THE 5ᵀᴴ ANNUAL ASIA PACIFIC EMOTIONS IN WORKLIFE SYMPOSIUM

26 NOVEMBER 2010

PROGRAM AND ABSTRACTS

This event is proudly hosted by

THE UNIVERSITY OF QUEENSLAND

UQ BUSINESS SCHOOL

Co-Chairs Welcome
Professor Neal M. Ashkanasy
Professor Charmine Härtel

UQ Business School
The University of Queensland, Australia

Welcome to the 5th Asia Pacific Symposium on Emotions and Worklife. While this is the 5th meeting of the Asia Pacific group, it is actually the 8th 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 in particular we welcome delegates from across Australia and the Asian region.

Together with program chair Dr. Remi Ayoko, we have designed a varied program for this year's Symposium that includes a keynote address by Dr. Joseph Ciarrochi (The University of Wollongong). Dr. Ciarrochi has just been announced as an Australian Research Council 'Future Fellow' and the topic of his address will be "Mindfulness-based EI training: Creating nurturing communities in the workplace". The program also includes a session on how to apply for funding to undertake research on emotions in the workplace led by Dr. Cynthia D. Fisher, and a mixture of oral presentations and roundtable discussions of poster papers.

In total for this year's Symposium, we have 25 presentations, covering as wide variety of topics such as engagement, compassionate work, emotional labour, leadership, shame, bullying and aggression, job seeking, emotional intelligence, consumer behaviour, justice, self-awareness, and goal-directed behaviour. At the time of printing, the Symposium registration total was 40, a number that attests to the growing popularity of this event.

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

Remi Ayoko
Rebecca Michalak
Kaylene Ascough
Marissa Edwards
Anna Vitale

Finally, we acknowledge that the Symposium has this year been generously sponsored by the UQ Business School.

We hope and trust that you will find the 2010 Symposium as enjoyable and as informative as ever.

Neal M. Ashkanasy, PhD   Charmine Härtel, PhD

Symposium Co-Chairs

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Symposium Program

8:30 – 9:00am	**Registration and paper set up**
9:00 – 9:10am	**Welcome address**
9:10 – 10:45am	**Keynote presentation**

Dr. Joseph Ciarrochi *(University of Wollongong)*

'Mindfulness-based EI training: Creating nurturing communities in the workplace'

10.45 – 11:15am	**Morning tea & viewing of papers for Session 1**
11:15 – 12:10pm	**Roundtable discussion of papers: Session 1 (Rooms 1 & 2)**
12:10 – 12.30 pm	**Oral paper presentation (1)**

Travel Scholarship Recipient: Cheng Boon Koh *(University of South Australia)*

'Effect of self-reflection on self-awareness and perceived effectiveness of leaders'

12.30 – 1:40pm	**Lunch & viewing of papers for Session 2**
1.40 – 2.00pm	**Oral paper presentation (2)**

Travel Scholarship Recipient: Aaron J. C. Wijeratne, Pieter Van Dijk, Andrea Kirk-Brown, and Lionel Frost *(all Monash University)*

'Integrating perspectives of coping and cognitive dissonance theory into a theoretical model of emotional labour and emotional dissonance'

2:00 – 2.20pm	**Oral Paper Presentation (3)**

Cynthia D. Fisher *(Bond University),* Amirali Minbashian, Nadin Beckman, and Robert Wood *(all University of Melbourne)*

'Appraisals and emotions at work'

2.20 – 2.40pm	**Oral paper presentation (4)**

Steven Murphy and Sandra Kiffin-Petersen *(both University of Western Australia)*

'Shame in self and organisation'

2:40 – 3:40pm	**Roundtable discussion of papers: Session 2 (Rooms 1 & 2)**
3:40 – 4.00pm	**Afternoon tea**
4.00 – 4.45pm	**Applying for grants to fund research on emotions in the workplace**

Dr. Cynthia D. Fisher

4.45 – 5.00pm	**Closing comments**
6:00pm onwards	**Symposium dinner (Optional)**

Regatta Boatshed Restaurant

Paper Session 1:

Room 1: Emotions and measurement
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2. Christie, Anne M.H. & Jordan, Peter *(both Griffith University)*   'Measuring emotional intelligence : A comparison of the Self-Report Emotional Intelligence Scale (SREIS) and the Workgroup Emotional Intelligence Profile- Short Version (WEIP-S)'
3. Melgoza, Alberto, Ashkanasy, Neal M., & Ayoko, Oluremi B. *(all University of Queensland)*   'Prejudice and the experience of aggression: The role of gender in a male-dominated workplace'
4. McKeown, Tui & Bryant, Melanie *(both Monash University)*   'The role of emotions in supporting independent professionals'

Room 2: EI, bullying and resilience at work
Facilitator: Dr. Sandra Lawrence
1. Branch, Sara *(Griffith University)* & Murray, J.P. *(Bond University)*   'Exploring workplace bullying and emotional intelligence in Australian organisations'
2. Ma, Shaozhuang, Fu, Guifang, & Zhang, Qian *(all University of Guangdong)*   'An exploration of emotional intelligence in relationship to demographic characteristics and job performance : Evidence from China'
3. Kent, Stacey, Jordan, Peter, & Troth, Ashlea *(all Griffith University)*   'The difference between a proactive and reactive target: How do they differ in behaviour?'
4. Wijewardena, Nilupama *(Monash University)*, Härtel, Charmine E. J. *(University of Queensland)*, & Samaratunge, Ramanie *(Monash University)*   'When the going gets tough, the tough "bounce back": Applying the psychological capital construct of resilience to the workplace'

Session 2:

Room 1: Consumer and group emotions
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1. Parkinson, Joy, & Russell-Bennett, Rebekah *(Queensland University of Technology)* & Previte, Josephine *(University of Queensland)* 'If I think I will feel good, then I will do it: The role of anticipated emotions for loyalty to a social product'
2. Edgley, Gavin, Russell-Bennett, Rebekah, & Lings, Ian *(all Queensland University of Technology)* 'When things go wrong : An investigation into the cognitive and affective drivers of consumer complaint and retaliation behaviour'
3. Fu, Guifang *(University of Guangdong)* & Wang, Yanzhen *(China Nanshan Social Work Committee)* 'Teaching self-efficacy, achievement goals, and job burnout: A study of Chinese high school teachers'

Room 2: Leadership and emotions
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2. Tan, Anthony. P. P. & Ayoko, Oluremi B. *(both University of Queensland)* 'Leader-member exchange (LMX): The mediating role of leaders' emotions in the relationship between members' relational schema and leaders' LMX quality'
3. Tallberg, Linda (*Griffith University*) '"The good death" : A discourse of compassionate work'
4. Scott-Young, Christina, Perera, Sanjee, & Sardeshmukh, Shruti (*all University of South Australia*) 'Emotional regulation in families and businesses: Blessing or curse?'
5. Perera, Sanjeewa & Kulik, Carol *(both University of South Australia)* 'Once bitten twice shy? Exploring how job seekers' emotional experience impact their job seeking behaviour'

Abstracts

Keynote presentation: Dr. Joseph Ciarrochi

Mindfulness-based EI training: Creating nurturing communities in the workplace

(Australian Research Council Future Fellow, School of Psychology, University of Wollongong)

Contact: joseph_ciarrochi@uow.edu.au

There are three kinds of approaches to emotional intelligence: approaches that focus on ability, approaches that focus on what people typically do, and approaches that focus on the universal causes of emotional stupidity. This keynote presentation will focus on emotional stupidity, and particularly on the consequences of our stupidity for personal relationships. It will cover the processes that lead people to be cruel to one another, even in the absence of any observable deprivation or threat. Specifically, it will explore the role of mindlessness, experiential avoidance, and valueless living in promoting social problems and suffering. Finally, ways to promote nurturing social behaviour will be suggested.

