suggest that employee-reported genuine positive emotions predicted customer orientation ($\beta = 0.19$, $p<0.01$), and customer satisfaction ($\beta = 0.18$, $p<0.01$). Service relationships moderated the effect of suppressed negative emotions on customer orientation ($\beta= 0.13$, $p<0.05$) and service satisfaction ($\beta= 0.18$, $p<0.01$). Figures 1 and 2 show that suppressed negative emotions only had detrimental effects on service outcomes when relationship strength was low. Relationship strength specifically moderated customer perceptions of employee genuine positive. That is, there was a negative association between employee suppressed negative emotions and customer perceptions of genuine positive emotions, but only when relationship strength was low ($\beta=0-0.18$, $p <0.05$) (Figure 3).

Overall, consistent with previous studies, our findings show that employees' expressions of more authentic positive emotions leads to better service outcomes. We also show that strong service relationships lead to errors in perception, resulting in favourable service evaluations in spite of employees' actual emotional labour strategy. This finding is discussed in terms of the confirmation bias.

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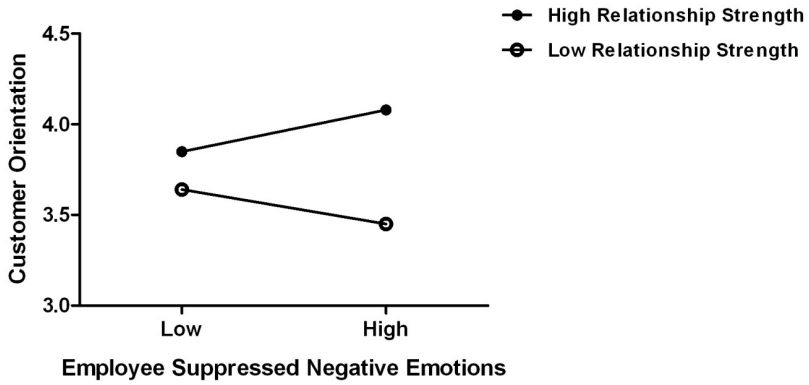
Figure 1. Interaction between suppressed negative emotions and relationship strength on customer orientation
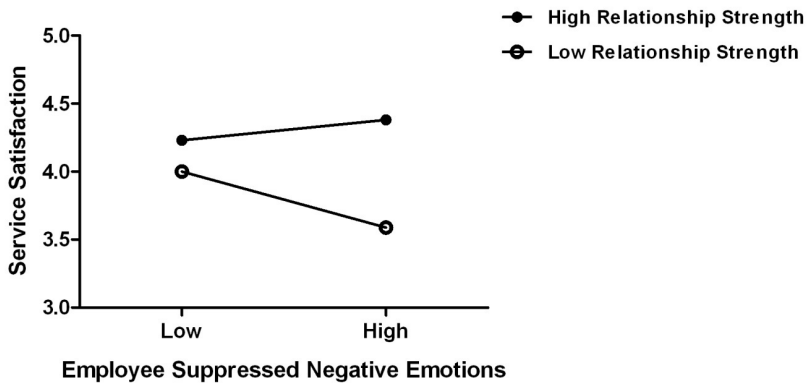

