



4th Asia Pacific Symposium on Emotions and Worklife
Friday, 27th November, 2009

Hosted by:

Centre for Work, Organisation and Wellbeing



PROGRAM AND BOOK OF ABSTRACTS

Symposium Chair

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4th Asia Pacific Symposium on Emotions and Worklife: Program and Book of Abstracts

Editors: Maree V. Boyle and Sandra A. Lawrence
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Welcome from the Chair

Welcome to the 4th Asia Pacific Symposium on Emotions and Worklife. While this is the 4th meeting of the Asia Pacific group, it is actually the 7th 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 come together to present and to discuss topics in this exciting and developing field. Over the years this has expanded to include the participation of practitioners in the Symposium.



This year the Symposium has been generously sponsored by the Centre for Work, Organisation and Wellbeing at Griffith University.

We have a varied program this year that includes a keynote address by Professor Neal Ashkanasy (The University of Queensland), a session on how to publish quality emotions research, a research incubator session and roundtable discussion of poster papers. This year we also have a presentation from Associate Professor Paul Makeham from the Institute for Creative Industries and Innovation at the Queensland University of Technology. Associate Professor Makeham will be examining the use of drama and acting in business settings.

In total for this year's Symposium, we have 14 roundtable presentations, covering widely varied topics ranging from theoretical models looking at the impact of emotions on emotional engagement, power relations, and coping with mistreatment, to empirical papers looking at the experience of discrete emotions in the workplace and how emotions influence workplace issues such as creativity, leadership, interpersonal relationships, work engagement and emotional labour. At the time of printing, the Symposium registration total was 26.

I would especially like to acknowledge the efforts of the organising committee:

Maree Boyle
Anne Christie
Sandra Lawrence
Sally Russell
Herman Tse

Finally, I would like to acknowledge the financial support for the Symposium by the Griffith Business School and in particular, the Work, Organisation and Wellbeing Research Centre. I would also like to thank Joanne Pascoe and Clare Inwood for their work in assisting in the preparation of this Symposium.

Peter J. Jordan PhD
Symposium Chair

4th Asia Pacific Symposium on Emotions and Worklife
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Symposium Program

9:00-9:30am	Registration and poster set up.
9:30-9:40am	Welcome
9:40-10:20am	Keynote Presentation – Research Speaker: Prof. Neal Ashkanasy (University of Qld) Topic: <u>Multi-level emotions in organisations</u> Chair: Dr Sally Russell
10:20-10:40am	Question and Answer session for Keynote Presentation
10:40-11:00am	Morning Tea & Viewing of Posters for Session 1
11:00-12:00pm	Round Table Discussions of Posters: Session 1 (Rooms 1 & 2)
12:00-12:45pm	Panel Discussion Topic: <u>How to publish emotions research</u> Panel: Professor Neal Ashkanasy (U. of Qld) Dr Maree Boyle (Griffith U.) Professor Cynthia Fisher (Bond U.) Professor Ken Parry (Bond U.) Chair: Dr Sandra Lawrence
12:45 – 1:30	Lunch & Viewing of Posters for Session 2
1:30-2:30pm	Keynote Presentation – Applied Speaker: Associate Professor Paul Makeham, QUT Topic: <u>Drama and emotion</u> Chair: Professor Peter Jordan
2:30-3:30pm	Round Table Discussions of Posters: Session 2 (Rooms 1 & 2)
3:30-3.45pm	Afternoon Tea
3:45-4:30pm	Research Incubator - Open Discussion on Future Research Ideas and Research Issues Facilitator: Professor Peter Jordan
4:30-5:30pm	Drinks at Ship Inn (next to Symposium Venue)
6:00pm-	Dinner (optional) Venue: Decks, Southbank Parklands.

Round Table Discussion of Posters

Session 1:

Room 1: Discrete Emotions	Facilitator: Sally Russell
1. Alberto R. Melgoza (U. of Queensland): Prejudice and the experience of aggression: The role of gender in a male-dominated workplace.	
2. Peter Brown (Griffith U.), Ester Cerin (Baylor College of Medicine, USA) and Penny Warner-Smith (U. of Newcastle): Happiness under pressure: The importance of ME time among dual-earner parents.	
3. Cynthia D. Fisher (Bond U.): Does happiness at work matter?	

