



# **7<sup>th</sup> Asia-Pacific Symposium on Emotions in Worklife**

**Bond University, Gold Coast, Australia  
Friday 30<sup>th</sup> November 2012**

**Hosted by:**



## **PROGRAM AND BOOK OF ABSTRACTS**

### **Symposium Chairs**

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7<sup>th</sup> Asia-Pacific Symposium on Emotions in Worklife: Program and Book of  
Abstracts

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## 7<sup>th</sup> Asia-Pacific Symposium on Emotions in Worklife



### Welcome from the Chairs

Welcome to the Seventh Asia-Pacific Symposium on Emotions in Worklife. This is the tenth in a series of meetings which began as the Brisbane Symposium on Emotions and Worklife in 2003. The aim of the Symposium is to bring together postgraduate students and academics who are working in the exciting area of emotions at work. This year we are pleased to welcome delegates from across Australia and Asia.

The Symposium is being sponsored this year by Bond University's Faculty of Business. Thanks to their sponsorship, we have been able to offer a travel scholarship to assist a doctoral student to attend and present her research. We offer congratulations to our winner, Jia Lin Zhao.

We are fortunate to have Associate Professor Nicola Schutte of the University of New England as our keynote speaker. Many of the papers submitted to the Symposium had to do with emotional intelligence, and Nicola is a recognised leader in this field. We look forward to an interesting presentation from her, a rousing debate on the dark side of emotional intelligence planned by Rebecca Michalak and Elise Bausseron and a number of other papers related to emotional intelligence during the morning sessions.

The afternoon sessions include two concurrent poster sessions, and a session including miscellaneous papers related to emotions at work. The symposium will conclude with a short business meeting and closing plenary designed to stimulate your thinking about research. The day will then wrap up with a cash bar at the Hotel CBD adjacent to the campus from 5:00, followed by an optional dinner at The Lake.

Posters will be viewed during morning tea and lunch, with poster sessions after lunch.

Today we set a challenge to all attendees. Can each of you come up with **two interesting new ideas for research** by the end of the day? Jot down your thoughts as we go through the program, and feel free to workshop your ideas with other attendees during breaks. In addition to new ideas, we hope that some new research collaborations will be spawned today.

We would like to extend sincerely thanks to research assistant Chloe Watts, who has done most of the work on the book of abstracts as well as some other organisational work. We also thank Linda Howard for her help today.

Assistant Professor Jane Murray and Professor Cynthia D. Fisher  
Symposium Chairs

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## 7<sup>th</sup> Asia-Pacific Symposium on Emotions in Worklife

Princeton Room, Bond University, Gold Coast

Friday 30<sup>th</sup> November 2012

### Program

8.30 – 9:00am	Registration, Poster Set-Up and Coffee
9:00 – 9:10am	Welcome and Presentation to Scholarship Recipient by Mark Hirst, Dean of the Faculty of Business
9.10 – 9.15am	Introduction to the day and The Two Research Ideas Challenge Jane Murray and Cynthia D. Fisher
9.15 – 10.15am	Keynote Address: Associate Professor Nicola Schutte. Increasing Emotional Intelligence
10.15 – 10.40am	Morning Tea and Poster Viewing
<b>Themed Paper Presentations – Emotional Intelligence</b>	
10.40 – 11.00am	Travel Support Scholarship Presentation: Jia Lin Zhao, Xu Hong Li & John Shields. Rethinking the Psychological Well-springs of Managerial Well-being at Work: The Effects of Trait Affectivity and Emotional Intelligence on Job Satisfaction, Stress, and Burnout
11.00 – 11.20am	Jane Murray and Sara Branch. Investigating the Link between Workplace Bullying and Emotional Intelligence: Results from Two Working Samples
11.20 – 11.40am	Jemma King and Neal Ashkanasy. Cyber-Stress Caused by Ostracism and the Moderating Effect of Emotional intelligence.
11.40 – 12.30pm	Special Workshop Session: Rebecca Michalak and Elise Bausseron. The Jekyll and Hyde of Emotional Intelligence: Substance or Folderol?
12.30 – 1.15pm	Lunch and Poster Viewing
1.15 – 2.00pm	Round Table Discussion of Posters, Sessions 1 and 2
<b>Paper Presentations</b>	
2.05 – 2.25pm	Alistair Tombs and Sally Rao Hill. Accented Service Employees and the Effects on Customer Emotions
2.25 – 2.45pm	Anne Christie. Feeling Positive about Trust: Do Control and Success Matter?
2.45 – 3.10pm	Afternoon Tea
3.10 – 3.30pm	Carol Gill and Arran Caza. Psychological Capital Transfer from Authentic Leaders to Followers through Leader-member Exchange
3.30 – 3.50pm	Kim Thorne. Balmain Boys Don't Cry: Semaphore Boys Do Cry
3.50 – 4.00pm	Business Meeting
4.00 – 4.45pm	Closing Plenary: Cynthia D. Fisher. Alternative Time Frames and Forgotten Emotions in Organisational Research
5.00 – 6.00pm	Drinks at CBD Hotel in Market Square
6.00pm	Conference Dinner at The Lake Restaurant in Market Square