Taking the pulse of Australian workplaces: Exploring workplace bullying and emotional intelligence in Australian organisations

Authors: Sara Branch, Griffith University
            Jane P. Murray, Bond University

Contact: S.Branch@griffith.edu.au

Abstract:
Anti-social behaviours at work have achieved prominence in the literature because of their potential to negatively affect organisational productivity and individual effectiveness (Ones, 2009). Workplace bullying is a phenomenon that has the capacity to negatively affect individuals and organisations alike, for instance through financial costs involved with job dissatisfaction, absenteeism, turnover and grievance claims. Importantly, an understanding of bullying in Australian workplaces is lacking. To date, there has been no national survey to assess the prevalence of bullying in Australian workplaces. Therefore, this study seeks to conduct a national survey of Australia's working population to gain this understanding. Measures to be included in this survey include scales relating to anti-social behaviours in the workplace, incivility, intention to leave, job satisfaction, social support, and organisational citizenship behaviours.

Furthermore, due to the growing importance placed on interventions (for example, training) and calls for balanced responses (such as Sheehan, 1999; Sheehan & Jordan, 2003), measures to assess emotional intelligence (EI) will also be included. Indeed, little is known as to the link between EI and workplace bullying. By including measures of EI an understanding of the role EI plays in workplace bullying can be better understood. This understanding goes beyond that of the targets but to witnesses and others within the workplace such as managers, who are often at the front line of addressing bullying in the workplace. Moreover, understanding the link between workplace bullying and EI will assist in informing the development of interventions such as training for managers and others in the workplace, therefore potentially reducing the negative affects this type of anti-social behaviour can have on individuals and the workplace as a whole. This paper will detail the construction of the national survey and will outline and justify the measures that will be included. Further suggestions will be sought from symposium participants in relation to the dissemination of the survey within Australia.

Measuring emotional intelligence: A comparison of the Self Report Emotional Intelligence Scale (SREIS) and the Workgroup Emotional Intelligence Profile – Short Version (WEIP-S)

Authors: Anne M. H. Christie, Griffith Business School, Griffith University
            Peter J. Jordan, Griffith Business School, Griffith University

Contact: A.Christie@griffith.edu.au

Abstract:
The Mayer and Salovey (1997) model is the dominant model of emotional intelligence used for research in academia and a framework around cognitive and emotional abilities. While the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT; Mayer, Salovey, and Caruso, 2002) is the most prominent measure associated with this model of emotional intelligence, other self-report measures have also been developed. Although there are concerns over the validity of

these measures, self report measures are widely used in applied research as they offer a parsimonious method of measuring emotional intelligence. The aim of this study was to compare the Self Report Emotional Intelligence Scale (SREIS; Brackett, Rivers, Shiffman, Lerner, & Salovey, 2006) and the Workgroup Emotional Intelligence Profile (WEIP-S; Jordan & Lawrence, 2009), which are both self-report measures of emotional intelligence and have not previously been compared. A sample of 175 university students completed surveys with data on mood and the SREIS being collected at Time One and data on mood, trust, and the WEIP-S being collected at Time Two. The data were matched using a unique identifier.

The findings show that the WEIP-S is a more robust measure of emotional intelligence than the SREIS which revealed poor internal validity and reliability. While all branches of the WEIP-S correlated strongly with trust, the correlations showed only weak relationships between trust and the SREIS except for Understanding Emotion which showed no connection. Regression analyses show that, when using the WEIP-S, emotional intelligence contributes significantly to the variance in trust (r=.10, p<.01) when controlling for mood. No significant results were found using the SREIS. Limitations of the study and implications for further research are discussed.

When things go wrong: An investigation into the cognitive and affective drivers of consumer complaint and retaliation behaviour

Authors: Gavin Edgley, Queensland University of Technology
            Rebekah Russell-Bennett, Queensland University of Technology
            Ian Lings, Queensland University of Technology

Contact: rebekah.bennett@qut.edu.au

Abstract:
When things go wrong in services, customers become dissatisfied and may seek some form of redress. Usually this takes the form of complaining. However, if the service failure is extreme or if the customer believes that complaining will be pointless, more extreme retaliatory behaviour may occur (Keeffe, Russell-Bennett, & Tombs, 2008). Situations where the customer feels 'captive' (they perceive low choice and high exit barriers) may give rise to these extreme negative responses. Little is known about the emotional responses of customers when they are in a service setting that makes them feel 'captive'. To date, there has been no research that investigates the role of emotions in complaining and retaliatory behaviour in a captive service setting. This research extends the extant literature and provides new insights into the role of anticipated emotions in consumer complaint behaviour.

Complaint behaviour is a planned process (East, 2000), influenced by cognitive and affective factors such as attitudes, opinions of others and perceived control over the situation. As a basis of this study, we adopt the model of goal-directed behaviour (MGB) (Perugini & Bagozzi, 2001) as this model incorporates these, and other, factors, and provides a suitable framework to describe complaint and retaliatory behaviour.

To understand the factors influencing complaint and retaliatory behaviour, we surveyed consumers within a captive service environment (an international airport). Using an intercept technique, 320 travelers were approached to complete a survey and 286 useable responses were obtained. The survey presented two hypothetical scenarios representing high and low choice situations which would occur in a captive service setting; in this case the pre-departure stage of an international flight.

Analysis using structural equation modeling revealed that consumers' anticipation of positive and negative emotions associated with complaint, attitude towards complaining, perceptions of switching costs, perceived behavioural control and subjective norms predicted complaining intentions. However, only the anticipation of positive emotional outcomes and perceived behavioural control predicted retaliation behaviour. This suggests that, whilst complaining intentions are driven by cognitive and affective factors, the more extreme behaviour of retaliation is driven by affect only, and highlights differences in the drivers of these two responses to dissatisfaction.

