

ABSTRACT

Title of Document: **INDIVIDUAL LEVEL PREDICTORS OF
EMOTIONAL LABOR STRATEGIES AND
THEIR DIFFERENTIAL OUTCOMES
OVER TIME: ROLE OF LEADER
BEHAVIOR.**

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In this longitudinal study, I evaluate the role of individual level cultural values of power distance, collectivism, and femininity in predicting individuals' emotional labor strategies. Additionally, I identify the differential effects of deep acting and surface acting on outcomes. I also test for the moderating role of leader behaviors on the relationship between emotional labor and job satisfaction and emotional exhaustion. I begin with a qualitative research phase to identify the leader behaviors that influence the relationship between emotional labor strategies and outcomes. Then I use a survey-based field study to test my model where I collected data from 198 individuals at time 1 and one month later at time 2. I also collected matching data on performance from their

supervisors at both time 1 and time 2. Results demonstrate that individuals who are high on collectivism tend to engage in emotional labor and surface acting more than individuals who are low on collectivism. I did not find support for the hypotheses relating power distance and femininity with emotional labor strategies. Surface acting had a positive impact on emotional exhaustion and depersonalization at time 1 and time 2. Deep acting had a positive impact on job satisfaction at time 1 and time 2. However, deep acting had a negative impact on job performance at time 2. Several leader behaviors such as leader inclusiveness, empowering leadership, and leader positive emotional expression interacted with surface acting and deep acting to predict emotional exhaustion and satisfaction at time 1 and time 2. Psychological safety interacted with surface and deep acting to predict emotional exhaustion at time 1 and time 2. I discuss the theoretical and practical implications of the findings.

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AND THEIR DIFFERENTIAL OUTCOMES OVER TIME: ROLE OF LEADER
BEHAVIOR**

By

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INDIVIDUAL LEVEL PREDICTORS OF EMOTIONAL LABOR STRATEGIES AND THEIR DIFFERENTIAL OUTCOMES OVER TIME: ROLE OF LEADER BEHAVIOR

Introduction and Purpose

The *Managed Heart: Commercialization of Human Feeling* (Hochschild, 1983) not only introduced the concept of emotional labor but also served as a trigger for research on role of emotions in organizations (Fisher & Ashkanasy, 2000). An increased focus on research relating to the role of emotion on workplace behaviors has further helped us better understand emotion-related behaviors (e.g. emotional labor) and abilities (e.g. emotional intelligence). Understanding these behaviors and abilities is important since they have a direct impact on individual as well as organizational outcomes.

Regulation of emotion and its expression to comply with organizationally prescribed display rules of emotional expression is defined as emotional labor (Hochschild, 1983). Regulation of emotion, i.e. emotional labor may be engaged in two ways, deep acting, and surface acting. When individuals alter their internal feelings to generate a desirable emotional expression, it is referred to as deep acting. On the other hand, when individuals alter just the expressed or outward behavior, without any change in their deeper level feelings, it is referred to as surface acting. Both deep acting and surface acting are the most common strategies individuals use to engage in emotional labor. Both deep acting and surface acting are also considered emotionally draining (Hochschild, 1983) and have been found to have several negative outcomes (Bono & Vey, 2005).

In addition to the two emotional labor strategies, some researchers suggest that naturally occurring emotions that are reactions to work-related situations that satisfy work requirements may be considered emotional labor as well (Ashforth & Humphrey, 1993). However, I have a

perspective that is different from this predominant view. This is mainly because emotional labor conceptually involves management of emotions and if a person is genuinely and naturally feeling happy in a situation there is no management involved in the process. For example, an individual who is genuinely happy and expresses this routinely as part of the job does not have to alter his/her feelings in as significant a way. As a result, I will not be considering naturally occurring emotions as a form of emotional labor since the individual does not have to engage in any emotional management to generate these emotions.

Among the three main perspectives that influence the conceptualization of emotional labor, two focus on emotional management (Hochschild, 1983; Morris & Feldman, 1996) and one focuses on behavior (Ashforth et al., 1993). I discuss each of these conceptualizations in detail in the next section. I introduce Ashforth and Humphrey's conceptualization of emotional labor here. Ashforth and Humphrey (1993) define emotional labor as "expressing socially desired emotions." This conceptualization of emotional labor supports the view that genuinely felt emotions that comply with display rules may be considered emotional labor (Ashforth et al., 1993). However, there is limited work that includes genuinely felt emotions in measuring emotional labor (Martinez-Inigo, Totterdell, Alcover, & Holman, 2007). Further, Grandey's (2000) conceptual piece that provides a synthesis of the emotional labor construct also highlights the importance of emotional management as a core component of emotional labor, with deep acting and surface acting as two main strategies. In line with this perspective, I focus on two emotional labor strategies, i.e. deep acting and surface acting that involve emotional management.

Since a wide variety of occupations require individuals to engage in emotional labor (Austin, Dore, & O'Donovan, 2008), emotional labor research is of great interest to scholars and

its findings also have far reaching implications. Thus far, emotional labor literature has identified and empirically tested several antecedents to the process. Some of the key antecedents that have been looked at are organizational factors (display rules;(Gosserand & Diefendorff, 2005)), job characteristics (interpersonal interaction requirement, autonomy; (Grandey, Fisk, & Steiner, 2005b; Johnson & Spector, 2007; Schaubroeck & Jones, 2000) and situational factors (justice perceptions; (Rupp & Spencer, 2006; Spencer & Rupp, 2009). While there has been some work in understanding the role of individual characteristics (commitment to display rules, gender, trait affectivity, affect, personality; (Austin et al., 2008; Gosserand et al., 2005; Judge, Woolf, & Hurst, 2009; Rupp et al., 2006; Schaubroeck et al., 2000), a majority of the research on emotional labor has focused on factors external to the individual (organizational, contextual etc.) in predicting emotional labor. This may lead one to believe that the level of emotional labor an individual engages in may be predominantly controlled by external factors. However, emotional labor is a process that is internal to an individual, and although it may be influenced by external factors, it is important to understand the individual characteristics that may lead an individual to engage in certain types of emotional labor. Through this research, I intend to address this gap in the literature by identifying certain key individual cultural values that may influence an individual's tendency to engage in different types of emotional labor.

While it is important to understand the antecedents to emotional labor, there has been more research investigating the relationship between emotional labor and outcomes and these relationships have been found to be much stronger than the relationships between emotional labor and its antecedents (Bono et al., 2005). The most commonly studied outcomes of emotional labor are emotional exhaustion (Grandey et al., 2005b) and job satisfaction (Bono et al., 2005; Diefendorff & Richard, 2003; Johnson et al., 2007). While emotional labor is positively related

to emotional exhaustion, it has a negative impact on job satisfaction. However, contrary to Hochschild's (1983) proposition the nature of the relationship between emotional labor and its outcomes appears to vary based on the type of emotional labor, i.e. deep acting vs. surface acting. Surface acting is associated with negative mood, emotional exhaustion, and job dissatisfaction, while deep acting is unrelated to job satisfaction, it is related to reduced positive affect (Bono et al., 2005; Judge et al., 2009; Liu, Prati, Perrewe, & Ferris, 2008). Another study found a negative relationship between both deep acting and surface acting and job satisfaction (Grandey, 2003). Yet another study found that neither deep acting nor surface acting had any significant relationship with job satisfaction, however, they had a positive and negative impact on affective well-being respectively (Johnson et al., 2007).