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## Round Table Discussion of Posters

### Session 1

Table 1
1. Carolyn Windsor and Marie Kavanagh. Auditor Independence and Client Economic Power: Qualitative Evidence and Propositions Involving Auditors' Emotions and Moral Reasoning
1. Alice Evans, Sally Russell and Kelly Fielding. The Effect of Appraisals and Emotional Responses to Climate Change on Workplace Pro-Environmental Behaviour
2. Carolina Bouten Pinto and Stacey Kent. The Influence of Emotions, Culture and Context on Organizational Scripts

### Session 2

Table 2
3. Aimee Maxwell and Philip Riley. School Principals' Self-reported Emotional Labour, Job Satisfaction and Burnout: A Correlational Study
2. Linda Tallberg. Four Storylines of Compassion and Heartbreak

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# **The Research Idea Challenge**

**Your Two New Ideas for Research on Emotions in the Workplace**

1.

2.



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## **Keynote Address**

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### **Increasing Emotional Intelligence**

Emotional intelligence describes adaptive emotional functioning. Perception, understanding and managing emotions effectively in the self and others are core elements of emotional intelligence. Higher emotional intelligence is associated with a variety of positive work outcomes. A number of intervention studies have explored whether it is possible to increase emotional intelligence through training. Some of these studies have also examined the impact of emotional intelligence training on workplace outcomes such as work morale, work performance, workplace civility and employability as well as intrapersonal outcomes such mental health and life satisfaction. The presentation will review aspects of emotional intelligence training used in intervention studies and the outcomes of the studies.

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## **Travel Support Scholarship Recipient Presentation**

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**Jia Lin Zhao (The University of Sydney), Xu Hong Li (Fudan University) and John Shields (The University of Sydney)**  
[jzha7884@uni.sydney.edu.au](mailto:jzha7884@uni.sydney.edu.au), [xhli@fudan.edu.cn](mailto:xhli@fudan.edu.cn), [john.shields@sydney.edu.au](mailto:john.shields@sydney.edu.au)

**Rethinking the Psychological Well-springs of Managerial Well-being at Work: the Effects of Trait Affectivity and Emotional Intelligence on Job Satisfaction, Stress, and Burnout**

In the workplace, employee well-being has been regarded as a key variable in predicting one's work motivation and behaviours. The well-being of managers could be even more important, which is not only related to their own outputs, but may also have a spillover effect on their followers' performance. Traditionally, trait affectivity is found to have significant influences on one's well-being (e.g., Spector et al., 2002; Diener et al., 2003). In the past decades, however, the study of Emotional Intelligence (EI) has shown another promising path. A substantial number of research have explored the predictive effect of EI on employee well-being at work (e.g., Ciarrochi et al., 2000). Nevertheless, most studies have focused on the well-being of line staff, but have not explored the direct effect of EI on the well-being of managers. More interestingly, studies are even scarce regarding how EI as ability interacts with traits to predict one's well-being. As both characteristics have influences on one's ways of perceiving, understanding, and managing emotions, and in turn, on one's well-being, it might be necessary to uncover how they interact with each other to produce the outcomes. Accordingly, this study intends to fill the gap by exploring the main effect of EI and the interactive effect of EI and trait affectivity on the well-being of managers.