Appraisals and emotions at work

Authors: Cynthia D. Fisher, Bond University
             Amirali Minbashian, Australian School of Business, University of New South Wales
             Nadin Beckman, Australian School of Business, University of New South Wales
             Robert Wood, Melbourne Business School

Contact: Cynthia_Fisher@Bond.edu.au

Abstract:
This paper is about understanding and predicting the way people feel at work from moment to moment. Affective Events Theory suggests that momentary affect is caused by appraisals of transient events. Appraisal theories of emotion specify the way that interpretations of events, rather than events themselves, give rise to emotions. There is some research specifically on the appraisals and emotions that occur in achievement settings such as education, with a particular focus on test anxiety. Much less attention has been directed to emotions regarding workplace achievements. Pekrun's (2006) Control-Value Theory suggests that two key categories of appraisals for achievement-related emotions are, "(1) subjective control over achievement activities and their outcomes and (2) the subjective values of these activities and outcomes (e.g., the perceived importance of success)." (p. 317).

Four appraisals of the immediate work situation were assessed in this experience sampling study involving 135 managers. At each of five signals per day for three weeks, participants described their performance on their current task, the importance of being able to complete the task successfully, the level of task demands (difficulty and time pressure), and their confidence that they would be able to complete the task successfully. They also rated the extent to which they were feeling five specific emotions (happy, enthused, calm, stressed, sad). Hypotheses about appraisal-emotion relationships are shown in Table 1 below.

Emotion	Appraisal			
	Performance	Confidence	Task Demands	Task Importance
Happy	+	+	?	?
Enthused	+	+	+	+
Calm	+	+	-	-
Stressed	-	-	+	+
Sad	-	-	?	?

Table 1. Hypotheses for appraisal – emotion relationships

Past research has indicated that multiple appraisal dimensions account for unique variance in the extent to which various emotions are experienced. Thus, it is expected that most appraisals will add incrementally to the prediction of most emotions. It is also likely that some appraisals will interact. Control-Value Theory (Pekrun, Frenzel, Goetz, & Perry, 2007, p. 22) suggests that "the intensity of achievement emotions is assumed to be a multiplicative function of appraisals of controllability, on the one hand, and value, on the other." Thus, one might expect task importance to magnify the effects of either confidence or perceived performance on emotions. Results largely support the hypothesized relationships.

The role of self-efficacy and achievement goals in job burnout: A study of Chinese high school teachers

Authors: Guifang Fu, Guangdong University of Foreign Studies, Canton, China
            Yanzhen Wang, Nanshan Social Work Committee, Shenzhen, China

Contact: gffu@163.com

Abstract:
Burnout is a prolonged response to chronic emotional and interpersonal stressors on the job, and is defined by three dimensions: emotional exhaustion, depersonalization and inefficacy. The teaching profession is among those occupations identified by researchers as most prone to high burnout rates. In this study, we examined job burnout in a sample of Chinese high school teachers, with particular attention to its relationship with teachers' self-efficacy and achievement goals.

A total of 350 high school teachers in Liaoning and Shandong provinces in China were randomly selected to complete a Chinese version of the Mashlach Burnout Inventory (MBI, 1986), a teacher self-efficacy questionnaire (Guoliang Yu, 1995) and an achievement goals survey (Elliot 2001). Principal component analysis and Cronbach's alpha were used to verify the structure, validity and reliability of the inventory. The relationships among the factors were analysed with SPSS and LISREL. Results indicated that the ratio of zero, light, middle and high job burnout were 9.6%, 56.1%, 31.2% and 3.2% respectively. The descending sequence of job burnout of the respondents was depersonalization, emotional exhaustion and inefficacy. Male teachers reported significantly less emotional exhaustion than female teachers. A significant difference in emotional exhaustion was also found between teachers with less than three years of service and those with more than four years of service. Teachers of third grade students demonstrated more emotional exhaustion than their colleagues teaching first and second grade students.

Teacher self-efficacy and mastery avoidance goals explained 12.9% of the variance of emotional exhaustion, and 23.8% of the variance of depersonalization. Teacher self-efficacy, mastery approach goals and performance approach goals accounted for 28.8% of the variance of inefficacy. The results suggest that teacher self-efficacy has both direct and indirect effects on job burnout whilst mastery goals directly influence job burnout. That is, emotional exhaustion, depersonalization and inefficacy were positively correlated with mastery avoidance goals and negatively correlated with teacher self-efficacy and mastery approach goals. These results suggest that providing training in self-efficacy and mastery approach goals might help reduce the job burnout of Chinese high school teachers.

The difference between a proactive and reactive target: How do they differ in behaviour?

Authors: Stacey Kent, Griffith University
             Peter J. Jordan, Griffith University
             Ashlea C. Troth, Griffith University

Contact: stacey.kent3@gmail.com

Abstract:

In this presentation, we develop a model that distinguishes between the experiences of a proactive target and a reactive target in responding to covert relational aggression. Covert relational aggression refers to a dyadic exchange where an aggressor intentional intends to hurt or harm or dominate the target in a non-physical and subtle way. This phenomenon has significant negative implications for the target and the organisation they work for. We argue that the determining variable that distinguishes these two groups is unstable self-esteem. In our model, we argue that specific aspects of personality (independent variable), abilities of the target (mediating variables), and the behaviour of the relational aggressor (moderating variable) result in a different experience for individuals as a proactive target or reactive target (dependant variable).

The independent variables in our model consist of personality traits that are connected to an individual's perceptions of dyadic communication. In our model, we argue that stable or unstable self-esteem, locus of control, self-monitoring, and gender are independent variables that determine an individual's reactions to relational aggression. Self-esteem and locus of control are both are indicators of how a person will behave in social situation, especially caustic ones such as covert relational aggression. We also contend that there is a gender difference in the way in which men and women deal with covert relational aggression and how they react to it.

The mediating variable in our model is the emotional skills of the target. Specifically, understanding if the target has the ability to manage and be aware of his/her emotions when in situations of relational aggression. We acknowledge that management and awareness are taken from the emotional intelligence construct, but believe that they are crucial when understanding the difference between the behaviour of the proactive and reactive target.

We acknowledge the types of behaviours that the relational aggressor engages in will moderate the relationship between the abilities individuals have to address this aggression and their experiences of relational aggression. The target's reactive/proactive behaviour is crucial in distinguishing whether or not he/she self perpetuate the situation of relational aggression.

The dependent variable consists of constructive and proactive reactions to covert relational aggression. We propose that proactive target will be constructive in the way he/she deals with relational aggression thereby reducing that aggression. In contrast, we argue that the reactive target will not respond appropriately in dealing with relational aggressors, thereby perpetuating the covert relational aggression.