The inconsistencies in the findings of emotional labor strategies and outcomes could be a result of differences in the nature of deep acting and surface acting. For example, surface acting involves faking one's feelings and as a result does not help in changing the underlying negative emotional experience; however, deep acting involves changing the underlying feeling to change the expression. As a result, surface acting may have a negative impact on momentary evaluations of job satisfaction; however, deep acting may have a more positive immediate impact (Judge et al., 2009). Secondly, surface acting may lead to emotional dissonance due to difference in actual feelings and expression. This can in turn be emotionally exhausting. Deep acting on the other hand feels more authentic and has more positive immediate effects.

While the reasons discussed above explain the differential effect of surface acting and deep acting on outcomes, they fail to explain why both surface and deep acting may have either a positive or a negative relationship with outcomes in different studies. One factor that may be able to explain these differences is time. It is suggested by several authors (Hochschild, 1983; Judge

et al., 2009) that both deep acting and surface acting may have different outcomes over different time frames. For example, although deep acting may have a more positive impact in the short term, it can be cognitively taxing and may also lead to depersonalization over a period of time (Hochschild, 1983). Although the nature of the relationship for surface acting may not change over time, the strength of the relationship may vary with time, i.e. the longer one engages in surface acting, the greater the level of emotional exhaustion and job dissatisfaction. These inconsistencies and differential effects of both types of emotional labor strategies in the literature may be resolved by studying the effect of deep acting and surface acting on different outcomes over different periods of time. Through this research, I address this gap by studying both these constructs and their impact on multiple outcomes at two points in time (one month apart).

Engaging in emotional labor may have several negative outcomes for an individual (Hochschild, 1983), however, there are factors that can help attenuate the negative effect of emotional labor. Specifically, leaders may play a key role in reducing the negative impact of emotional labor. I present theory in support of key leader behaviors that help reduce the negative impact of emotional labor on key outcomes and propose to explore additional leader behaviors through a qualitative component of the study. Emotions have been considered as an important part of several key leadership behaviors such as transformational leadership and charismatic leadership (Bass, 1999). While there has also been extensive interest in the relevance of leaders' emotional intelligence (Antonakis, Ashkanasy, & Dasborough, 2009), there has been very limited work linking leadership and emotional labor (Humphrey, Pollack, & Hawver, 2008; Wong & Law, 2002b). The quantitative and qualitative parts of this research will help us better understand the role of leader behavior in relation to emotional labor.

Contribution

Through this proposed research, I attempt to fill several key gaps in the literature on emotional labor as well as try to explain the phenomena in its completeness by looking at key individual and contextual factors in a single study. Firstly, the present study attempts to focus on the individual-level factors, i.e., cultural values that predict emotional labor strategies that individuals engage in. Presently, the emotional labor literature has a greater focus on organizational and contextual factors influencing emotional labor. I present a more balanced approach to looking at emotional labor with individual level predictors. Testing this model will be able to provide us more clarity about the role of individual characteristics in predicting the level of emotional labor as well as the emotional labor strategies used by individuals. Additionally, findings relating to individual cultural values and characteristics that might predispose an individual towards greater emotional labor or a particular emotional labor strategy (e.g., deep acting) may prove useful to organizations in hiring and placement.

Secondly, I resolve the inconsistency in the literature about the outcomes of emotional labor strategies by studying the role of time. Several scholars have suggested that the impact of specific emotional labor strategies, i.e. deep acting and surface acting, may be dependent on the time period used to study the constructs (Hochschild, 1983; Judge et al., 2009). The present study develops theory to support specific hypotheses based on the differential effects of time as well as proposes a longitudinal study, which will help resolve the inconsistent results and more appropriately model the dynamic nature of emotional labor and its relationships to antecedents and outcomes. Findings from this study can help scholars as well as practitioners understand different types of emotional labor strategies and in turn help them manage the emotional labor process better. While the literature to date has looked at either short term or long term effects of emotional labor, I propose to test these hypotheses through a longitudinal study by collecting

data at two points in time. This will allow me to tease out the effects of time, individual factors, and influence of leader behaviors giving greater clarity on the dynamic nature of emotional labor.

Finally, I identify the role of leader behaviors in reducing the negative impact of emotional labor. leadership and its influence on emotional labor of individuals and its outcomes has been relatively limited (Humphrey, 2002; Humphrey et al., 2008), despite several key leadership styles highlighting the role of emotion (Antonakis et al., 2009). I identify key leadership behaviors that help in reducing the negative impact of emotional labor on outcomes. There has been extensive work that identifies the negative impact of emotional labor (Judge et al., 2009; Zapf & Holz, 2006; Zapf, Seifert, Schmutte, Mertini, & Holz, 2001; Zapf, Vogt, Seifert, Mertini, & Isic, 1999), however, very little is known about factors that may help diminish the negative effect of emotional labor on individual outcomes. I explore the role of leader behaviors in reducing these negative effects. The findings from the study can also play a key role in helping us understand leadership and emotion better. Most importantly, findings from this study can help leaders understand how they can help subordinates reduce the negative effect of emotional labor on outcomes.

LITERATURE REVIEW

Emotional Labor: The Construct and its Evolution

The expectation of appropriate emotional displays has existed in most of our social interactions, however, Hochschild (1983) was the first to introduce the idea of individuals managing and displaying appropriate emotions at the workplace based on organizational display rules. Hochschild calls this emotional labor and defines it as “management of feeling to create publicly observable facial and bodily display” (Hochschild, 1983). The management of feeling

refers to either suppressing, faking, enhancing, or inducing an emotion to affect expression in accordance with the display rules of the organization or the job (Grandey, 2000; Hochschild, 1983). According to Hochschild (1983), just as an individual engages in physical or mental labor, similarly, he/she also engages in emotional labor, since the act of managing one's emotion is being carried out for a wage.

The rules of emotional display may be communicated by an organization during recruitment or socialization processes or may even be assessed by individuals through direct observation of peer behavior (Grandey, 2000). Alternatively, there may be implicit norms of emotional expressions that apply to different professions. For example, a customer service agent is expected to be cheerful while providing the service, while a bill collector may be expected to be more stern and angry (Grandey, 2000). This expectation is a result of the customer response that each of these individuals may be trying to evoke. For example, by being cheerful a customer service agent is trying to make the customer have a satisfying experience so that the customer comes back to enjoy the service again. Similarly, by displaying anger, a bill collector is trying to generate fear so that the customer makes their payment.