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## **Themed Paper Presentations: Emotional Intelligence**

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**Jane P. Murray (Bond University) and Sara Branch (Griffith University)**  
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**Investigating the link between Workplace Bullying and Emotional Intelligence:  
Results from two working samples**

Over the past two decades workplace bullying has been identified as a serious phenomenon that can severely affect the well-being of individuals and the productivity of organisations. For more than a decade Emotional Intelligence (EI) has been promoted as a tool that can be used to provide positive individual, team and organizational outcomes in the workplace. Despite research demonstrating links between EI and organizational variables, very little is known of the links between EI and workplace bullying. It has been argued that workplace bullying is not just a cognitive process but also emotional, suggesting that behaviour “is more of a function of emotional regulation than of rational or cognitive processes” (Sheehan & Jordan, 2003, p. 359). This has led to some suggesting EI can act as a moderator between workplace stress and aggressive behaviour (Slaski & Cartwright, 2003), while others have proposed that EI training may help minimize the negative effects bullying can have on individuals (Cartwright & Pappas, 2008; Sheehan, 1999). However, caution is recommended with some warning training may help in producing better bullies (Cartwright and Pappas, 2008). Thus, further investigation into the link between EI and workplace bullying is needed prior to testing the efficacy of EI training in addressing workplace bullying. This presentation will outline results from one study based on two Australian samples (Student Working Sample – 190; Union Working Sample – 293) that aimed to explore the question *What is the nature of the relationship between emotional skills and workplace bullying?* The results from this exploratory research indicates that there is a relationship between workplace bullying (NAQ-R, Einarsen et al., 2009) and EI (WEIP-6, Jordan et al., 2002). In particular the ability to manage own and others’ emotions appears to be very important, especially with regards to the job satisfaction of targets and witnesses. Clearly, these findings indicate that further research examining the relationship between EI and workplace bullying is warranted including research to examine causality.

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**Jemma B. King and Neal M. Ashkanasy (UQ Business School, University of  
Queensland)**  
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**Cyber-Stress Caused By Ostracism and the Moderating  
Effect of Emotional Intelligence**

Stress caused by cyber-ostracism is a significant and pervasive problem in the workplace. Moreover, a terse email from a colleague or non-response from an important client can activate the brain's evolutionary threat detection system resulting in cortisol secretion (a stress hormone, see Stroud, Salovey, & Epel, 2002). In modern workplaces, such stress reactions are typical, frequent, and accumulative, causing significant negative repercussions on employee health and wellbeing. For organizations, this translates into billions of dollars in sick pay, stress leave, and lost productivity (Lieber, 2010).

The object of our research was therefore to identify what might explain individual variation and susceptibility to stress. One such potential influence is emotional intelligence (EI), defined by Salovey and Mayer (1990) as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p.189). In order to test the proposition the EI moderates stress arising from cyber-bullying, we conducted a study involving 232 Australian undergraduates, who participated in a virtual team decision task under conditions of hard vs. easy task and team exclusion versus inclusion.

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## **Special Workshop Session**

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**Rebecca Michalak and Elise Bausseron (UQ Business School, University of Queensland)**

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### **The Jekyll and Hyde of Emotional Intelligence: Substance or Folderol?**

*“Rather than reinforcing the popular notion that high EI is always a “good thing”, it would seem reasonable to expect that in a maturing field of research, critical scholars would be now presenting a more balanced body of research evidence and propositions which confront the possibility that employing highly emotionally intelligent [individuals] may not always yield desirable outcomes for the organization.” Lindebaum and Cartwright (2010, p. 282)*

Emotional intelligence (EI) refers to perceiving, using, understanding, and managing emotions in the self and in others (Mayer & Salovey, 1997). Since its inception, research endeavours on the topic have predominantly concentrated on how EI can facilitate pro-social outcomes (e.g., transformational leadership behaviours, psychological and physical well-being) and organisational benefits (e.g., effective decision-making and negotiation, team performance, leadership effectiveness).