Effect of self-reflection on self- awareness and perceived effectiveness of leaders

Authors: Cheng Boon Koh, University of South Australia
            Eleanor O'Higgins, UCD Smurfit Graduate Business School, University College
            Dublin

Contact: chengkoh@singnet.com.sg

Abstract:

Leadership is very much in the eyes of beholders, and it is defined by the "followers, not the leader – and not the researchers" (Meindel 1995, p. 331). This study aims to integrate cognitive resource, social exchange and active learning theories to investigate the relationship between self-awareness and perceived effectiveness of leaders, and how to improve self-awareness. In brief, cognitive resource theory explains the importance of Emotional Intelligence (EI) over cognitive resources such as intelligence quotient (IQ) because these cognitive domains are more difficult to access during highly stressful situation. Social exchange theory explains the complex dynamic between leaders and followers. It is postulated that the levels of support given to a leader are dependent on the perception of leadership effectiveness by the followers (Atwater & Yammarino 1992; Clapp-Smith, Vogelgesang, & Avey, 2009). The next logical question needs to be answered is whether self-awareness can be developed? Drawing on the strengths of active learning methodologies and Bloom's taxonomy, it is postulated that self-reflection will enhance self-awareness (Fambrough & Hart, 2008).

Based on the aforementioned propositions, the core research question is "What is the relationship between self-awareness and perceived effectiveness of leaders by the group members?" To answer this research question, three hypotheses are developed:

Hypothesis 1: There is a positive relationship between self-reflection and self-awareness of leaders.
Hypothesis 2: There is a positive relationship between levels of self-awareness and perceived leadership effectiveness.
Hypothesis 3: Self-reflection is a moderating variable that contributes to a positive relationship between levels of self-awareness and leadership effectiveness.

The experimental design of this study entails control and experimental groups. In essence, both groups will receive the same traditional lecture-centred leadership training and need to carry out weekly reflection. The existing weekly reflection is to provide a platform for the cadets to reflect on what they have learnt from the course. There is no standard format promulgated for the current reflection practices.

For the experimental group, the participants will be required to carry out the same weekly self-reflection as the control group, but in a predetermined format to enhance their self-awareness. The predetermined format, derived from Mintzberg's (2004) study, defines reflection as a process of "wondering, probing, analysing, synthesising, connecting" (p.254) to move beyond just knowing 'what has happened?', but 'why do you think it happened?' and 'How is this situation similar and different from other problems?' (Daudelin, 1996).

According to Bloom, the processes of analysing, synthesising and connecting represent help to develop beyond cognitive and behavioural (traditional lecture-centred training) as it entails the affective domain of learning. This is consistent with the findings from the literature review where researchers (e.g., Cartwright & Pappas, 2008; Farmbrough & Hart 2008; Locke, 2005; Salovey & Grewal, 2005) found empirical evidence to show that emotional intelligence can be developed and trained.

A total of 70 officer cadets on leadership training will be invited to participate in this longitudinal study over a six month period. Both quantitative and qualitative data will be gathered to ensure accuracy and validity (Aiken, 1996). Quantitative data are collected from the participants through two existing tools used and validated by researchers: Wong and Law Emotional Intelligence Scale (WLEIS by Wong & Law, 2004) and Perceived Leadership Effectiveness Scale (PLES by Tate, 2008). Other qualitative (write-up on cadets' leadership effectiveness by the instructors) and quantitative data (the instructors will use a well-established 7-point Likert Scale Leadership Competency rubrics in the RSAF to evaluate all the cadets and the course results of all cadets will be provided by the instructors to the researchers) will also be used for data analyses. Table 1 summarizes the data collection matrix for this study:

	1st Month	3rd Month	6th Month
Participants to submit	- WLEIS - PLES - Weekly Reflection Journal	- WLEIS - PLES - Weekly Reflection Journal	- WLEIS - PLES - Weekly Reflection Journal
Instructors to provide		- Mid-course results	- End-of-course results include leadership competency assessments.

Table 1. Proposed Data Collection Matrix

From the literature review, it is evident that scholars have different views about the importance and validity of Emotional Intelligence (EI) as a construct (Antonakis, Ashkanasy, & Dasborough 2009). Hence, one contribution of the proposed study is to add to the limited and controversial knowledge of the relationship between self-awareness and perceived leadership effectiveness, and to provide an integrative framework to explain the relationship. In addition, this study has significant practical ramifications because the proposed self-reflection approach aims to provide a holistic program for leadership development.

An exploration of emotional intelligence in relationship to demographic characteristics and job performance: Evidence from China

Authors: Shaozhuang Ma, Guangdong University of Foreign Studies, Guangzhou China
             Guifang Fu, Guangdong University of Foreign Studies, Guangzhou China
             Qian Zhang, Guangdong University of Foreign Studies, Guangzhou China

Contact: ma.shaozhuang@gmail.com

Abstract:
 "Emotions in workplace settings and emotional intelligence are hot topics in management today" (Ashkanasy & Daus, 2002). However, little research on these topics has been conducted with samples from Chinese mainland. Although familial environment affects children's emotional intelligence, surprisingly little is known about how the Chinese "one-child-per-family" has impacted upon the only-child generation's emotional intelligence and what role Chinese parents play in their children's EI development. Today there are 100 million children born during this one child policy, but we know little about the EI and job performance of this large population. Our study contributes to the literature by exploring Chinese employed adults' emotional intelligence in relationship to demographic characteristics and job performance.

Participants in this study were 230 managers and professionals in the China mainland. Respondents provided information on their EI score by using the WEIS, an EI scale developed for Chinese respondents. The EI scores were compared to demographic characteristics of the individuals (age, sex, marital status, only-child, employers' ownership, position, parents' level of education, and parents' occupation). Results revealed statistically significant differences in respondents' only-child background, location of residence before university education, mother's occupation, and their position in their organisation, with those of only-child and living in city before university education reporting lower EI levels. Those in higher positions, and with mothers doing farming work, reported higher EI levels. The study did not show significant relationships between EI and respondents' age and sex.

Other analyses indicated that EI and the emotional labour have significant effect on in-role performance, suggesting that both EI and emotional labour are valid predictors of work performance in Chinese context. There was also a significant difference in emotional labour over different employer ownerships and job positions. Specifically, respondents holding managerial positions and working in Chinese private enterprises reported the highest level of emotional labour, while those individual contributors and working in governmental institutions lower levels of emotional labour.

These findings will be discussed with reference to previous EI research, our understanding of the transitional China, and the impact of the changing economic and social environments on Chinese adults and their workplaces.

The role of emotions in supporting independent professionals

Authors: Tui McKeown, Department of Management, Monash University
            Melanie Bryant, Department of Management, Monash University

Contact: tui.mckeown@monash.edu

Abstract:
Set within the context of an international movement of professionals moving into independent forms of work engagement, our paper presents the results of the Entity Solutions [1]IPro Index (ESII) - the leading benchmark survey for identifying trends, issues and attitudes of IPros in Australia. Our prior research indicated the important role emotions and personal traits such as positive affectivity, self-efficacy, and internal locus of control have in understanding those working outside of the traditional employer–employee relationship. These findings lead to the identification of five key areas which underlie the ESII. We present two in this paper. The results presented are from 365 responses gathered in an online survey run over June/July 2010 from 356 IPros across Australia.