Room 2: Leadership and Emotions	Facilitator: Peter Jordan
1. Jonathan T. Chan and Clifford Mallett (U. of Queensland): The value of emotional intelligence in developing sports leadership.	
2. Eugene Y. J. Tee, Neal M. Ashkanasy and Neil Paulsen (U. of Queensland): Upward emotional contagion in leadership interactions: Examining followers' felt and expressed emotions and implications for the leader-follower relationship.	
3. Herman H. M. Tse and Sandra A. Lawrence (Griffith U.): Co-workers' leader-member exchange relationships and emotions: A social comparison perspective.	

Session 2:

Room 1: Power, Conflict and Negative Emotion	Facilitator: Sandra Lawrence
1. Marissa S. Edwards (U. of Queensland): Investigating the role of emotions following wrongdoing in organisations.	
2. Dirk Lindebaum and Damian Hodgson (U. of Manchester): Re-casting power relations at work: Emotional intelligence, power and resistance.	
3. Rebecca Michalak (U. of Queensland), Sandra Kiffen-Petersen (U. of Western Australia) and Neal Ashkanasy (U. of Queensland): Antecedents and outcomes of mistreatment: The mediating role of victim appraisal and coping responses.	
4. Kristie M. Westerlaken, Peter J. Jordan and Sheryl Ramsay (Griffith U.): A preliminary test of antecedents to organisational retaliatory behaviour and the impact of perceptions of interpersonal justice.	

Room 2: Emotions and Organisational Behaviour	Facilitator: Herman Tse
1. Anne M. H. Christie (Griffith U.): How can emotional intelligence help teachers to trust?	
2. March L. To and Neal M. Ashkanasy (U. of Queensland): Affect and engagement in creativity: An experience sampling study.	
3. Sally V. Russell (Griffith U.): Encouraging proenvironmental behaviour at work and at home: The role of emotional engagement in environmental issues.	
4. Frances Peart and Amanda Roan (U. of Queensland): The influence of professional identity on nurse managers performing emotional labour.	

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Round Table Discussion Papers

Abstracts

Happiness under Pressure: The Importance of ME Time among Dual-Earner Parents

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If working parents are as stressed as research suggests, then how is time experienced by these individuals and how important is leisure in the work/life balance mix? These two questions are addressed through a review of selected findings from the 'Work/Life Tensions' project.

Using the 'Experience Sampling Method', we report on data gathered via personal data assistants (PDAs) from 173 dual-earner parents (6778 time use surveys) with a view to providing 'in-situ' interpretive information on women's and men's activity contexts and their subjective experience of time over a 7-day period. These data indicate that 'free time' activities and leisure locales are associated with both the highest levels of positive affect and lowest levels of negative affect among working parents when compared with other uses of time including 'necessary', 'contracted' and 'committed' time activities. Qualitative data from follow-up interviews with the same sample of parents are then used to highlight the importance placed on 'time for self' and the strategies used to achieve 'me time', in the busy daily schedules of this group of working parents in Australia.

By understanding better the experience of work/life tensions in time crunched households, we aim to demonstrate associations between time use, life course experience and individual well-being as well as the importance of leisure in the work/life balance mix.

The Value of Emotional Intelligence in Developing Sports Leadership

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Leaders in business and sport (e.g., coaches) face comparable challenges as their roles are somewhat similar – they are expected to lead and promote consistent performance at high levels over lengthy periods of time. Additionally, in both roles, they are directly and indirectly expected to guide and develop those around them. From fostering and sustaining a high performance culture through to developing and leading teams, these pursuits can be described as exemplary leadership, whereby importance is placed upon competencies associated with connecting with and understanding people (e.g., EI: emotional intelligence) in order to get the best from them. As research has demonstrated the value of EI in leader-follower relationships across industries, this study evaluated a Coach Enhancement Program (CEP) that fostered development of EI abilities fundamental for exemplary leadership and the enhancement of the coach-athlete/team-performance relationship.