More recently, researchers have begun to argue that the way EI can be used has been embellished in the literature as proponents of the construct have almost exclusively portrayed EI in a positive light and neglected the possibility that it may also have “dark side.” The rationale behind this provocative argument lies in the proposition that high-EI individuals may use their abilities in a manipulative manner in order to achieve personal goals, even at the expense of others.

Given the prevailing perspective that both individuals and organisations will benefit from cultivating EI abilities, the notion that it may lead to negative outcomes seems counter-intuitive. These contrasting perspectives on EI raise a plethora of intriguing and yet to be answered questions. For example, under what circumstances is EI a “bad thing”? Is it a matter of who uses it and how it is used, or why it is used and in what context? Can high-

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EI individuals strategically use their abilities for both positive and toxic purposes? If so, at what exact point does it move from being strategically good to strategically bad? If used strategically, does this invalidate the proposed relationship between EI and ethical behaviour as prescribed in normative ethical theories?

As the EI research field has matured, a small number of studies have attempted to explore this notion of the dark side. However, there are multiple sampling and methodological issues. In light of all this, the purpose of this session is to facilitate expert discussion about how we, as emotion researchers, investigate these opposing perspectives and undertake empirical studies aimed to resolve the conundrum of EI's role and impact in the workplace.

An outline of this session is as follows:

1. Brief review of theoretical frameworks and perspectives on the positive and dark side of EI
2. Introduction of a matrix approach to studying EI
3. Breakout session with groups workshopping an allocated quadrant of the matrix
4. Collective discussion on 3.
5. Roundtable discussion on methodological issues (sampling, research design, selection and operationalisation of variables being tested, etc.)
6. Actions and collaborations going forward

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## **Round Table Discussion Papers**

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## Session 1

Carolyn Windsor (Bond University) and Marie Kavanagh (University of Southern Queensland)

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### **Auditor Independence and Client Economic Power: Qualitative Evidence and Propositions involving Auditors' Emotions and Moral Reasoning**

Accountant auditors are mandated by law and professional standards to provide an independent opinion about the veracity of corporate financial reporting in the public interest and for the economic well-being of society. The professional code of conduct (IFAC, 2005) implies that membership of a respected profession will imbue the altruism, virtues and strength of moral character to withstand the pressures of dealing with powerful corporate clients. The purpose of this study therefore is to examine auditor independence as a complex decision-making process that recognizes auditors are social human beings, subject to a range of emotions, beliefs, prejudices and morals within the context of powerful social and cultural forces. We propose that client management economic pressure is a situation of high moral intensity that sensitizes auditors' emotions and motivates their moral reasoning to make deliberative decisions to resist (a moral judgment) or accede to client management wishes. The auditors' decision and subsequent action demonstrates their character ranging from principled or high moral reasoning, accommodating or mid-moral reasoning to pragmatic or low moral reasoning. An interactionist model of auditor complex decision-making proposes that auditors respond differently to corporate client pressure because some auditors have the moral character, the principled 'exemplars' to remain independent of the client. In contrast some auditors are immoral driven by economic self-interest or 'Homo economicus' having psychopathic tendencies that affect their decision-making. Further we argue that emotions sensitize moral reasoning when auditors are faced with an intense moral situation involving client management coercion. To reflect this view, an interactionist model of auditors' complex decision making includes Rest's four-component model, (1) moral sensitivity, (2) moral reasoning, and (3) moral motivation as decision-making processes culminating in moral behavior that indicates (4) moral character.

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## Session 1

Alice Evans and Sally Russell (Griffith Business School, Griffith University)  
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### **The Effect of Appraisals and Emotional Responses to Climate Change on Workplace Pro-Environmental Behaviour**

In this presentation we present results to date of a project exploring emotional responses to climate change, and the subsequent effect on pro-environmental behaviour in the workplace. The research is based on Lazarus' Cognitive-Motivational-Relational (CMR) theory of emotion, in which a series of primary and secondary appraisals result in different emotional responses, which in turn affects behavioural responses. The results of two studies will be reported.