Our paper begins with an examination of the notion that there are distinctive motives for entering the IPro workforce and that these are related to the subsequent satisfaction with working this way. The Perceived Volition Scale (Ellingson et al, 1998) captures satisfaction with IPro work and working as an IPro as well as the associated psychological states which contribute to satisfaction and motivation. The results demonstrate a resounding "yes" to the lure of contracting as the chosen way to work. Key drivers behind the IPros' choice to engage in

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[1] Independent Professional (IPro) is a contemporary term used to describe white collar contractors.

professional contracting work are variety of work, sense of freedom, perceived ability to earn more and flexible hours. In contrast, difficulty in finding permanent work, a tight labour market, being laid off, and job loss are push factors which the majority of IPros feel play "no role" in them choosing to engage in professional contracting work.

Another aspect of the emotions literature is explicit acknowledgement of the importance of employee wellbeing and we examine this from the perspective of work engagement and the individuals' belief in themself – dealt with here as self efficacy. The first is measured through the Utrecht Work Engagement scale by Schaufeli, et al (2006) which captures respondent's views on their overall level of work engagement, Work engagement is defined as a positive, fulfilling work-related state of mind that is characterized by vigor, dedication, and absorption (Schaufeli, et al, 2002). Again, highly positive results contribute further evidence that working as an IPro is a sustainable way to work. An important implication of wellbeing is the fact that work engagement is considered to be the opposite of burnout (Maslach, et al., 2001). Engaged IPros are therefore energetic and feel very emotionally connected to their work. Even more importantly, these results provide evidence of IPros being very capable of and able to deal effectively with the demands of their job. Shaufeli et al (2008) propose that engaged workers feel efficacious in their jobs. In our study, self-efficacy is measured with the Rigotti, et al. (2008) scale to explore the extent to which IPros feel competent to fulfill the requirements of their job. It is an important skill for all individuals but seems particularly important in the self-managed and autonomous world of the IPro. The results reveal that IPros rated themselves very highly on their ability to cope with difficult tasks and problems.

In conclusion, the IPro Index contributes to a better understanding of the how emotions play an integral role in the move to, the maintenance of and the sustaining of the IPro workforce. This understanding is of benefit to individuals who want to know how to best manage life as an IPro as well as to organisations who want to make better use of their IPro workforce. From an organisational perspective, the results provide strong indications that Pros are an excellent option where flexibility and change are workplace features. IPros emerge as individuals who are emotionally well able to cope with uncertainty and who invest in much in integrating themselves into an organisation.

Individual experience of aggression: The role of gender, emotion and prejudice in the workplace

Authors: Alberto R. Melgoza, UQ Business School, University of Queensland
             Neal M. Ashkanasy, UQ Business School, University of Queensland
             Oluremi (Remi) B. Ayoko, UQ Business School, University of Queensland

Contact: amelgoza@davcorp.com.au.

Abstract:
In this paper, we outline the results of an empirical investigation of the role of gender self-categorization and emotion on prejudicial attitudes and experiences of aggressive behaviour in the workplace. The study was conducted in a male dominated workforce, and employed 1,000 participants from a consulting engineering firm who completed an online survey, which included explicit and implicit measurements to examine individual gender self-categorizations, emotional experiences, prejudicial attitudes and experiences of aggressive behaviour. We argue that employees' experiences of aggressive behaviour are a result of prejudicial attitudes in male-

dominated workplaces, where strong gender self-categorizations exist. We predicted that these effects would be exacerbated by prejudicial attitudes deriving from gender self-categorization and emotion. Results provide supporting evidence for the hypothesized relationships, in particular for female prejudicial attitudes. The results of the supported hypotheses indicated no gender differences in the experience of negative powerful emotion, and gender differences in the experience of negative powerless and positive emotion. In addition, results indicated that the experience of powerful emotion influenced female positive and negative prejudicial attitudes in the workplace. Furthermore, results indicated that female prejudicial attitudes predict experiences of aggressive behaviour. We conclude with a discussion of the theoretical and practical implications of our findings for management of prejudicial attitudes and aggressive behaviour.

Shame in self and organisations

Authors: Steven Murphy, Business School, University of Western Australia
             Sandra Kiffin-Petersen, Business School, University of Western Australia

Contact: steven.murphy@uwa.edu.au

Abstract:
Despite recent advances in emotions in work-life research, continued progress depends on a better understanding of the structure of affective processes, especially of complex emotions such as shame. Some theorists have posited that shame is taboo in western culture and one risks offence by referring to shame (Kaufman & Raphael, 1984). "The taboo on shame is so strict… that we behave as if shame does not exist" (Kaufman, 1989, p. 3-4). Because the self is social, shame may serve to organise society and align members with values and social norms in a fashion that no other emotion can lay claim (Scheff, 2003).

Kaufman's (1989: 18) definition of shame captures some of its complex meaning: "Sudden, unexpected exposure coupled with blinding inner scrutiny." As a self-conscious emotion, shame requires an object (one is always ashamed of something) that involves direct and meaningful threats to the self. Psychoanalytically, shame can be viewed as a response to failure and shortcomings of the self. Typical expressive behaviours include a blushing face, downcast eyes and turning away. According to Kaufman (1989) the breaking of the interpersonal bond is the activator of shame. This breaking can occur when one fails to "fully hear, openly validate, and understand another's need by directly communicating its validity" (Kaufman, 1989: 34). The above dynamics occur in many life situations making work and organisations an important context for study.

Shame has individual, managerial, and social functions. At an individual level, the need to belong is a fundamental human motivation (Baumeister & Leary, 2000). Managers may also use shame to manipulate others, encourage competition and suppress dysfunctional behaviours. The primary social function of shame is its effect on regulating behaviour in line with social norms.

Because most shame states are experienced subconsciously or misnamed (cf. Lewis, 1971), an analysis of behaviour and discourse over time may yield more relevant information than self-report data. Deviations from social norms can lead to experiences of shame (Goffman, 1967), so how do members of organisations regulate their actions to conform to organisational norms? Of equal importance, how does shame manifest itself when employees directly or indirectly challenge organisational norms? Related to the latter line of inquiry, how does shame serve to

perpetuate the status of in-group and out-group membership and behaviours? These research questions will serve as the backbone for the proposed work examining shame in self and organisations in both laboratory and applied settings.