Figure 2. Interaction between suppressed negative emotions and relationship strength on service satisfaction.
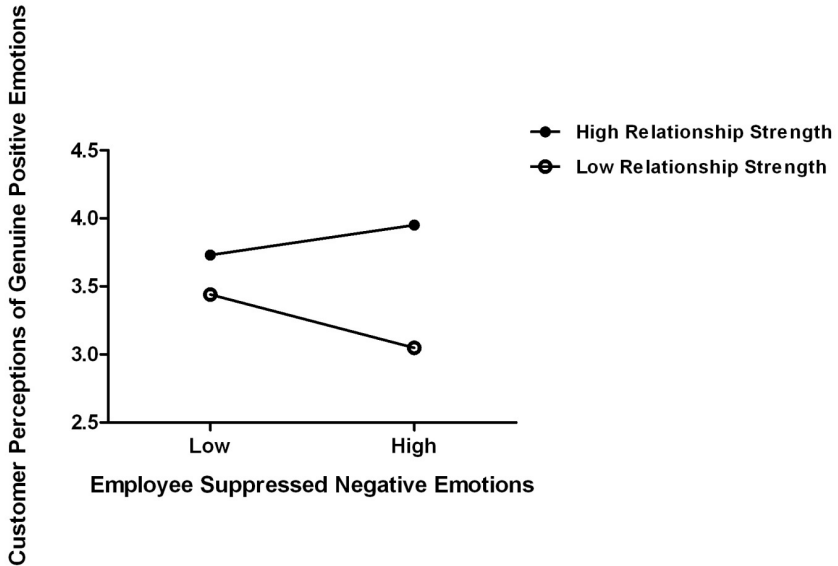
Figure 3. Interaction between suppressed negative emotions and relationship strength on customer perceptions of genuine positive emotions

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'Customer focused' emotional labour and student evaluations of teaching:
The perceptions and experiences of Australian business school academics

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The concept of 'emotional labour' is concerned with occasions when feelings are managed to create publically observable emotions in organisational settings in ways that involve them being 'sold for a wage' and therefore taking on an 'exchange value' (Hochschild, 1983). Little literature exists about the enactment, and management of emotional labour processes experienced by academics within university settings (Constanti & Gibbs, 2004; Ogbonna & Harris, 2004)

In an era of commercialisation, managerialism, service oriented practices and a greater focus on efficiency in higher education (Marginson, 2000; Miller 1995; Ogbonna & Harris, 2004; Rhoades, 1998), it could be argued that academics are expected to perform emotional labour in order to achieve the dual outcomes of customer (student) satisfaction and profit for management (Constanti & Gibbs, 2004).

Usher, Bryant and Johnston (1997) argued that education has been reconstituted from the pursuit of knowledge as an ideal, to a value rooted in its performative value to bring direct benefit to the consumer (student) through enhanced performance. This commodification leads to production and management processes which seek to improve the quality of product as determined by customer satisfaction.

Ritzer (1996, p. 17) argued that there has been a 'McDonaldisation on education, with the emphasis on standardization and control in higher education'. Similar to more clearly defined 'service' organisations, where most of the emotional labour literature exists, control mechanisms such as student teaching quality assessments, research assessment indicators, and teaching quality reviews may provide university management with the tools to further tighten control over the academic labour process. The increasing management use of student teaching evaluations to assess and control the performance of academics appears to be driving 'student focused' emotional labour (Ogbonna & Harris, 2004; Willmott, 1995).

As part of an ongoing and unique study on the enactment of emotional labour in Australian university business schools, utilising a grounded theory approach (Glaser & Strauss, 1967; Strauss & Corbin, 1994), academics, with varying experience and employment status, were interviewed in-depth and completed open-ended questionnaires to explore their perceptions of the work environment and their experiences with student evaluations.

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Firewalling emotion: Exploring how customer service employees gain expertise in emotion work

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The rise of the service industry has meant that customer service employees constitute a major segment of the current working population in developed countries (Korczynski 2002; Zapf & Holz 2006). Emotion work is an essential part of the work of customer service employees, with performing emotion work linked to the quality and effectiveness of the tasks performed by them (Zapf 2002).

However not all customer service employees perform emotion work well. Thus it is not surprising that performing emotion work has been closely associated with burnout, psychological distress, reduced job satisfaction, physical illness, and employee turnover (Bono & Vey 2005; Scott & Myers 2005). These negative consequences can at once be harmful to customer-service employees, and can prove to be costly to service organisations. The increase of emotion work and the potential negative consequences of performing emotion work create a pressing need to enhance our understanding of how customer service employees gain expertise in emotion work. While an extensive and diverse body of research has focused on the study of emotion work in organisations, few have focused on fully understanding how customer-service employees gain expertise in emotion work.