The first study is a pilot study that aims to test the hypothesis that emotional responses to climate change may depend on the question framing. We hypothesise that emotional responses will be different depending on whether the question asks about climate change directly versus asking about the *effects* of climate change (e.g., sea level rise, increasing temperatures) without using the term 'climate change'. With the recent introduction of the carbon tax in Australia the issue of climate change has become highly politicised. Publicity surrounding the issue of climate change is often clouded by political issues such as the carbon tax, as well as negative (and often inaccurate) coverage from climate sceptics (Hamilton, 2010). Thus, when conducting research on emotional responses to climate change, we need to be sure that we are measuring true emotional responses to the issue of climate change rather than a reflexive response to the negative publicity associated with the issue.

The second study tests Lazarus' CMR theory of emotion in a hypothetical workplace scenario. The primary appraisals will be held constant, as follows: (1) *goal content* – participants' goal will be specified in the scenario; (2) *goal relevance* – the participants will have a personal stake in their goal; and (3) *goal congruence* – the issue (climate change) will be harmful to participants (in their hypothetical situation). The secondary

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appraisals will be either measured or manipulated, as follows: (1) *blame* – in the scenario, the ascription of blame will be manipulated to be either internal (directed at oneself) or external (directed at others); (2) *coping potential* – this will be measured as a dependent variable; and (3) *future expectations* – in the scenario, future expectations will be manipulated to be either unfavourable (climate change will get worse) or favourable (climate change will get better). Participants' emotional responses will then be measured, as well as their intentions to engage in pro-environmental behaviour in the workplace, their support for pro-environmental policy in the workplace, and their perceptions of organisational culture and top management commitment.

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## Session 1

Carolina Bouten Pinto and Stacey Kent (Griffith University)  
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### **The Influence of Emotions, Culture and Context on Organizational Scripts**

Researchers have established that the behaviour of employees significantly impacts on the economic performance of organizations (Cascio, 2006). Relatedly researchers claim that organizational scripts influence such behaviours as the scripts provide frameworks for employees regarding socially acceptable behaviours within an organizational context (Gioia & Poole, 1984; Lord & Kernan, 1987). However, organizational scripts are positioned as fixed realities and as deterministically shaping organizational behaviours (see Poole, Gioia, & Gray, 1989). In contrast, if we view scripts as intersubjectively enacted discourses, which reflect relationships being played out between ourselves and others in dynamic, emergent environments, then a more empowering processual notion of sense/meaning making activities becomes apparent (DeJaegher & Di Paolo, 2008). In organizational contexts, therefore, this means organizational scripts are in a constant state of fluidity and thus contestable, (re) constructed, and given meaning within particular contexts by the actors (employees) (Cunliffe, 2008).

In this paper we explore these sense/meaning making processes with specific attention to their relationally responsive qualities. As Berger and Luckman's classic text (1966) stated: everyday life is relationally constructed because we live in a web of human relationships. They countered singular structural determinism popular at the time, by arguing for a more voluntarist perception of social realities as created in conversations with others, albeit influenced by social, cultural, historical and linguistic contexts (Collins, 1981).

Reflecting the dynamic of an intersection between structure and process, as Collins (1981) argues individuals in organizations constantly monitor their own feelings, particularly in relation to how they are perceived by other organizational members, then we propose that contextual factors are key to shaping the character of organizational

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sense/meaning making processes. Different notions of culture for example, will influence to what extent and how we experience and express emotions.



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## Session 2

Aimee Maxwell and Philip Riley (Monash University)  
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### **School Principals' Self-Reported Emotional Labour, Job Satisfaction and Burnout: A Correlational Study**

**Purpose** – This paper explores relationships between emotional labour, burnout, quality of life, and job satisfaction from a sample of Australian school principals who completed the 2011 Australian Principal Health and Wellbeing Survey.

**Methodology** – The data reported in this paper is drawn from the first wave of data collection from the larger longitudinal research project. Participants were recruited from government, Catholic and independent sectors, all year levels, states and territories. The self-report survey collected comprehensive personal and school demographics, psychosocial coping (COPSOQ II, Pejtersen, Kristensen, Borg, & Bjorner, 2010) and quality of life (AQoL8D, Richardson et al., 2009) measures. The survey was completed by 2049 principals and assistants across Australia in late 2011.