"If I think I will feel good, then I will do it": The role of anticipated emotions for loyalty to a social product

Authors: Joy Parkinson, Queensland University of technology
             Rebekah Russell-Bennett, Queensland University of technology
             Josephine Previte, University of Queensland

Contact: rebekah.bennett@qut.edu.au

Abstract:
What is the role that emotions play in influencing loyalty to a social product? Social products in a social marketing context are the adoption of new ideas or behaviours, or changing from an undesirable behaviour or idea. These ideas and behaviours are therefore the "product" to be marketed (Kotler & Roberto, 1981). This research shows the relative influence of positive and negative anticipated emotions on loyalty to the social product of breastfeeding compared to social and cognitive variables. Research that documents the trade-offs of cost and benefits associated with continued breastfeeding is sparse and despite evidence of significant health benefits of breastfeeding to both mother and infant (ABS, 2003; Booth, 2001; Newcomb et al. 1994; WHO, 2001), there has been no significant increase in breastfeeding behaviour during the last two decades. This lack of significant increase invites the application of a loyalty approach, which has been successfully developed and applied in the commercial world as a useful framework for increasing levels of individual behaviour. In social marketing, loyalty can be translated as the maintenance of the desired behaviour (Evans & Hastings, 2008), and in the context of breastfeeding, loyalty is considered to be the commitment to the act of breastfeeding (attitudinal loyalty) accompanied by the length of time a women breastfeeds (behavioural loyalty). This research is one of the first to examine emotions and loyalty in a social marketing setting.

A survey of 405 women in Queensland was conducted using the Model of Goal Directed Behaviour (MGB) (Perugini & Bagozzi, 2001) which is a variation of the Theory of Planned Behaviour (TpB). The inclusion of emotional variables distinguishes the MGB from its cognitively-oriented base model of the TpB. The data was analysed using structural equation modeling and revealed that the variables with significant influence on attitudinal and behavioural loyalty to breastfeeding were anticipated emotions, social support and perceived behavioural control (self-efficacy). The results highlight the importance of including emotional variables when identifying key antecedents to the adoption and maintenance of social behaviours.

What is the value of emotional labour and how should we measure it?

Authors: Frances Peart, UQ Business School, University of Queensland
           Amanda Roan, UQ Business School, University of Queensland

Contact: fmpeart@bigpond.net.au

Abstract:
Emotional labour can be defined narrowly as the act of displaying emotions at work or more broadly to include the circumstances which give rise to the act and the outcomes which result. A process approach to multilevel analysis has been utilized to conceptualize three stages in the process of emotional labour – prompt, response and outcome – occurring at three levels – organisational, interpersonal and within person (see Table 1). This paper focuses on the organisational level of emotional labour.

Level of study	Prompt		Response		Outcome
Organisation level	Display rules	+	Displayed Emotions	=	Exchange value
Position level	Requirements for EL	+	Deep acting and surface acting	=	Outcomes for the individual
Episode level	Affective event	+	Discrete emotion	=	Intended emotional expression

Table 1: A Conceptual Map of Emotional Labour

Hochschild (1983) initiated the use of the term emotional labour to convey the sense that human feelings are used for exchange value in a commercial environment. This means that at the organisational level, display rules are the organisation's requirement for employees to display particular emotions in particular situation. Employees then display these emotions as part of customer services which results in customer/client satisfaction and the creation of increased surplus value by the employee for the organisation which can be converted to wealth. Hence the three components of this phenomenon are an emotional display required by the organisation – Display Rules, workers expressing emotions – Displayed Emotions and the exchange value created by that emotional display – Exchange Value.

One aspect of the phenomenon of emotional labour which has received little attention is the commoditization of emotions and their trade for exchange value. This is particularly relevant in the business sense because there has been little attempt by scholars to quantify the dollar value of the emotional displays of workers or ways to enhance this value in a commercial sense.

Once bitten twice shy? Exploring how job seekers' emotional experience impact their job seeking behaviour

Authors: Sanjeewa Perera, School of Management, University of South Australia
            Carol Kulik, School of Management, University of South Australia

Contact: Sanjee.perera@unisa.edu.au

Abstract:
Searching for a job is a challenging process where job seekers face 'wicked' situations: situations that are 'complex uncertain and ill structured' (Power & Aldag, 1985, p. 49). When we seek jobs we affirm our identity thus the experience and outcomes of job seeking impact our self esteem (Wells & Iyengar, 2005). Financial consequences of job seeking also make this a crucial decision making process (Kanfer, Wanberg, & Kantrowitz, 2001). These make the experience of job seeking a hot bed of strong emotions. For example the emotional experience of handling several early rejections may lead to lowering of expectations and use of different job seeking strategies. However, research to date has mostly focused on job seeking as a cognitive process (Zikic & Saks, 2009) ignoring how job seeker emotions shape the job seeking process.

While job seeking is challenging for most job seekers it is especially challenging for mature age (Perry & Parlamis, 2005) and migrant job seekers (DIAC, 2009). This paper describes a study that explores the job seeking experience of these non-traditional job seekers. First, focus groups with mature age and migrant job seekers will explore the emotions triggered in response to a series of recruitment advertisements. Then a diary study will focus on collecting data on actual job seeking experiences and descriptions of 'significant' job seeking events (i.e., selection interviews). Data analysis will explore how discreet emotions experienced by job seekers are linked to different job seeking strategies and how these change over the job search process.

This study contributes to both job seeking literature and human resource practice. Research indicates that use of different job search strategies lead to very different job search outcomes (Van Hoye & Saks, 2008). While job seeking can be an intensely emotional experience we know very little as to how these emotions influence the choice of specific job seeking strategies. The study also contributes by focusing on 'non-traditional' job seekers mostly ignored in this literature (van Hooft, et al, 2004). Australia's demographic diversity is increasing however attracting diverse job applicants remain a significant challenge for employers (Williamson, et al, 2008). This research will benefit practitioners by increasing employer understanding of how recruitment practices trigger different emotions and shape job search behaviours of important segments the labour market. Understanding the impact of their emotional experience on their job search will provide migrant and mature age job seekers an opportunity to better manage this challenging and emotional process.

Emotional regulation in families and businesses: Blessing or curse?

Authors: Christina Scott-Young, University of South Australia
            Sanjee Perera, University of South Australia
            Shruti Sardeshmukh, University of South Australia

Contact: Christina.Scott-Young@unisa.edu.au

Abstract:

Heeding the call for research on emotions in workplace and family settings (Lively & Powell, 2006), and also in family businesses (Astrachan & Jaskiewicz, 2008; Pieper, 2010; Van-den-Hewal et al., 2007), this study sets out to explore a multi-level model of the intersection of two under-researched issues: emotion regulation in the overlapping systems of the family and workplace in the family business.

Sixty nine percent of family business closure in the U.S. is attributed to personal or family reasons (Olson, 2003). Clearly, family functionality is salient to the success of the family business, however family business literature is conflicted over whether the family subsystem is a blessing (Masuo et al., 2001) or a curse (Danes & Amarapurkar, 2001; Olson et al., 2003) to the business. We propose that family systems theory (Olson et al., 2007) and emotional regulation theories (Hochschild, 1983; Diefendorrff & Garusas, 2009; Gross & John, 2009) can help unpack these divergent perspectives.