Individuals may alter their emotional expression in response to the display rules by either deep acting or surface acting. Deep acting involves altering the expression by evoking the feeling one wants to express by either making oneself believe that they are truly feeling something or by using one's imagination to generate the feeling. For example, an individual who goes to the funeral of a friend he had not met in a long time may try to generate appropriate feelings by reminding himself of how important that person was for him. By doing this, he will be able to truly experience sadness and not just fake it. On the other hand, surface acting involves faking the expression without truly experiencing the emotion. As another example, an employee who is

frustrated due to her experience with a difficult customer might still put on a smile to comply with the display rule. As opposed to deep acting, surface acting does not come across as authentic (Hochschild, 1983).

Although emotional labor is necessary to achieve organizational goals, there is also an emotional cost associated with it. One of the main reasons that emotional labor has generated so much interest is the assertion that emotional labor can be emotionally challenging for individuals and can lead to burnout (Hochschild, 1983). Subsequent studies have found support for this assertion with outcomes such as emotional exhaustion or job satisfaction (Bono et al., 2005). While the results have been different for deep acting and surface acting, overall, emotional labor has been found to have a negative impact on emotional as well as physical well being (Bono et al., 2005; Schaubroeck, Cotton, & Jennings, 1989).

Apart from Hochschild (1983) there have been two other perspectives on emotional labor that have influenced the evolution of the construct. These include the work of Ashforth and Humphrey (1993) and Morris and Feldman (1996). Ashforth and Humphrey's conceptualization of emotional labor has focused on external (expressed) behaviors rather than the internal management of emotions. They define emotional labor as "the act of displaying the appropriate emotion" (Ashforth et al., 1993). Additionally, they focused mainly on task effectiveness as the outcome of emotional labor process (because of genuine expressions perceived by a customer) instead of stress (Grandey, 2000). Morris and Feldman's (1996) conceptualization of emotional labor is much more closer to Hochschild's work. They define emotional labor as "the effort, planning and control needed to express organizationally desired emotions during interpersonal transactions" (Morris et al., 1996). Their work elaborated further on the dimensions of emotional labor, i.e. frequency of emotional display, attentiveness to display rules (intensity of emotional

display, duration of emotional display), the variety of emotions to be displayed and the emotional dissonance generated (Grandey, 2000; Morris et al., 1996). Apart from identifying several key antecedents to emotional labor, they focus on emotional exhaustion and job satisfaction as the outcomes of emotional labor. While all three perspectives have some differences in their conceptualization and focus, they all have a common underlying theme. Based on this common theme emotional labor may be defined as “the process of regulating both feelings and expressions for organizational goals”(Grandey, 2000). Most studies borrow from one of these three perspectives on emotional labor to define the construct as well as to operationalize it. Tables 1 and 2 lists various studies that have looked at emotional labor and their operationalization. As one can see in these tables, most studies include emotional regulation and some measure of existence of display rules while measuring emotional labor. The tendency to include separate items for deep and surface acting is more common in studies that are more recent.

Insert Table 1 and 2 about here

In the next section, I discuss how emotional labor relates to other similar constructs. I list these relationships in Table 3.

Insert Table 3 about here

Emotional Labor and Related Concepts

Emotional Labor and Emotion

Emotions play a key role in helping us understand the emotional labor process. The term emotion refers to “physiological arousal and cognitive appraisal of a situation” (Grandey, 2000). It is through regulation of this physical arousal and cognitive appraisal that individuals engage in emotional labor. According to Hochschild (1983), the emotions felt by an individual serve as a clue to the outside world. According to the social model of emotion proposed by Hochschild (1983)¹, emotions not only signal our appraisal of what is going on but also what one expects from the situation. This model brings together multiple perspectives to highlight that what we expect from situations and social factors affect what feelings may signal. In the emotional labor process, emotions serve as a signal of our expectations and give us a sense of the situation. The display rules that dictate the emotional labor process may be different from the general social norms that inform emotions. This difference between the display rules and the social norms governing emotions generates the need for individuals to modify their emotions or the expression of those emotions, resulting in emotional labor. Individuals alter, suppress, or even generate emotions to engage in emotional labor. It is also important to note that emotions have been looked at as antecedents (Gosserand et al., 2005; Rupp et al., 2006) to emotional labor as well as outcomes (Beal, Trougakos, Weiss, & Green, 2006) and play a very dynamic role in the emotional labor process.

Emotional Labor and Emotional Regulation

The emotional regulation literature has developed independent of emotional labor, however, the two literatures are most closely related, and the findings from each of the areas can

¹ Hochschild (Hochschild, A. R. 1983. *The Managed Heart: Commercialization of Human Feeling.*) draws aspects from the organismic and interactional model of emotion to propose a social model of emotion. According to the organismic model, emotion serves as a precursor to a gesture or an action. The focus here is more on the physiological changes associated with emotion. Interactional model, on the other hand, highlights the role of social factors that interact with the emotion. It highlights how social interaction and even culture may influence our interpretation of what we feel. The interactional model also introduces the idea of rules and how they define what one feels.

be very informative for the other. Emotional regulation is defined as “the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions” (Grandey, 2000; Gross, 1998b). Emotion regulation finds its origin in psychoanalytic tradition as well as stress and coping literature. The psychoanalytic tradition focuses on “the conflict between biological impulses and internal and external restraining factors” (Gross, 1999). Emotional labor construct, on the other hand, finds its origins in dramaturgical approach, (i.e. “customer is an audience, the employee an actor”) as well as interactionist approach (i.e. “emotions are expressed in and partially determined by the social environment”) (Grandey, 2000). The differences in their origin probably lead them to focus more on different types of outcomes. For example, emotion regulation literature has had a greater focus on individual physiological outcomes of emotion regulation (Roberts, Levenson, & Gross, 2008), while emotional labor literature focuses more on organizational outcomes (such as satisfaction). There are also several similarities in the two literatures, for example, emotion regulation theory has highlighted the use of antecedent-focused emotion regulation or response-focused emotion regulation, which are parallel to deep acting and surface acting, respectively (Grandey, 2000). One may even look at emotional labor through the lens of emotion regulation theory (Grandey, 2000); this may further inform the emotional labor research and lead the future research on the subject as well. For example, it has been found that certain regulation strategies (such as suppression) can lead to increased physiological activity and have even been linked to a variety of physical illnesses (Grandey, 2000; Roberts et al., 2008). Emotional labor researchers have failed to find a consistent pattern of outcomes. This may be due to the nature of regulation strategy used (e.g. situation selection, situation modification, attention deployment, or cognitive change) or due to the nature of outcome under study (physiological vs. organizational).