METHOD: Thirteen male coaches from individual sports (swimming, tennis), team sports (rugby, football, hockey, rowing), and high performance sport development (sporting organisation) aged between 23 and 45 years ($M = 31$) with an average of 10 years of coaching experience across developmental, premier grade, high performance academies, institutes, professional, and elite-level sport participated in this program. The CEP involved four workshops aimed at developing EI abilities to enhance transformational sports leadership. A repeated measures (one-group double-pre-test and double-post-test) design was adopted; incorporating the Mayer-Salovey-Caruso Emotional Intelligence Test and the Leadership Practices Inventory. A Friedman's ANOVA provided a comparison between pre-intervention (T1 and T2) and post-intervention (T3: 6-weeks and T4: 16-18 weeks) EI and transformational leadership. Additionally, a qualitative content analysis of interviews and field notes was conducted to complement quantitative results.

RESULTS/CONCLUSION: Results indicate noteworthy improvements in overall EI (and broader experiential and strategic EI areas) in addition to improvements in transformational leadership practices. Finalised results will be presented at the symposium. Qualitative analyses revealed consistent support for the CEP from all coaches in enhancing self- and social-awareness. Furthermore all coaches reported feelings of greater openness to feedback, and many reported increased motivation and confidence (i.e., to lead). Moreover, behaviour change was reported with an increase in engagement in behaviours that fostered stronger relationships, empathy, reflective practice, and actively seeking feedback. These reported behavioural changes complement perceived changes in transformational leadership practices data. These results indicate support for the CEP's efficacy in fostering development of EI abilities fundamental for exemplary leadership and the enhancement of the coach-athlete/team-performance relationship.

How Can Emotional Intelligence Help Teachers To Trust?

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Teachers need to trust others to achieve outcomes and yet the dynamic nature of the workforce leads to regular changes in work teams and difficulties in developing closer personal relationships. Teaching requires individuals to be masters of their own classroom and yet be able to trust and work with others in school-wide matters and cooperate with teaching partners in team-teaching circumstances. The aim of this study was to explore the links between trust and control and to determine if emotional intelligence (EI) or perceptions of others affects this relationship. A cross-sectional study based on a sample of 76 teachers was conducted to provide information on how perceptions of others impact on decisions to trust and how their mode of control affects trust, particularly whether a yielding mode of control moderates the relationship between EI and trust. The measure for EI used in this study (Brackett, Rivers, Shiffman, Lerner, & Salovey, 2006) is comprised of Perceiving, Use of Emotion, Understanding, Managing Emotion (self), and Social Management and is based on the Mayer and Salovey (1997) abilities model of EI. Control is assessed in terms of an Assertive mode of control which is akin to a mastery model or primary control and a Yielding mode of control which is akin to coping or secondary control. Both modes of control have positive and negative domains and the ideal is to increase the positive and decrease the negative modes. The findings show that perceptions of others' ability, benevolence, and integrity (Mayer & Davis, 1999) are strongly associated with trust (Dunn & Schweitzer, 2005) but not with EI or mode of control (Shapiro, 1994). EI, specifically Perceiving one's own and others' emotions, is positively associated with trust and negatively with a negative yielding mode of control. It is also correlates significantly in a positive direction with a positive assertive mode of control through Understanding, Managing Emotion (self), and Social Management which also correlate in a negative direction with a negative yielding mode of control. Limitations of the study and implications for further research are discussed.