We hypothesize that the meso-level habitual patterns of family emotional management – high levels of emotional suppression, or open expression of positive emotion, or high levels of expression of negative emotions (Olson, et al., 2003)- will transpose across from the family domain into the workplace and will impact family co-worker's choice of three possible types of emotion management strategies: surface acting, deep acting (Hochschild,1983) or open expression of positive or negative emotions (Mikolajczak et al., 2007). The types of emotion regulation strategies family co-workers typically adopt will produce outcomes at multiple levels: on the individual, the interacting family co-workers and the family system as a whole, the organisational culture and on business performance.

Families that are high in surface acting at home are more likely to engage in surface acting with family co-workers in the workplace, which will lead to lower levels of individual emotional and physical well-being and life satisfaction; lower family functioning, poorer organisational climate and weaker business performance.   Families that exhibit open expression of positive emotions and healthy levels of negative emotion at home are more likely to engage in both deep acting and consonant emotional expression with family co-workers in the workplace, which will lead to higher individual, family and organisational outcomes. However, families that are high in negative emotional expressivity at home are less likely to engage in emotion regulation with family co-workers, which will lead to poorer outcomes on all levels.

This study will extend the academic literature by the new integration of theories of family emotions with emotion work theory in the workplace, and will also have practice implications by alerting family businesses to how their choice of emotional regulation strategies may have important impacts (either positive or negative) on individual members, the family, and also the business.

"The good death" – a discourse of compassionate work

Author: Linda Tallberg, Griffith Business School, Griffith University

Contact: linda.tallberg@griffithuni.edu.au

Abstract:
An increasing number of practitioners who help those that suffer show signs of compassion fatigue, or the "cost of caring" (Figley, 2002). Those mostly affected seem to be practitioners in nursing, teaching, dependency care (child, disability and elderly) and animal care. As such, working in compassionate professions involves a great deal of emotion management - yet little emotion research targets these professions.

This paper deconstructs a text to uncover discourses of power and control in compassionate work. Using texts to critically examine emotion management has not been widely done and as such this paper presents a contribution to the empirical emotions literature. Analysing discourses is a way to uncover power structures that control society (Dijk, 2008) and by focusing on a charity that depends on societal support, themes of societal control are discovered. The paper reveals the hidden themes that affect workers in the industry and add knowledge on how these influences affect the day-to-day behaviour in the organisation.

The event in the text, described as "business as usual", reveals themes of authentic leadership, compassion fatigue and emotional contagion, regulation and repression. Through these elements of power and control are revealed, on a within-person, between-persons and organisational level. The event is portrayed in the form of a diary-entry. What does the text reveal about the individual, the organisation and society? Underlying themes of social practices of emotions are revealed through the critical discourse analysis of the text. Emotional management theories are discussed in terms of Affective Events Theory (Weiss & Cropanzano, 1996), emotional labour (Hochschild, 1979) and Bounded Emotionality (Mumby & Putnam, 1992). Authentic leadership is discussed in reference to power and relies on the literature by Ilies et al. (2005) and Gardner et al. (2005).

Leader-member exchange (LMX): The mediating role of leader's emotions in the relationship between member's relational schema and leader's LMX quality

Authors: Anthony P.P. Tan, UQ Business School, University of Queensland
            Oluremi (Remi) B. Ayoko, UQ Business School, University of Queensland

Contact: tanpaopeng@yahoo.com.sg

Abstract:
Research on leadership has constantly indicated that leaders often engage in differing behaviours in the process of influencing their followers. In particular, the Leader-Member Exchange (LMX) theory describes the process of leaders developing differentiated relationship quality with each member. However, knowledge is limited on the antecedents of LMX. Additionally, there has been a surge of interest in the role of emotions in leadership, however, little research has investigated the role of member's relational schema and leader's affect in the leader member relationship.

Using LMX and role theories as theoretical frameworks, this research seeks to fill these conceptual gaps by building and testing a mediating model that depicts leader's emotions as mediators in the relationships between member's relational schema and leaders LMX quality. Data were collected from 311 pairs of dyads in a military organisation in the Asia Pacific and analysed using Preacher and Hayes (2008)'s bootstrapping with SPSS.

Results from the study demonstrated that member's relational schema was associated with leader's positive and negative affect while leader's positive affect successfully mediated the link between member's relational schema and leader's LMX quality. Implications of the findings are discussed.

Leadership competency profiles and their linkage to project success: Case-studies in construction and international development projects

Authors: Sujatha Umakanthan, Umea School of Business, Sweden
            Ghassan Khoumassi, Umea School of Business, Sweden
            Ralf Müller, Umea School of Business, Sweden

Contact: ralf.mueller@usbe.umu.se

Abstract:
As more organisations are moving towards projects to achieve their business objectives, the demand on competent project managers is growing steadily. These demands underpin the growing research interests on project leadership competence from both academics and practitioners. While an organisation's reliance on the experience of senior management to identify the right project manager for the right project can be successful to an extent, this process could be further improved by including leadership competencies to ensure a better project performance.

This study was conducted to analyse the relationship between different project managers' leadership competency profiles, based on intellectual, managerial and emotional competencies and their linkage to project success. We examined and compared the leadership competency profiles of project managers in two case-studies involving construction and international development projects, two sectors which are totally disparate in terms of project nature, scope and outcomes. A qualitative study employing semi-structured interviews was conducted with 11 project managers in NESMA (a construction company in Saudi Arabia) and the United Nations (UN) agencies of UNICEF and UNDP based in USA, Sweden, Morocco and Lebanon.

Results indicated that the predominant leadership style in NESMA is goal-oriented, with high intellectual, resource management and achieving competencies exhibited across most projects. In comparison, the leadership style of most project managers in UN agencies was identified as engaging with higher emotional competencies exhibited in dynamic project environment with multiple stakeholder influence. By focusing on successful projects only, the leadership competency profiles of the most effective project managers were identified in both case-studies. We found that the effective leadership competency profiles vary according to the project type and to the desired success dimension. Theoretically, this study has developed a complementary (qualitative) view of the otherwise quantitative competence school. In practical sense, this study has increased the selection criteria for project managers, particularly in construction and international development projects, so as to improve the chances of finding the most suitable project managers to achieve better project success.

Integrating perspectives of coping and cognitive dissonance theory into a theoretical model of emotional labour and emotional dissonance

Authors: Aaron J. C. Wijeratne, Department of Management, Monash University
            Pieter Van Dijk, Department of Management, Monash University
            Andrea Kirk-Brown, Department of Management, Monash University
            Lionel Frost, Department of Economics, Monash University

Contact: Aaron.Wijeratne@monash.edu

Abstract:
This paper presents a theoretically derived model of the function of display rules when employees manage the negative affective state of emotional dissonance as a consequence of performing emotional labour. Emotional dissonance (based on the concept of cognitive dissonance) is generally viewed as a consequence of employees responding to organisational demands to display emotions different to how they feel during customer-service interactions (surface acting). Previous research, however, has identified that some customer service providers do not report any negative outcomes when displaying unfelt emotions (Van Dijk & Kirk-Brown, 2008). These findings were explained using concepts from cognitive dissonance theory. Festinger (1957) suggested that individuals will attempt to manage the experience of cognitive dissonance by managing thoughts about behaviours that conflict with pre-existing values, emotions, and attitudes. Managing thoughts refers to the processes by which thoughts (cognitions) can be elevated or reduced in importance, removed and added to support behaviour that is causing psychological discomfort.