Emotional Labor and Emotional Intelligence

Another concept related to emotional labor is emotional intelligence, since emotion regulation is a key component of this construct. Emotional intelligence refers to the ability to reason about emotion and the ability to use emotion to enhance thought (Mayer, Roberts, & Barsade, 2008). The four dimensional model of emotional intelligence focuses on an individual's ability to accurately perceive emotion, use emotion to aid thought, understand emotion, and manage emotion to achieve personal and social outcomes (Mayer, Salovey, Caruso, & Sitarenios, 2001). The difference between emotional labor and emotional intelligence is the focus of emotion regulation. While emotional labor involves regulating emotion in oneself, emotional intelligence involves regulating emotion in both oneself and others. Additionally, emotional intelligence focuses on the ability to regulate emotions, i.e. how well one may be able to regulate emotions, whereas emotional labor involves the act of regulating emotion and not the ability. The relationship between the two constructs has been of interest to researchers and has been explored in several studies (Austin et al., 2008; Johnson et al., 2007; Liu et al., 2008; Wong et al., 2002b); however, the exact nature of their relationship is still open to exploration. This is mainly due to inconsistency of findings as well as the variety of hypothesized relationships. For example, emotional labor and emotional intelligence interacted to predict job outcomes in a study by Wong and Law (2002a). Another study found that individuals high on trait emotional intelligence experienced lower levels of burnout due to emotional labor (Mikolajczak, Menil, & Luminet, 2007); however, another study found no evidence that the interaction between emotional intelligence and emotional labor strategies predicts personal outcomes (Johnson et al., 2007). While one study found that emotional intelligence does not have any relationship with deep acting (Austin et al., 2008), another study found the two to be positively related (Liu et al.,

2008). Additionally, most studies have also used a self-report measure of emotional intelligence. An ability-based measure (Mayer, Salovey, Caruso, & Sitarenios, 2003) may be more effective in understanding the true nature of the relationship between emotional intelligence and emotional labor.

I present the proposed model of emotional labor in Figure 1.

Insert Figure 1 about here

HYPOTHESIS DEVELOPMENT

Individual Level Predictors of Emotional Labor

Cultural Values and Emotional Labor

Due to the increasingly multicultural nature of the workforce, it is important to identify the role of cultural values in shaping our emotions. While there has been substantial work linking culture and emotions (Kitayama & Park, 2007; Mesquita & Albert, 2007; Mesquita & Walker, 2003; Tsai, Levenson, & McCoy, 2006), research relating cultural values to emotional labor is extremely limited (Butler, Lee, & Gross, 2007). Culture is the socially generated pattern of values, beliefs, or norms (Tsai et al., 2006). In comparison with temperamental factors, which may be influenced by both genetic and environmental factors, cultural values are shaped mainly from “shared environmental influences” (Tsai et al., 2006). Hochschild (1983) suggested that many of the rules regarding feeling are developed culturally. Cultural values not only affect our emotional experience but also the way we regulate our emotions (Tsai et al., 2006).

Cultural factors have been found to have influence on frequency of emotional experience (Kitayama, Markus, & Kurokawa, 2000), judgment of facial expression (Ekman et al., 1987), emotion antecedent appraisal, and emotional behavior (Tsai et al., 2006). Specifically, Asian cultures have been found to suppress emotions more than American culture (Butler et al., 2007). It is argued that the reasons for emotional suppression in American and Asian cultures may also differ (Wierzbicka, 1994). For example, in American culture, one may engage in suppression to protect the self, while in Asian cultures, one does it to protect someone else or preserve relationships (Butler et al., 2007). Evidence from existing studies suggests that Asian cultures may engage in greater emotional labor, however, this relationship is yet to be tested in the emotional labor context.

Hofstede's work looked at culture at a national or societal level, subsequently, several studies have found wide variance on various cultural values within societies at an individual level (Farh, Hackett, & Liang, 2007; Hofstede & McCrae, 2004). These individual level differences in cultural values can have a direct impact on the way individuals experience and regulate emotion, as well as on the consequences of emotional regulation. Particularly, cultural value of power distance, collectivism vs. individualism, and masculinity vs. femininity can have a direct impact on the way individuals regulate emotion. I now discuss the relationship between each of these cultural values and the two emotional labor strategies.

Power distance is the degree to which individuals consider unequal status differences as legitimate (Hofstede et al., 2004). Individuals who are high on power distance are more likely to respect the status of a customer and less likely to question inequity. This is likely to lead these individuals to genuinely project positive and appropriate emotions and as a result, engage in greater level of emotional labor. Since these individuals are also likely to genuinely believe in

the “customer is right” philosophy as well as the authority of the customer. As a result, they are more likely to engage in emotional management to generate a positive customer experience. Additionally, they are also more likely to believe in projecting a more authentic self to enhance the customer’s experience. Since deep acting involves generating emotions by altering how one feels, it is more likely to come across as authentic. This leads me to believe that individuals who are high on power distance are more likely to engage in deep acting rather than surface acting.

Individuals high on collectivism are likely to subjugate the individual self for the good of the group or team or organization (Hofstede et al., 2004). This tendency in highly collectivistic individuals is likely to look after that overall impression their service creates in the customer about the department. Individuals high on collectivism are more likely to engage in emotional labor to generate a positive customer experience to improve the impression of the team or department. They will do this by suppressing negative emotions and expressing positive emotions. Since emotions generated using deep acting come across as a more genuine, individuals who are high on collectivism are also more likely to engage in deep acting more than surface acting.

Finally, femininity as a cultural value suggests a greater focus on relationships, people, and quality of life in comparison to masculinity, which suggests greater focus on ego, money, things and work (Hofstede et al., 2004). Several authors have suggested that women engage in emotional labor more than men (Grandey, 2000; Hochschild, 1983; Morris et al., 1996). This may be due to their focus on improving relationships and getting along (Grandey, 2000). Expressing appropriate emotions can be extremely effective in building relationships. This leads me to suggest that individuals high on femininity as a cultural value are also more likely to engage in emotional labor than individuals high on masculinity are, as a way of building

relationships. Further, since deep acting is more likely to come across as authentic and in turn more positive for strong relationships, these individuals are more likely to engage in deep acting rather than surface acting.

Finally, It is also suggested by Ashforth and Humphrey (Ashforth et al., 1993) that individuals who engage in deep acting are likely to have deep concern for customers due to the psychological effort required to engage in this form of emotional labor. Individuals high on power distance have greater respect for authority of the customers, while individuals high on collectivism have a greater concern for the group's success, and as a result, for the customer and individuals high on femininity have a greater need to build relationships. Consequently, the individuals who are high on power distance, collectivism, and femininity are more likely to engage in deep acting. This leads me to propose:

Hypothesis 1a: Individual's cultural value of power distance will be positively related to the frequency of emotional labor.

Hypothesis 1b: Individual's cultural value of collectivism will be positively related to the frequency of emotional labor.

Hypothesis 1c: Individual's cultural value of femininity will be positively related to the frequency of emotional labor.

Hypothesis 2a: Individual's cultural value of power distance will be more strongly related to deep acting rather than surface acting emotional labor.

Hypothesis 2b: Individual's cultural value of collectivism will be more strongly related to deep acting rather than surface acting emotional labor.

Hypothesis 2c: Individual's cultural value of femininity will be more strongly related to deep acting rather than surface acting emotional labor.

Emotional Labor and its Outcomes

As discussed earlier, the relationship between emotional labor and organizational and individual level outcomes may be a factor of the type of emotional labor strategy used by an individual as well as the type of outcome. Additionally, the period used to study these relationships will also have a direct influence on the nature of the relationship between different emotional labor strategies and outcomes. As a result, in this section I will focus on the two emotional labor strategies, deep acting and surface acting, and two different periods, i.e. short/immediate-term and long-term, to frame my hypotheses.