Investigating the Role of Emotions Following Wrongdoing in Organisations

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In contrast to traditional views, researchers now acknowledge that emotions play an important role in decision-making. In particular, researchers studying how employees respond to problems, concerns and episodes of wrongdoing in organisations have acknowledged that it is likely that emotions are an integral part of the decision-making process. Despite growing theoretical work, however, only a small number of researchers have sought to investigate this issue empirically. In this poster presentation I will discuss the results of a survey study designed to investigate the role of discrete emotions following wrongdoing (e.g., bullying, sexual harassment, discrimination, fraud and sabotage) in the workplace. I was interested in determining the frequency and relative importance of discrete emotions, as well as the extent to which emotions predict behavioural responses to wrongdoing. I collected data from employees who had observed wrongdoing, experienced victimisation, or heard about the wrongdoing from others. Based on the results of an earlier qualitative study suggesting that people experience emotions at different time points, I measured emotions immediately following wrongdoing, at the time of decision-making, and anticipated emotions about speaking up or remaining silent. Participants were also asked to nominate why they experienced certain emotions (e.g., “I was afraid that speaking up would harm my career”, “I was angry because I had been personally victimised”) if relevant. Preliminary results suggest that anger, outrage, surprise and disgust occur most frequently in response to wrongdoing, while outrage, resentment, anger and fear are most frequent when making the decision about how to respond. Anticipated emotions also appear to influence decision-making about whether to engage in whistle-blowing or silence. Qualitative responses indicate that anger at the justice of the situation, anger directed at management for failing to respond to wrongdoing appropriately, fear of the personal consequences of whistle-blowing, and self-directed guilt are most common when making the decision about how to respond. This work represents one of the first field studies of emotions following wrongdoing, and it is hoped that future researchers will build on the results of this work to deepen our understanding of how emotions operate in this context.

Does Happiness at Work Matter?

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Happiness in the form of pleasant moods and emotions, well-being, and positive attitudes has been attracting increasing attention with the rise of positive psychology. The interest in happiness has also extended to workplace experiences. This paper reviews what is known about the definition, causes, and consequences of happiness at work. I draw on both the expanding psychology literature on happiness in general as well as the literature on happiness-related constructs in organisations. Many discrete organisational behaviour constructs arguably belong to a larger family of happiness-related constructs, and share some common causes and consequences. Happiness at work includes but is far more than just job satisfaction. A comprehensive measure of individual-level happiness might include work engagement, job satisfaction and organisational commitment. Aspects of happiness have been (and should be) conceptualised and measured at multiple levels, including transient experiences, stable person level attitudes, and collective attitudes, and with respect to multiple foci such as discrete events, jobs, and organisations. After decades of telling students that “Satisfied employees are not necessarily more productive employees; that relationship is quite weak,” I have been forced to conclude that happiness in organisations does in fact matter. At all levels, there is evidence that happiness has important consequences for both individuals and organisations, which past research has tended to under-estimate. This presentation will summarise the research that has led me to this conclusion.

Re-casting Power Relations at Work: Emotional Intelligence, Power and Resistance

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Power as a primary tool of social influence has captured the imagination of social scientists for many decades. It is often defined as “the relative influence an individual exerts over other people’s outcomes” (van Kleef et al., 2008, p. 1315). We take issue with this prevailing orthodoxy in studies of social power. Our critique flows from a significant concern that organisations appreciably function by regulating or controlling the thoughts and feelings of its members. Kunda refers to this as normative control, defined as “the attempt to elicit and direct the required efforts of members by controlling the underlying experiences, thoughts, and feelings that guide their actions” (1992, pp.11-12).

Because normative control is inherently invasive and limiting toward an individual’s thinking and feeling (Lindebaum, 2009), we advocate a shift in how power is conceived and studied within the disparate fields of the social science. Rather than conceiving of social power as merely the ability to exercise influence over the actions of others, we posit that power also refers *to the ability to remove oneself from the influence of other people*.

The construct of Emotional Intelligence (EI) serves as the bedrock for our argument. As an individual difference variable, it affords the fascinating, albeit under-utilised, possibility to examine human growth. In Mayer and Salovey’s (1997) definition, EI represents the “ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions *to promote emotional and intellectual growth*” (p. 10). It concerns an individual’s maximum performance capacity in processing emotional information, as well as the ability to tap into intra-psychic experiences and to configure mental processes. The tendency for growth based upon an adaptive ability to alter mental processes renders it theoretically plausible that an individual high in EI is more likely to detect efforts aimed at establishing normative control and, more crucially, possess a readiness to act upon that insight (Sturdy & Fineman, 2001; Hughes, 2005). We seek to develop this argument around the cornerstone of potential for resistance. Underlying this may be the realisations that thoughts and feelings are colonised to serve organisational interests, and this is at variance with the human tendency to grow and evolve. Acts of resistance often imply opposition to the exercise of power. It is no surprise that acts of resistance are considered acts of power. However, despite the extensive body of research concerning resistance, we know very little about manifestations of individual resistance to emotional control in organisations.