Van Dijk & Kirk-Brown (2008) suggested that display rules can actually become a cognitive tool, or reference point, that those performing emotional labour could use to justify displaying emotions that they do not feel. As display rules are associated with threats of punishment and promises of reward they may provide adequate rationale to continue in behaviours that contrast to previously held values, emotions, and attitudes. Though the literature indicates that negative outcomes such as burnout, self-alienation and even substance abuse may occur due to excessive levels of emotional dissonance, there is evidence suggesting that not all individuals will automatically experience adverse effects associated with displaying unfelt emotion (Hochschild, 1983). Display rules, whilst viewed as precursors to the negative state of dissonance, may assist in managing the experience of dissonance as they provide information consistent with the conflicting behaviour engaged in for organisational purposes.

Individuals who surface act are often said to experience emotional dissonance. However, research has indicated that three response patterns may occur. Firstly, some individuals may not experience dissonance at all in response to surface acting. Secondly, individuals may experience dissonance and respond with maladaptive coping mechanisms and finally, individuals may experience dissonance and respond with adaptive coping mechanisms, thereby managing dissonance successfully. Employees who use certain coping strategies will engage in differing cognitive techniques in response to display rules in order to deal with the negative consequences of performing emotional labour (Greenglass & Nash, 2008). More specifically, coping techniques that are adaptive may help explain how display rules can be used by employees as referent cognitions to help avoid or manage the experience of emotional dissonance. With adaptive coping strategies individuals use display rules as pieces of knowledge that justify behaviour that is inconsistent with pre-existing attitudes, emotions or values. Individuals may also engage in maladaptive coping techniques possibly resulting in negative stress outcomes. Reactive coping, employs a 'grin and bear it' approach whereby the individual will suppress the

awareness of the need (cognitions) to cease behaviours that are inconsistent with, attitudes, emotions, and values in response to display rules (job requirements) and contribute to feelings of psychological discomfort.

Greenglass & Nash (2008) provide a typology of coping techniques that provide the foundation for understanding cognitive reappraisal strategies for employees attempting to manage dissonance resulting from surface acting. As coping is a cognitive process, it is proposed that emotional labourers will manage emotional dissonance by engaging in cognitive reappraisal techniques consistent with those espoused in cognitive dissonance theory. Individuals engaging in proactive coping may choose to cognitively manage dissonance by adding, removing, reducing or elevating the importance relevant cognitions. On the other hand, individuals engaged in reactive coping may choose to temporarily suppress the relevant cognition and deal with dissonance at a later time (e.g. withdrawal). A simplified model of the proposed relationships between the variables of interest is illustrated in Figure 1.
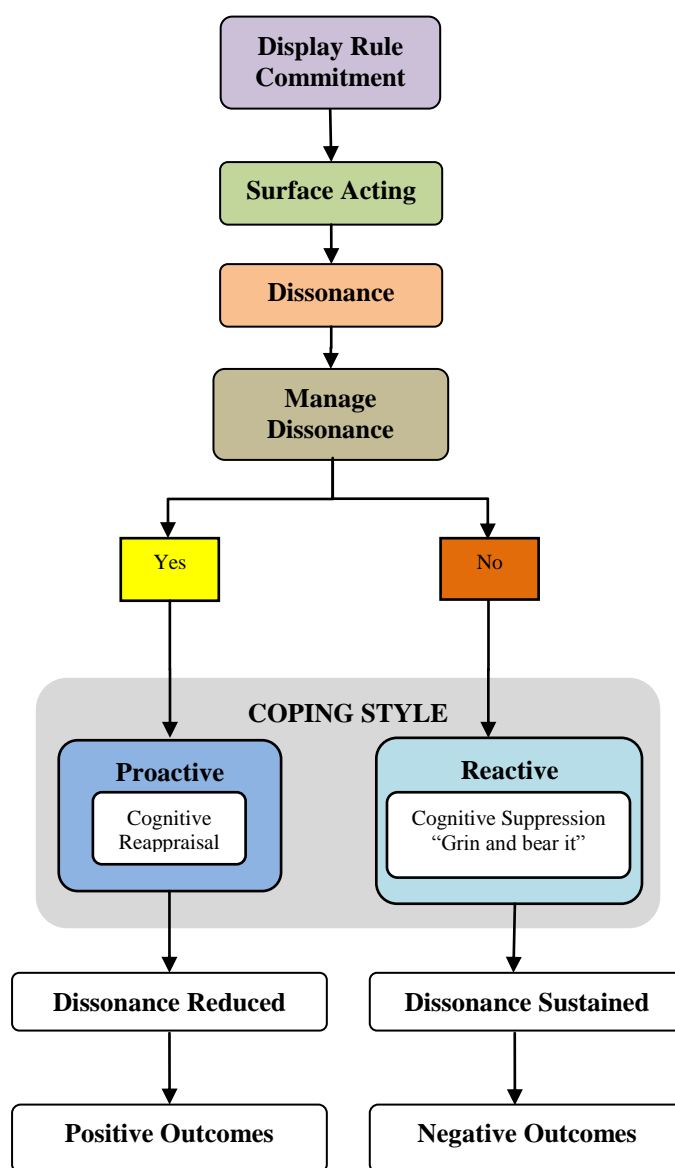

Figure 1. A simplified model of emotional labour, coping, emotional dissonance and individual outcomes

When the going gets tough, the tough 'bounce back': Applying the psychological capital construct of resilience to the workplace

Authors: Nilupama Wijewardena, Department of Management, Monash University
Charmine E. J. Härtel, UQ Business School, University of Queensland
Ramanie Samaratunge, Department of Management, Monash University

Contact: Nilupama.Wijewardena@monash.edu

Abstract:

Modern work environments pose an ever increasing number of threats and challenges for employees. As a consequence work stress and burnout has become a real and alarming threat to not only organizational outcomes but also employees' mental and physical health. As a means of combating this problem, Fred Luthans and colleagues advocate the development of resilience as a Psychological Capital resource in the workplace to enable employees, work groups and organizations to 'bounce back' from the numerous adversities existing in modern stress laden work environments. However, unlike in developmental psychology where resilience has enjoyed much theory building and empirical research, empirical studies on resilience in the workplace are scarce and only just emerging. Therefore, there is a need for further studies in this area to help develop the field. To assist in identifying a research agenda to address this gap in the workplace resilience literature, this article reviews and compares the findings on resilience in the child development literature with the currently emerging literature on workplace resilience. From this comparison, we identify the key gaps requiring attention to further develop workplace resilience as a distinct field of its own.

Notes

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