This study used a qualitative approach to explore how customer service employees gain expertise in emotion work. Interviews with customer service employees in the hospitality industry revealed that a three-stage process of firewalling emotion describes how they gain expertise in emotion work. The process of firewalling emotion commences with tentative performance of emotion work, followed by the stage of gaining control, and concludes with the stage of 'professional' performance. This process is mutually influenced by the customer service, as well as the hospitality work context. Factors in the hospitality workplace determine the nature and difficulty of emotion work performed by the hospitality employee, while the perceived centrality of the job influences customer service employees' 'desire and motivation to reach the stage 'professional' performance.

This study makes a significant contribution to our understanding in the area of emotion work by illustrating how customer service employees gain expertise in emotion work. It also contributes to professional practice by identifying factors that influence the process of gaining expertise in emotion work.

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Conflict and emotion as mediators in the relationship between team diversity and learning

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Recent advances in diversity research continue to produce mixed results for team dynamics and outcomes. In this paper, we focus mostly on the post-2000 literature for age and tenure diversity to examine the relationship between diversity and learning in teams. Specifically, by drawing on the theoretical underpinnings of Social Identity and Affective Events theories we developed a theoretical model that depicts conflict and emotions as mediators of the link between team diversity and team learning. The implications of the proposed model are discussed.

The emotional consequences of visible and invisible power in the workplace

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Issues of 'visibility' and 'invisibility' are not new. Constructing 'realities' has always involved a manipulation of what is seen and not seen. One must be aware of the invisible behind what is permitted to be visible and one must deal with the invisible before efficaciously reacting to the visible. The visible and the invisible and the graduations/shadows between them are interrelated realities of the human condition. The most important power struggles and gambits outside and inside workplaces are over the ability to control or flux '(in)visibility' – the ability to use visible and invisible power to

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advance specific interests or to maintain or replace regimes. All too often individuals are involved in cognitively testing and emotionally fraught 'sense-making' (Weick, 2001) of power manipulations. As Goffman (1959, 1968) conveys, one must always struggle to comprehend what is happening within every 'flux' of visible and invisible power and always confront related choices about what to disclose visibly and invisibly in social organisations such as workplaces. In the most distinctive forms of such 'fluxing' individuals exist in a constant 'emergency time' – as exemplified by Anderson's (2005) tale of the 'emperor's new clothes' – forced to believe or act in accordance with something that does not exist and suffering the emotional consequences of such collusive denial.

Yet, the importance of fluxing power visibility and invisibility, and the emotional consequences for those caught up in such 'fluxes', continues relatively unrecognised. Our contemporary politically/economically dominant forms of neo-liberalism continues to benefit from fluxing (in)visible manifestations of visible management/sovereign individual triumph and 'invisible' ministrations of 'free markets' (Chandler, 1977; Smith, 1965; Thorne & Kouzmin, 2006; Thorne, 2010a, 2010b). Neo-liberal workplaces exhibit a distinctive distrust of communal activities and political action, extoll confusing and often contradictory notions of empowerment, surveillance transparency and emphasise the importance of an emotionally neutral, rational, technocratic work environment (Kouzmin, Witt, & Thorne 2009).

This paper concludes what is required is a public management alert to the purposive misuse of workplaces by interests fluxing visible and invisible power whilst, at the same time, demanding emotionally 'empty' transparency. This will require the type of 'moral reflection' and 'authentic hesitation' (Farmer, 2005) which conjoins a materialist political economy with a post-structuralist (even post-modernist) linguistic/symbolic analysis in order to recover the arena of norms/values/emotions from the deadening embrace of technocratic neo-liberals, free-market fellow travellers, technological pundits and the conservative dogma of those resistant to emotionally beneficial conflict and democratic participation.

This involves the type of imaginative, critical public action representative of what Dahrendorf (1968, p. vii) refers to as 'a social science of values' able to enhance 'institutional pluralism, social differentiation and diversity' (Dahrendorf, 1968, p. 214). This approach is akin to Habermas' (1963) expansive 'critical sociology' which 'keep[s] us aware of what we are doing, irrespective of whether we are doing it consciously or blindly and without reflection. (Habermas, cited in Dahrendorf (1968) p. vii).

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