Deep acting

Deep acting is the process of changing underlying feelings to match one's expression (Hochschild, 1983). It is also referred to as antecedent-focused emotional labor in the emotional regulation literature (Gross, 1998a). Individuals may deep act by either changing the situation or their perception of the situation. Some of the antecedent focused strategies are situation selection, situation modification, attention deployment, and cognitive change. The first two strategies involve either choosing to be in a situation or removing oneself from the situation. Both these options may not be practical in the work context (Grandey, 2000). On the other hand, attention deployment involves changing one's perception of the situation by focusing on a certain emotion-generating situation or aspect of the situation, and cognitive change refers to changing one's perception of the situation to generate the required emotion (Grandey, 2000). The only difference between the two is that attention deployment involves paying attention to specific internal thoughts, while cognitive change involves changing the perception about

external situation. Both are effective in generating the right response and are very close to the way Hochschild conceptualized deep acting.

Deep acting requires several emotional as well as cognitive resources to achieve the desired result, and in a majority of customer service situations, positive work-related emotions may be generated using deep acting. As a result, deep acting can have two different types of consequences depending on the timeframe one is looking at. The positive emotion generated because of deep acting can act as a buffer from emotional exhaustion and can give one the feeling of momentary satisfaction of meeting a customer need by being authentic. The authentic emotional expression created through deep acting will improve an individual's customer service performance, since authentic service both improves overall customer experience and leads to more positive customer ratings (Grandey, Fisk, Mattila, Jansen, & Sideman, 2005a). An improved customer experience may also have a direct and positive impact on the overall satisfaction of an individual because of meeting his/her job requirements successfully. A study by Ryan, Schmit and Johnson (1996) that supports this argument found that customer satisfaction at time one predicted morale measured later in time. This leads me to propose:

Hypothesis 3a: The frequency of engaging in deep acting will be positively related to job satisfaction in the short term.

Hypothesis 3b: The frequency of engaging in deep acting will be positively related to customer interaction performance in the short term.

However, in the long term, deep acting may lead to a sense of disconnectedness from one's feelings, since an individual who is deep acting is manipulating their naturally felt emotions. This sense of disconnect over a longer period of time will impact satisfaction

negatively (Hochschild, 1983; Judge et al., 2009). Additionally, the emotional and cognitive resources that an individual invests in generating these emotions can have a long term draining effect on the individual leading to emotional exhaustion or burnout.

Finally, focusing one's limited cognitive resources on generating these emotions may be distracting for an individual and can draw one away from task performance. It is important to note that even in customer service roles there are tasks that go beyond interacting with a customer. For example, a Front Desk Agent may have to prepare registration cards for guest check-in, create reservations, reconcile folios, prepare guest bills, coordinate with other departments, and interact with a customer. Several of these tasks require complete attention to ensure one does not make errors. A greater focus on deep acting may be distracting and thus draw away from performance on other tasks, beyond customer interaction.

There is evidence that emotional information, even outside our awareness, may have an impact on information processing within our awareness and such information may be distracting (Nielsen & Sarason, 1981). It has also been found that experiencing an emotion tends to reduce an individual's processing capacity resulting in spending longer time on a task (Mackie & Worth, 1989). Both these outcomes (reduced cognitive capacity and spending longer time on a task) can be detrimental to one's performance. Many aspects of this performance may not be observed or even identified in a short term since individual performance influences supervisor's rating of individual performance only through repetition. As a result, the negative impact on task performance will accumulate over time leading to a significant negative influence on long-term task performance. This leads me to propose:

Hypothesis 4a: The frequency of engaging in deep acting will be positively related to emotional exhaustion over a longer period of time.

Hypothesis 4b: The frequency of engaging in deep acting will be negatively related to task performance, over a longer period of time.

Hypothesis 4c: The frequency of engaging in deep acting will be negatively related to job satisfaction over a longer period of time.

Surface Acting

Surface acting also known as response-focused emotion regulation, requires an individual to either change the expression or its intensity to meet the need of a situation (Grandey, 2000; Gross, 1998a). One may also refer to it as emotional suppression as the individuals hide their true emotions to change their emotional expression. Considering the fact that the individual is usually aware that they are faking the expression, surface acting is likely to lead to emotional dissonance. Surface acting has been linked to negative outcomes more consistently than deep acting. The main reasons for the negative impact of surface acting are the emotional dissonance or the awareness that there exists a discrepancy between the felt and expressed emotion. Since surface acting involves outer expression of emotion without the underlying feeling, it also comes across as inauthentic to observers. We have all heard the phrase “plastic smile,” which refers to surface acting to express happiness.

In work settings, surface acting may lead to several negative consequences for several reasons. First, surface acting by way of suppression of negative emotion does not change the underlying negative feeling (Grandey, 2000; Judge et al., 2009). As a result, one continues to experience the negative effects of negative emotion. Apart from affecting the interactions an individual has, the negative emotion experienced will also have a negative impact on the work experience and job satisfaction of an individual. As long as an individual continues to engage in

surface acting one would experience job dissatisfaction in the long term. Second, as the individual continues to experience emotional dissonance due to experiencing and expressing different emotions, one would also continue to feel inauthentic in ways that will affect job satisfaction negatively. The in-authenticity of surface acting can harm an individual's relationship formation with customers as well as coworkers (Butler et al., 2003). Since in-authenticity of emotional expression in service encounters is negatively related to customer dissatisfaction (Grandey et al., 2005a), it will have a negative on customer service performance as well as task performance of an individual, both in the short and long term. Finally, continued effort in surface acting and experience of emotional dissonance can also be emotionally draining for an individual and will lead to emotional exhaustion. As a result, the direction of the relationship between surface acting and outcomes will remain the same irrespective of the time frame. This leads me to propose:

Hypothesis 5a: The frequency of engaging in surface acting will be negatively related to short-term job satisfaction.

Hypothesis 5b: The frequency of engaging in surface acting will be negatively related to job satisfaction in the long term.

Hypothesis 6a: The frequency of engaging in surface acting will be negatively related to customer interaction performance in the short-term.

Hypothesis 6b: The frequency of engaging in surface acting will be negatively related to short-term task performance.

Hypothesis 6c: The frequency of engaging in surface acting will be negatively related to customer interaction performance in the long term.

Hypothesis 6d: The frequency of engaging in surface acting will be negatively related to task performance in the long term.

Hypothesis 7a: The frequency of engaging in surface acting will be positively related to short-term emotional exhaustion.

Hypothesis 7b: The frequency of engaging in surface acting will be positively related to emotional exhaustion in the long term.

Role of Leader Behaviors

There has been extensive research on different types of leader behaviors and their relationship to individual, team, and organization level outcomes (Bommer, Rich, & Rubin, 2005; KÄhl, Schnelle, & Tillmann, 2005; Pirola-Merlo, HÄrtel, Mann, & Hirst, 2002). While transactional, transformational, directive, and empowering leadership have been studied and widely accepted as distinct leader behaviors (Pearce et al., 2003), recent work has identified additional leadership behaviors – for example, emotional leadership-that can have a positive influence on subordinates (Humphrey, 2002; Pirola-Merlo et al., 2002). Interest in the emotional abilities and behaviors of leaders has been a key component of charisma, a sub-dimension of transformational leadership. Charismatic leaders are adept at modeling the right emotions to highlight the value of their vision to the followers (Pescosolido, 2002). There is also extensive work linking leadership with emotion and related constructs such as emotional intelligence (Antonakis et al., 2009).