Prejudice and the Experience of Aggression: The Role of Gender and Emotion in a Male-Dominated Workplace

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In this report, I present the results of two empirical investigations of the role of gender self-categorisation and emotion on prejudicial attitudes and experiences of aggressive behaviour. My studies were conducted in two different male dominated workforces. The first study was based on answering seven research questions by analysing 20 interviews from employees at a male dominated workforce number one. The second study was based on testing a set of hypotheses developed from a multilevel model, which was informed by the first study. Hypotheses were analysed at the individual level and the group level (e.g. individual perceptions of workgroup climate) from a total of 996 responses from employees at a male dominated workforce (2). In particular, I argue that employees' experiences of aggressive behaviour are a result of prejudicial attitudes in male-dominated workplaces, where strong gender self-categorisations exist. I predicted that these effects would be exacerbated by prejudicial attitudes deriving from gender self-categorisation and emotion.

Results from the first study answered the research questions sought. Specifically, results indicated how males and females self-categorise in a male dominated workforce, the influence of individual gender self-categorisation on individual emotional experiences, the role of emotional experiences on individual prejudicial attitudes, the role of individual prejudicial attitudes on individual experiences of aggressive behaviour, the influence of individual gender self-categorisations on emotional regulation, the role of emotional regulation on individual emotional experiences and prejudicial attitudes, and the role of climate on individual prejudicial attitudes and experiences of aggressive behaviour. Results from the second study indicated mixed results since some Hypotheses were supported, partially supported, and not supported. This report will conclude with a discussion of the theoretical and practical implications of my findings for management of prejudicial attitudes and aggressive behaviour in the workplace.

Antecedents and Outcomes of Mistreatment: The Mediating Role of Appraisal and Coping Responses

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Workplace mistreatment is a neglected construct in organisational behaviour research. Little is known about how victims are selected, what they do in response to mistreatment including the role of appraisal, and how their responses impact on individual and job related outcomes. After clarifying the definition of mistreatment, we attempt to address this gap in the literature by developing a mediated model that begins with a profile of attractive targets and attractive environments for mistreatment. Our attractive target profile introduces the notion of the 'provocative victim', and includes a number of yet to be explored individual differences such as work locus of control and trait aggressiveness. Our attractive environment profile includes ethical climate, situational power, laissez-faire leadership, organisational change and organisational formalisation.

We then propose that the mistreatment mediates the relationship between attractive targets and their environment, and victims' appraisals of the experience, with appraisal then influencing their coping responses. In our model, appraisal is operationalised as the level of negative feelings associated with the experience, and the degree of control the victim perceives they possess to facilitate a change in the situation. Highly negative and refractory to change appraisals are associated with higher levels of stress for victims. We also expand existing coping models to include two new strategies, namely empowered exit (a problem-solving focussed coping response) and retaliation (an emotion focussed coping response).

Taking into consideration the points made by Lazarus (2006) regarding the current tendency to oversimplify research on emotions, appraisal and coping, we suggest that a) appraisal and coping affect the relationship between the experience and the outcomes, and b) victim and situational characteristics influence whether problem-solving focused or emotion focussed coping functions are more effective in reducing the impact of the experience on individual outcomes (psychological and health well-being) and job related outcomes (commitment, citizenship behaviour and job satisfaction). We derive a number of propositions from our integrated, mediated model of mistreatment and conclude with suggestions for future research, including testing the proposed model.

The Influence of Professional Identity on Nurse Managers Performing Emotional Labour

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Nurse managers have identified that their sense of professional identity as a manager, guides their performance of emotional labour. This poster explores this issue which was identified in an ethnographic study of nurse managers performing emotional labour. Although Ashforth and Humphrey (1993) have previously linked the concepts of social identity theory and emotional labour, there has been little recognition that professional identity influences perceptions of the requirements for emotional labour.

Emotional labour is defined as the effort required to display required emotions in the context of paid employment (Grandey, 2000; Hochschild, 1983; Morris & Feldman, 1996). Professional identity is the development of a sense of belonging to a particular professional group by an individual and for that individual to engage in activities congruent with that professional group (Ashforth & Mael, 1989). The individuals perception of the emotional displays required of a manager can be strongly influenced by their beliefs about how managers behave rather than the display rules of the organisation. This underscores the importance of organisations making display rules explicit for nurse managers.