**Findings** – 1. Principals report both a significantly higher mean Emotional Demands at work score (ED) and a significantly higher mean Hiding Emotions at work score (HE) than the COPSOQ II normative sample,  $t(2034) = 75.18, p < .01$ ; and  $t(2034) = 93.81, p < .01$  respectively.

2. Pearson product-moment computations found significant negative correlations between emotional labour (ED and HE) and psychological super dimension (PSD) computed from the AQoL-8D (ED and AQoL-PSD,  $r = -.350, p < .01$ ; HE and AQoL-PSD,  $r = -.243, p < .01$ ).

3. Significant positive correlations were found between ED, HE and Burnout (BO), (ED and BO,  $r = .467, p < .01$ ; HE and BO,  $r = .321, p < .01$ ).

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4. Significant negative correlations were found between ED, HE and job satisfaction (JS), (ED and JS,  $r = -.270$ ,  $p < .01$ ; HE and JS,  $r = -.168$ ,  $p < .01$ ).

The findings extend the current literature reporting negative effects of emotional labour from other workplaces. For school principals, increased emotional labour demands are correlated with lower scores on psychological health and job satisfaction. The choices individual principals make to reduce the effects of emotional labour may causally relate to psychological quality of life and wellbeing. Future research investigating emotional regulation strategies and emotional labour is needed to determine how structural differences in school settings and systems interact with individual's emotional regulation strategies. Understanding these strategies may be a key to targeting interventions to reduce the high levels of emotional labour reported by the current sample.

Originality/value – While much research into emotional labour has been performed in service and health professions, there is a need to investigate other helping professions. The Principal Health and Wellbeing project is longitudinal and will help facilitate a deeper understanding the effects of emotional labour in principals over time.

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## Session 2

**Linda C. Tallberg (Hanken School of Economics)**  
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### **Four Storylines of Compassion & Heartbreak**

This presentation discusses compassion and heartbreak in organizational studies. Previously, these concepts have been neglected within the field and in other fields compassion is still a highly debated concept. I argue that much can be achieved by looking at these emotions and how they impact organizations. Through ethnographical and interview data collected at an Australian animal shelter, four storylines were identified to represent compassion and heartbreak in a case organization. These storylines expose these emotions in an organizational context and make them part of the organizational culture. I call the storylines uncovered to be: “the victim”, “the pro”, “the hero” and “the tourist”. These four storylines form some justifications for doing dirty work and present us with an understanding of how certain individuals cope with moral disconnect. Compassion as a discrete emotion is viewed as central to all the storylines and heartbreak as part of the process. Understanding compassion in organizational contexts is vital in today’s work climate where increasingly teamwork and positive behaviour is encouraged and sought after. Hence, this presentation shows how these emotions, compassion and heartbreak, form these four storylines for the individuals involved to cope in this highly emotive context.

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## **Paper Presentations**

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**Alastair Tombs (UQ Business School, University of Queensland) and Sally Rao Hill  
(The Business School, University of Adelaide)**  
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### **Accented Service Employees and the effects on Customer Emotions**

In many of the developed western countries such as Australia, the US and the UK a large part of the service workforce is made up of immigrants with cultures and accents different from their adopted country. Moreover, with the increasing use of technologies many firms have outsourced or relocated their service processes offshore, meaning that even when customers believe they are dealing with a local firm the service employee may be domiciled on the other side of the world. The effect is that more and more opportunities arise for customers to deal with service personnel that have an accent different to the standard accent of the customer's home state or country.

Research has shown that ethnicity impacts on salesperson's sales performance (Deschields, Kara and Kaynak 1996), as well as customer satisfaction and evaluations of service providers (Hekman et al 2010). One of the main cues used by customers to determine ethnicity is the service employee's accent. Accent is also often perceived as an important indicator of one's intelligence, kindness, ethnicity, regional affiliation and social class (Lippi-Green 1994). The service provider's accent may therefore positively or negatively bias the customer's evaluation of the service they receive depending on the perceived cultural congruency between customer and service employee.