While leaders are instrumental in providing the inspiration, direction, resources, as well as encouragement to achieve organizational goals, they may also play a crucial role in providing the support to individuals in coping with challenging situations or events. According to affective

events theory, certain events have an impact on affect, which has an impact on individual attitudes (Weiss & Cropanzano, 1996). Cognitive evaluation of the event influences individual attitudes, resulting in an assessment of potential for coping and result of the event. The affect and attitudes generated by these affective events influence individual behaviors (Pirola-Merlo et al., 2002; Weiss et al., 1996). Leaders may play a very important role in reducing the negative impact of affective events in several ways (Pirola-Merlo et al., 2002). In the next few paragraphs, I discuss the role of key leadership behaviors that may help in reducing the negative influence of emotional labor on individual outcomes.

Positive Emotional Expression.

Engaging in emotional labor (surface acting) may still leave an individual feeling negative, despite a positive emotional display. Emotional labor (deep acting) may also lead to exhaustion or depersonalization. It has been established that there is a contagion of emotion among team members in a work group (Barsade, 2002). The contagion may happen through an automatic transfer of affect or may be more deliberate (Kelly & Barsade, 2001). As a result, modeling of appropriate emotions (by the leader) may lead to emotional contagion (Humphrey et al., 2008; Johnson, 2008), resulting in a greater experience of positive emotion in subordinates. This may in turn improve the emotional experience of an individual as well as help reduce the negative influence of stress. As a result, the leader's ability to express positive emotions is likely to have a direct impact on the negative outcomes experienced by subordinates. Working with a leader who expresses more positive emotions can be reassuring to subordinates. Working with such a leader is also likely to influence an individual to emulate the leader's positive emotional expression. The increased positive emotional expression is more likely to enhance satisfaction; however, feeling reassured and supported is likely to reduce the emotional exhaustion

experienced by the subordinate. As a result, an individual engaging in high levels of surface acting or deep acting in the presence of a leader who engages in positive emotional expression is less likely to experience emotional exhaustion and more likely to experience satisfaction.

Empathy. Empathy refers to understanding the feelings of others and experiencing them as well. It is also considered an important aspect of emotionally intelligent behavior (Kellett, Humphrey, & Sleeth, 2006). Empathetic behavior on part of the leader can provide strong emotional support to subordinates engaging in emotional labor. It may also lead to development of strong interpersonal relationships (Kellett et al., 2006). This in turn is likely to make individuals feel more comfortable with their emotions and reduce the level of dissonance or depersonalization experienced because of surface or deep acting. For example, an empathetic leader can create an environment where individuals are comfortable sharing their experiences as well as frustrations since they believe their leader better understands them. This is likely to result in reduced negative impact of felt emotional dissonance or even reduced emotional exhaustion. As a result an individual who engages in surface acting or deep acting in the presence of an empathetic leader is less likely to experience emotional exhaustion and more likely to experience satisfaction. The emotional support provided by the leader is likely to act as a buffer and attenuate the negative impact of both the emotional labor strategies.

Leader Inclusiveness.

Individuals working in customer service environments deal with a great deal of uncertainty in terms of the situations they experience as well as the reaction to their responses. Working in an environment where individuals feel comfortable being themselves can help reduce the level of risk involved in these customer interaction situations and as a result the resulting stress or emotional exhaustion. A work unit feature where individuals feel comfortable being

themselves and are not afraid to take risks is termed as psychological safety (Edmondson, 1999). Previous work has looked at the relevance of psychological safety in relation to encouraging individuals to speak up or learning behavior; however, in the context of service jobs it may be instrumental in encouraging unit members to be more comfortable with the way they feel and being more expressive about their emotional experience. Both these behaviors may result in reduced emotional dissonance (due to difference in felt and expressed emotion) and reduced emotional exhaustion (due to the bottled up emotions). As a result, leader behaviors that help create this environment can also help reduce the negative impact of emotional labor on outcomes.

Leader inclusiveness is defined as “words and deeds by a leader that indicate an invitation and appreciation of other’s contributions” (Nembhard & Edmondson, 2006). It refers to a leader valuing individual opinions and as well as contributions. Leader inclusiveness has been found to predict psychological safety experienced by the team members (Nembhard et al., 2006). Leader behavior, such as inclusiveness, can make an individual feel valued and appreciated for emotional work that may be considered as part of the job usually. Being valued and appreciated for the emotional labor an individual engages in is likely to make him/her feel supported leading to reduced emotional exhaustion and increased satisfaction.

The above arguments lead me to propose:

Hypothesis 8: Leader behaviors of 8a) positive emotional expression, 8b) empathy, and 8c) inclusiveness will moderate the relationship between emotional labor (surface acting and deep acting) and job satisfaction in such a way that higher levels of leader behavior of positive emotional expression, empathy, and inclusiveness will reduce the negative relationship between emotional labor and job satisfaction.

Hypothesis 9: Leader's 9a) positive emotional expression, 9b) empathy, and 9c) inclusiveness behavior will moderate the relationship between emotional labor (surface acting and deep acting) and emotional exhaustion in such a way that higher levels of leader behavior of positive emotional expression, empathy, and inclusiveness will reduce the negative of emotional labor on emotional exhaustion.

Our understanding about how leaders may influence subordinate emotions or use emotions to influence subordinate behavior is relatively limited (Humphrey et al., 2008). A qualitative, more exploratory approach may help me understand these leader behaviors better. There may be behaviors beyond the ones discussed in the literature or proposed in this study that can be instrumental in reducing the negative impact of emotional labor on outcomes. I propose to explore these leader behaviors through a qualitative approach. I discuss the qualitative aspect of the study in more detail in the methods section.

METHODS

Study Setting

One of the key characteristics of organizations dealing with customer service is the need for the employees to engage in emotional labor (Hochschild, 1983). Since emotional labor is the core construct of interest in this study, I studied the hypotheses proposed through a field study in a customer service organization. Specifically, I tested these hypotheses in multiple hotel settings for several reasons. Firstly, hotels provide the right setting for individuals to engage in customer service as well as emotional labor. Several authors have identified the relevance of emotional labor for service contexts (Ashforth et al., 1993; Hochschild, 1983). Due to the intangible nature of the product in a service setting, a significant component of the customer experience depends on employee behavior and emotional expression. As a result, customer satisfaction may be largely dependent on employees displaying acceptable behaviors as well as expressions. This makes emotional labor a common feature in service roles.

Secondly, hotels provide a wide range of job roles one can study that vary on the level of emotional labor requirement. For example, a housekeeper or an engineer may not be required to engage in emotional labor as much as a front desk agent due to the nature of his/her customer interactions. This helped me test my hypotheses by providing variance on the level of emotional labor in which an individual might be required to engage. Conducting this field study in multiple hotels also helped me control for any contextual factors that might be specific to a particular hotel.