This issue was briefly raised at this conference last year in a discussion of the findings of an investigation of the circumstances which give rise to the perception and performance of emotional labour amongst nurse managers. This poster explores in more detail the ways nurse managers develop their professional identity and how this sense of professional identity provides guidance in relation to emotional displays by managers.

Encouraging Proenvironmental Behaviour at Work and at Home: The Role of Emotional Engagement in Environmental Issues

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In this presentation, I present a preliminary proposal with the aim of further understanding the affective and attitudinal antecedents of proenvironmental behaviour in both work and non-work settings. The aim of this paper is to present a conceptual model that draws together two previously separate literatures: (1) environmental psychology research that considers proenvironmental behaviour in a non-work setting, and (2) organisations and the natural environment (ONE) research that considers proenvironmental behaviour in a work setting. Although past research has been largely confined to examining work *or* non-work proenvironmental behaviour, recent research suggests the two types of behaviour are strongly correlated. In this paper, I argue that emotional engagement in environmental issues is an important antecedent of both work and non-work behaviours and that this is a necessary first step in any proenvironmental behaviour change program. Furthermore, by examining the relationships between work and non-work proenvironmental behaviour, I argue that there is potential to explore how environmental and sustainability change programs might be created that can trigger responses that influence proenvironmental behaviour both within the workplace and at home.

Upward Emotional Contagion in Leadership Interactions: Examining Followers' Felt and Expressed Emotions and Implications for the Leader-Follower Relationship

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Research on leadership interactions tends to focus on leaders' behaviours as key antecedents to leader-follower relationship quality. Recently, however, theorists have called for researchers to consider the 'space between' distinct organisational elements and how they interact in shaping organisational outcomes. In particular, scholars examining relational leadership processes have encouraged researchers to reconceptualise leadership as a social influence process that collectively considers the role of *both* leaders and followers. Further, while leadership interactions are inherently emotional, theorists also note that the role of emotions in leader-follower interactions is often understated. We conduct a preliminary study to address these two concerns. First, we reconceptualise leadership outcomes as a socially-constructed phenomenon that can also be influenced by followers and their expressions of emotions. We propose that followers' expressions of emotions towards their leaders, and the resulting emotional contagion effect (i.e. 'upward contagion'), can impact the quality of the leader-follower relationship. In this study, we aim to (1) examine the different types of emotions felt and expressed by followers towards their leaders and (2) explore how these emotional contagion processes impact the quality of the leader-follower relationship. We conducted a series of interviews and focus-group discussions with both leaders and team members (i.e. followers) from a large Australian organisation in Brisbane. Our sample consisted of seven leaders and thirteen team members. We drew our conclusions from both followers' and leaders' accounts. Results provide preliminary evidence that followers' felt and expressed emotions do impact the quality of leader-follower relationships. We find evidence that followers felt and expressed a wide range of emotions towards their leaders. In contrast, however, leaders' emotional responses towards their followers' expressed emotions tended to be more specific. Leaders most often felt elation-related emotions in response to followers' expressed positive emotions and sadness-related emotions in response to followers' expressed negative emotions. These findings suggest that followers' expressions of positive emotions were seen as affirmative of the leader's influence while their expressions of negative emotions discouraged and demoralised leaders. Consequently, the upward contagion effect impacted the leader-follower relationship and workplace morale. These findings collectively suggest that followers' expressions of emotions towards their leaders impacts overall leader-follower relationship quality and leadership outcomes. Theoretical and practical implications are discussed in light of these findings.

Affect and Engagement in Creativity: An Experience Sampling Study

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Creativity has been recognised a key to organisational performance. Over the last 25 years of research inquiry, affect stands out as one of the key predictors of creativity (see Baas, De Dreu, & Nijstad, 2008 for a review). Nonetheless, researchers continue to debate the mechanisms by which affect can lead to creativity, resulting in conflicting perspectives on whether positive and negative affect foster or inhibit creativity.