This paper reports on two independent studies that examine this accent effect on customers. First, a qualitative study, found that customers hearing a service provider with a foreign accent, particularly in services encounters without face-to-face contact, will often feel a negative predisposition in customers. This predisposition is manifest in negative emotions, reduction in tolerance and a perception of the service provider's lack of understanding. This negative stereotype bias seems to be moderated by the accent and influenced by customers' pre-existing emotions.

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Second, a quasi-experiment comparing Australian and Indian accented service providers, found that the service provider's accent on its own has no effect on either customer emotions or the customer's impression of service provider's credibility. However the interaction effects of service provider's accent and pre-existing customer emotions have an effect on customer's impression of service provider's credibility. Similarly, the interaction effects of service provider's accent and competency have an effect on customer emotions. It is particularly interesting that accents have no effect on anger for either ethnicity of service provider. But when confronted with an Australian service provider the level of positive emotions drops (happy and content) while the Indian service provider had no significant effect on positive emotions. When confronted with an Indian service provider the levels of negative emotions increased (fear and sadness) while the Australian service provider had no significant effect on negative emotions.

### **Feeling positive about trust: Do control and success matter?**

Trust is a critical factor in the success of teams and in interpersonal relationships in the workplace (Camerer & Ho, 1999; Hosmer, 1995; Mayer, Davis, & Schoorman, 1995; van den Bos, van Dijk, & Crone, 2011). Two factors that can affect trust are the success of past experiences and potential for control (Buskens & Raub, 2002). In addition, positive emotion has been associated with increases in trust (Dunn & Schweitzer, 2005). This research examined how real-time positive emotion and perceptions of control and success influence the decision to trust in subsequent encounters. A within-person, experimental research design was used to investigate factors impacting on trust over a short period of time (10 round trust activity). The sample was comprised of 155 university students undertaking a business degree. The incentives and consequently the risks were increased in three rounds of the activity as risk has previously been identified as an antecedent of trust (Kim, Ferrin, Cooper, & Dirks, 2004).

Repeated measures analysis was conducted to determine whether there was a significant difference in trust across the rounds. Secondly, bootstrapping analysis was used to investigate whether participants' perceptions of control and success sequentially mediate the relationship between the trustor's positive emotions in one round and their trust in a subsequent encounter. The results showed that in situations of both low-risk and high-risk there was no direct relationship between positive emotion and trust without the mediating variables. The major finding was that the sequential mediation by perceptions of control and success on the relationship between positive emotion and trust was positive and significant.

There were two main limitations to the external validity and generalisability of the research. Firstly, the artificial nature of the experiment meant that students may have treated the activity as more of a game than a task to be completed. Secondly, due to the dynamic nature of the activity, the data for the variables were collected as single item measures. Overall, the findings add to the literature on the relationship between positive

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emotion and trust indicating that further research is required on indirect effects such as control and success. By better understanding the role perceptions of control and success play in the link between positive emotion and trust, potential exists for future studies to examine the impact of various types of control on this relationship.



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**Psychological Capital Transfer from Authentic Leaders to Followers through  
Leader-Member Exchange**

Psychological Capital (PsyCap) is defined by Luthans, Youssef and Avolio (2007, p. 3) as a constellation of behavioural tendencies characterized by having the confidence to accept, apply effort to and succeed at challenging tasks (self-efficacy); being positive about succeeding (optimism); persevering towards goals and redirecting paths to goals in order to succeed (hope); and recovering from setbacks (resilience). The nature of PsyCap is trait-like, being more stable than transient states, such as emotions, but more malleable than fixed traits, such as personality and intelligence (Luthans & Youssef, 2007). Consequently, PsyCap can be developed in employees to produce stable, positive outcomes (Luthans et al., 2010; Peterson et al., 2011). Recent research has found that PsyCap predicts unique variance in employee attitudes and behaviours leading to positive individual, group and organizational outcomes (Luthans, Youssef & Rawski, 2011).