Overall Study Design

The hypotheses laid out in this proposal needed to be tested through a longitudinal study to examine the differential effect of deep acting and surface acting on various outcomes over time. Consequently, I conducted a longitudinal field study across multiple hotels. In the past, researchers have studied the topic either through experience studies that collect data over several emotional episodes (Beal et al., 2006; Trougakos, Beal, Green, & Weiss, 2008), end of the day surveys (Judge et al., 2009), one-time surveys (Abraham, 1998; Brotheridge & Lee, 2002; Brotheridge & Grandey, 2002; Erickson & Ritter, 2001; Zapf et al., 2006), archival data (Glomb, Kammeyer-Mueller, & Rotundo, 2004), or lab studies (Goldberg & Grandey, 2007).

Apart from understanding the internal factors that predict emotional labor and its outcomes, I am also interested in interpersonal differences over time. I conducted this study over a period of one month with surveys at two points in time. I chose a period of one month for the study to allow me to observe the differential impact of deep acting and surface acting on outcomes such as emotional exhaustion, satisfaction, and performance. The effects of emotional labor on these outcomes may take some time to manifest; however, if the time lag is too long, one may be confounding the results due to the impact of other contextual or environmental factors that may change.

At Time 1 (T1) I asked employees to complete a survey with individual characteristics (power distance, collectivism, femininity, emotional intelligence, self-monitoring), emotional labor strategies engaged in (deep acting, surface acting, emotional reappraisal, emotional suppression), leader behaviors (positive emotional expression, empathy, leader inclusiveness, empowering leadership), psychological safety and control variables (demographic variables, job characteristics, industry tenure, trait affectivity). At Time 2 (T2), one month later, I asked the same individuals to complete the survey on emotional labor strategies employed as well

outcomes (job satisfaction, emotional exhaustion and performance rating by the supervisor). I asked them to complete the emotional intelligence survey (MSCEIT) at T2 as well.

Preliminary Qualitative Model Refinement

One of the main objectives of this study was to identify the leader behaviors that may help reduce the negative effects of emotional labor and develop a measure for emotional labor climate. Our understanding of the relationship between leadership, emotional leadership and emotional labor is relatively limited (Humphrey, 2002; Humphrey et al., 2008). Since there is not an extensive literature I could draw from, I studied leader behaviors first using a qualitative methodology to identify potentially important leader behaviors that were later included in the empirical data collection.

In order to identify the leader behaviors that may help reduce the negative effect of emotional labor on outcomes I interviewed a representative sample of employees and supervisors from various work units. I interviewed 31 individuals. Out of these 31 individuals, 14 were male and the rest female. Of the 31 individuals interviewed, 15 were supervisors. I interviewed these individuals for approximately 30 minutes each with the specific objective of understanding the role of leader behaviors in stressful events at work. I also wanted to assess emotions experienced during these stressful events and the coping behavior used to overcome the negative emotions. I asked them to anchor their responses in critical incidents at work that may have been stressful. The critical incidents technique involves collecting information on behavior of individuals in specific situations. This technique allows flexibility to adapt to specific situations, despite providing a general framework to understand human behavior under specific situations (Flanagan, 1954). Based on this technique I developed an interview protocol with a small introduction script and a list of 20 interview questions (A list of questions along with the list of

findings relating to the interviews is listed in the Appendix B). I specifically asked individuals to think about one of the most stressful incidents they had experienced at work. The first part of the interview involved getting the background on the situation and type of customer interaction. The second part of the interview focused on asking the individuals how they felt at that moment and what their emotional expression was during the situation. It is important to note that both the felt and expressed emotion might change during the situation. If it does, it is imperative to understand the reason behind it. The final part of the interview focused on whether there was any intervention from the leader during or after the incident and what impact it had on the situation and the individual. I used this part of the interview to probe specific behaviors used by leaders.

I recorded most of the interviews using a Dictaphone after seeking the interviewee's permission. Only one interviewee declined permission to record the interview. I also made notes during the interview. The recordings from the interviews were content analyzed to create a list of emotions experienced by individuals as well as leader behaviors that played a role in helping the individuals cope better with the stress or the situation. An iterative process was used to first identifying overall themes and then narrowing them down to specific dimensions. Once I had identified the most common leader behaviors, I went back to the literature to anchor them in existing literature. Empowering leadership fit well with the behaviors identified during the interviews. Individuals also identified another factor that was not necessarily leader behavior; however, it would clearly be a result of leader's actions. Interviewees identified psychological safety as another factor. Measures for both these constructs were included in the survey. I list some of the additional findings from these interviews as follows:

- Individuals experience a wide range of negative emotions during a stressful work situation. I recorded over 43 distinct emotions through my interviews. Each of these emotions are listed in Appendix B.
- Most of these individuals continued to experience these emotions even after the situation was over (from an hour to over a few days).
- Individuals used different coping strategies to deal with their emotions. A majority of individuals felt that venting in front of a colleague or supervisor helped them substantially. Approximately 63 percent of the interviewees mentioned that listening by another leader or colleague or venting in front of them helped them. While, there were others who engaged in cognitive reappraisal of situation and detached themselves from the situation by convincing themselves that they were not responsible or that the guest anger was not aimed at them but the situation.
- I received confirmation of usefulness of leader behaviors such as empathy, positive emotional display, and leader inclusiveness that I have hypotheses for in the study. Approximately 53% of the interviewees identified empathy as helpful leader behavior, 23% of the interviewees identified positive emotional expression and another 33% identified behaviors reflecting leader inclusiveness as being helpful. I list a detailed description of these leader behaviors along with the count of the interviewees who identified these behaviors in Appendix B.

Emergent Model

Based on the findings of the interviews listed in the previous section, I proposed several additions to my model. I present the emergent model in Figure 2.

Insert Figure 2 about here

The additions to the model are in bold. I list these changes and the reasoning behind these changes as follows:

Leader Behaviors

I received support for the leader behaviors I have proposed for the study, i.e. positive emotional expression, empathy, and leader inclusiveness. However, interviewees identified several additional specific behaviors that may have a positive effect. The interviews revealed that psychological empowerment experienced by the individuals made them feel better equipped to deal with various challenging situations at work. This led me to include empowering leadership behavior in the survey. Empowering leadership behaviors involves leading individuals by example, using participative decision-making, coaching and mentoring subordinates, informing subordinates of company decisions, showing concern and interacting with the subordinates (Arnold, Arad, Rhoades, & Drasgow, 2000). These behaviors by the leader make the subordinates feel supported. The coaching and participative decision-making provides subordinates with the confidence to be able to handle tough situations, the concern and regular interaction allows the subordinates to share their concerns with the leader. Further, being involved with decision-making and having information about the company decisions reduces any likelihood of surprises and stress. This leads me to believe that empowering leadership behavior will help reduce the negative impact of emotional labor on emotional exhaustion and satisfaction.