The controversy suggests that current research inquiry focused only on the effects of *valence*—positive versus negative affect— may not well explain the affect-creativity link (see e.g., Amabile, et al., 2005; George & Zhou, 2002). Until now, little research attention has been paid to how *activation*—high versus low arousal affect— can also influence creativity (for exceptions, see e.g., De Dreu, Bass & Nijstad, 2008).

Relying in part on insights from De Dreu et al.'s (2008) laboratory evidence, we hypothesise that activation apart from valence can influence engagement in creative process. Using a web-based experience sampling methodology, we collected 253 momentary occasions of data from 9 participants over two weeks. Our results revealed that within-individuals, activating affect (e.g., excitement and anxiety), regardless of its valence, increased engagement in creativity. Within individuals, positive deactivating affect (e.g. clam and relax) decreased engagement in creativity. We also found that the effects of affect on engagement in creativity diminished as the time interval increased. Nevertheless, negative activating affect (at the current time) tended to be most effective in sustaining individuals' persistent engagement in creative process over time (at current time, time + 1, and time +2). Implication of the research finding will be discussed.

Coworkers' Leader-member Exchange Relationships and Emotions: A Social Comparison Perspective

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In this study, we aim to advance the research on leader-member exchange (LMX) and emotions in coworker dyads in the workplace. Underpinned by social comparison theory, we develop a model which examines the moderating role of social comparison orientation on the relationship between coworkers' LMX relationships and their emotional reactions towards each other. The model was tested using a sample of 408 dyadic relationships from 128 individuals working in 31 teams of a large telecommunication company in the People's Republic of China. Results generated from social relations analysis method analyses revealed that when the social comparison orientation of individuals was high, similar quality of LMX relationships between two coworkers and their leader led the coworkers to experience more interpersonal positive emotions (e.g., sympathy) and less negative emotions (e.g., contempt) towards each other. When the social comparison orientation of individuals was low, the similarity or dissimilarity of LMX relationships between the coworkers and their leader was unrelated to the interpersonal emotions both coworkers experience towards each other. Implications of findings for theory and practice are discussed, and future research directions are also outlined.

A Preliminary Test of Antecedents to Organisational Retaliatory Behaviour and the Impact of Perceptions of Interpersonal Justice

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A topic that seems to be garnering much attention, particularly in the popular press, is the perception of a rising sense of entitlement in society. Entitlement is an expectation of special or preferential treatment and is often anecdotally attributed to Generation Y, those born between the mid 1970s and early 1990s. Exaggerated sense of entitlement has been linked to poor social relationships, higher levels of unhappiness and less satisfaction in life. In the workplace, this sense of entitlement has been linked to lower levels of achievement motivation, perceptions of a lack of organisational justice and counterproductive work behaviour. The primary research aim is to examine the relationship between sense of entitlement (referred to as “psychological entitlement” herein) and organisational retaliatory behaviour, a specific type of counterproductive work behaviour.

Moreover, in outlining our research, we develop a model that situates sense of entitlement as an antecedent to organisational retaliatory behaviour and propose that political skill, self monitoring and emotional intelligence are individual difference variables that influence the relationship between sense of entitlement and organisational retaliatory behaviours. The theoretical framework for the model is based on organisational justice, as well as Fishbein and Ajzen's (1975) Theory of Reasoned Action and Ajzen's (1991) Theory of Planned Behaviour. Specifically, we propose that individuals with high entitlement, low emotional intelligence, low political skills and low self monitoring skills are more likely to engage in organisational retaliatory behaviours, particularly when they perceive unjust treatment in the workplace.

A preliminary analysis of our model examines the relationships among psychological entitlement, emotional intelligence, political skill, self monitoring and organisational retaliatory behaviour. Using an experimental design, a study utilising undergraduate management students as subjects (n=55) was undertaken. At time 1, subjects completed a questionnaire containing measures relating to psychological entitlement, emotional intelligence, political skill and self monitoring. At time 2, subjects completed a second questionnaire containing measures relating to entitlement and organisational retaliatory behaviours. The time 2 questionnaire also contained an organisational justice scenario for the purposes of priming a perception of unjust treatment. Demographic information, as well as positive and negative affect, were collected as potential control variables at both time 1 and time 2. The preliminary findings of the study will be discussed, as well as implications for theory and practice and limitations and future directions for this research.

Notes Pages