In light of the evidence that some types of leadership have a positive impact on follower attitudes and outcomes (Bon & Ilies, 2006; Herman, Dasborough et al., 2009; Huang et al., 2010), it is likely that PsyCap can be transferred between individuals through social influence (Bandura, 1997). In particular, it has been proposed that Authentic Leadership may play a role in developing follower PsyCap (Woolley et al., 2011). Authentic Leaders are self-aware, transparent, ethical/moral and engage in balanced processing prior to making decisions (Walumbwa et al., 2008), and these characteristics provide an supportive environment for followers' development. Moreover, leaders' own PsyCap has been linked to their subsequent authentic leadership behaviour (Gardner et al., 2011; Walumbwa et al., 2011; Walumbwa et al., 2010; West, Patera & Carsten, 2009), which suggests the possibility of PsyCap transmission from leader to follower. That is, leaders who have greater PsyCap are more likely to engage in the behaviours of authentic leadership and thus create a supportive context for the development of followers' PsyCap.

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The study reported here examines the transmission of leaders' PsyCap to followers via authentic leadership. It further explores the mechanisms of this transmission by showing the mediating role of the quality of the relationship leaders share with followers: leaders with greater PsyCap and who engage in more authentic leadership behaviour foster stronger relationships with followers and these relationships provide the resources and environment for followers' PsyCap development (see Figure 1). These predictions are tested using multi-level data from 32 leaders and 105 followers in a large, multinational corporation.

**Balmain Boys Don't Cry: Semaphore Boys Do Cry**

This paper examines the conscious and unconscious reasons for crying and the personal and work consequences of crying at work (Reichbart 2006). This paper focuses on the prohibitions against men especially “masculine” working class men from “tough” suburbs” (Balmain) crying in public and/or their work. This prohibition is exemplified by the famous aphorism by the former Premier of New South Wales and celebrated elder statesperson of Australian politics Neville Wran that “Balmain boys don't cry” whatever the worklife pressure. This paper discusses the reasons why the reception of this refusal to cry is associated in the media and the wider general public with notions of masculine strength and the ability to control oneself and to succeed in life and work. This paper compares and contrasts the “positive” responses to the Wran refusal to cry with the ‘negative’ treatment of former South Australian Deputy Premier Kevin Foley another representative of a tough working class suburb (Semaphore). When under significant worklife pressure Kevin Foley adapted Wran's stoic no crying position and received much media and other support but after being subsequently involved in a number of public incidents where he was not only “tired and emotional” but also cried Foley was “pilloried” in the media and subjected to public disapproval. Since the crying incidents questions about Foley's character and competence have accompanied his attempts to return to public life –most notably his efforts to become President of one the bastion institutions of working class masculinity the Port Power AFL club.

This comparative case study suggests that the fear of tears is contextual and conditioned (Ross and Mirowsky 1984) and part of the restrictions on emotional performance within working class masculine Australian culture. However, tearlessness has not been the standard of masculinity through most of history (Lutz, 2001). Additionally, even in politics “manly tears” were part of the ancient orator's art (Lutz 2001) and, more recently, politicians have become expected to cry “appropriately”, meaning, heroically or with empathy, during the delivery of speeches such as Bob Hawke crying about children

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living in poverty (Messner 1993). Yet, as Ephron (1983) cautions there remains a fundamental distrust of men crying. Men who cry are seen as only concerned with their own “feelings” and concerns and unable to be relied on to act rationally or for the “greater” good (Sartre, 1948). This paper concludes that although there may be increasing permission for Australian men, including politicians, to cry in public traditional codes of masculine behavior are still operant and individual men, especially prominent men, cry in worklife and attempt emotional transformations at their peril (Warner and Shields 2007).

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## **Closing Plenary Presentation**

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**Cynthia D. Fisher (Bond University)**  
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**Alternative Time Frames and Forgotten Emotions in Organisational Research**

This presentation will close the day by drawing attention to some aspects of research on emotions at work that have been overlooked and might be promising for future research. First, the treatment of time in emotion research will be discussed. A number of time perspectives will be offered for consideration. Second, attention will be directed to three emotions that are common at work but have largely escaped empirical investigation.

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