Psychological safety

Based on the feedback from the interviewees I observed that having an environment where individuals could openly speak up without a fear of ridicule made them feel less stressed and more comfortable at work. This pointed me towards the literature on psychological safety and how it may prove beneficial for the employees (Edmondson, 1999). As a result, I decided to study the role of psychological safety in reducing the negative effects of emotional labor.

Environments lacking in psychological safety are plagued with fear of speaking up, taking risk and rejection (Edmondson, 1999). Further, individuals working in such environments are unable to share their problems with anyone or ask for any kind of help. Qualitative interviews revealed that inability of individuals to share their concerns and problems could lead to increased stress. On the other hand, environments that allow them to make mistakes without fear as well share their concerns, makes them feel supported and helps reduce the stress resulting from interacting with customers.

Nature of emotional management

During the interviews, it was also observed that individuals engaged in emotional management in different ways, beyond deep acting and surface acting. For example, individuals may use either cognitive reappraisal or suppression. To better understand the nature of emotional management and the two emotional labor strategies, I included the emotional regulation questionnaire ((Gross & John, 2003) to the survey.

As discussed earlier, the emotional regulation and emotional labor literatures have several similarities and each of these literatures may be able to draw from each other. Emotional regulation literature particularly studies emotional management by evaluating the level of emotional reappraisal and emotional suppression an individual engages in. Since both emotional reappraisal and emotional suppression are ways of managing emotions or emotional labor, I

propose that the cultural values of an individual will have a positive impact on the level of reappraisal or suppression an individual engages in.

Since individuals who are high on collectivism are likely to believe in the greater good of the group they are more likely to engage in both emotional reappraisal as well as emotional suppression to create a more positive experience in front of a customer. This will result in the customer evaluating the overall service more positively. Similarly, since individuals who are high on power distance are more likely to respect authority and manage their emotions in order to create a more positive experience in front of the customers. As a result, they are more likely to engage in both emotional reappraisal and emotional suppression. Individuals high on femininity are more likely to focus on relationships and as a result, manage their emotions to build better relationship with customers. This is likely to lead them to engage in emotional reappraisal and emotional suppression.

Primary Survey-Based Study

Target Sample

I invited all the employees who came in guest contact at each of the participating hotels to participate in the survey. The human resource department provided me with a list all the individuals in guest contact areas. This was my target population considering that the hypotheses laid out in the study apply to individuals in customer service contact setting. This meant that several individuals who worked in housekeeping, kitchen, and engineering who did not come in guest contact were not included in the study. However, several housekeeping and engineering staff members who did come in guest contact were part of the study. As a result, my study did capture individuals from all the departments of the hotel. I also requested information relating to

their supervisors from the hotel in order to link the employees with their supervisors for performance related data collection.

I received a list of 205 individuals who were eligible to participate. These 205 individuals were spread across 11 hotels and 56 different departments. The departments that participated in the study were Front office, Food & Beverage, Sales and Marketing, Engineering and Housekeeping. The 11 hotels were located in six different sites. Except for one site, all other sites had two hotels next to each other. This resulted in some of the employees overlapping between two hotels. Out of the 205 individuals who participated in the survey, 48 individuals reported that they were affiliated with two hotels. Most of these individuals were supervisors or managers. However, each of these individuals had offices in one of the properties. For the hotel coding purposes these were coded under the hotel, they had their office in. Out of the 205 individuals, 190 individuals participated in the first survey giving me a response rate of 93%. Those who did not complete the survey were either unavailable due to leave or work schedule.

Supervisors for 145 of the individuals who participated in the first survey completed the matching performance survey, providing a response rate of 70% for the supervisory survey. Total of 36 supervisors or managers participated in the performance surveys on their employees. Each of these supervisors had anywhere from one to 14 employees reporting to them. Emotional intelligence survey was filled by 117 individuals with a response rate of 57%. After a month, at T2 137 of the individuals who filled the original survey completed the second survey giving me a response rate of 72%. I received 107 supervisory responses for the second survey, giving me a response rate of 56%. Most of the individuals who were unable to complete the second survey were unavailable due to work schedule or had left the job. Please refer to Table 4 for a breakup of the respondents by hotel.

Out of all the individuals who participated in the study, 46% were male and 54% were female. With regards to their ethnic background, 33% were Caucasian, 33% were African American, 9% were of Asian origin, 18% were Latino and 7% were in others. Average age of the individuals who participated in the survey was 35 years with a minimum age of 18 years and maximum age of 61 years. The average time each of these individuals had spent in the hotel was approximately 2 years with a minimum of 1 month and a maximum of 17 years. The average time each of these individuals had spent in the hotel industry was 7 years with the minimum tenure of 1 month and maximum of 35 years.

Survey design, administration, and nature of the data

I designed the survey in English since most of the employees who came in guest contact were comfortable with English as a language for the survey. Following the qualitative data analysis and before administering the pilot survey I made several additions to the survey as listed in the emergent model section. Two months after the interviews, I administered a pilot survey at one of the participating hotels. Five individuals from various departments of one of the hotels participated in the pilot survey. I interviewed these individuals after the survey to check for feedback and understanding about the survey items. Based on the feedback I simplified a few words in the survey for ease of understanding and modified anchors relating to the leadership items (to refer to supervisor or manager). Overall, the pilot revealed that the participants understood the survey measures as intended.

Two weeks after this pilot study I launched the main survey. With help from a research assistant, I administered simultaneous surveys in eleven different hotels of PM Hospitality Strategies, located in the Washington DC metropolitan area. The number of individuals who participated in the study from each hotel varied, with the largest hotel giving me 50 responses

and the smallest hotel gave me 13 responses. The survey took nearly one week with nearly two days for each hotel. The first survey included all the controls, demographic information, personality, and all the individual level measures listed out in the study. As proposed in the study, I administered this survey online. Laptops were setup in separate areas of each of the hotels to allow the individuals quiet space to complete the survey. I created a separate login for each individual participating in the study. After confirming with the hotels, I linked each individual to their supervisor. I sent an email to the supervisors with the details of the survey to be filled out for their subordinates. This survey included some information about the nature of the relationship between the supervisor and the subordinate along with the performance measures.

One month after the first survey, I administered the second survey in these hotels as well. The second survey included measures of emotional labor and the outcomes (burnout, satisfaction, and performance). I also asked employee participants Individuals to complete the emotional intelligence survey at this point.

Compensation

I compensated the participants of the study for completing the survey, \$5 for every survey (time1, time2, & supervisory survey) they completed. Most of the hotels did not wish for the employees to be paid directly, as a result, I sent the amount to the hotel to be credited to the employees who participated in the study. Five of the participating hotels allowed the employees to be paid directly. At these hotels, I gave these individuals cash (@ \$5 per survey completed).

Measures and Levels of Analysis

Cultural Values

I measured power distance, collectivism, and femininity of individuals using the measure developed by Dorfman and Howell (1988). Power distance is the degree to which individuals consider unequal status differences as legitimate (Hofstede et al., 2004). Collectivism is defined as the degree to which individuals are likely to subjugate the individual self for the good of the group or team or organization (Hofstede et al., 2004). Finally, femininity as a cultural value suggests a greater focus on relationships, people, and quality of life in comparison to masculinity, which suggests greater focus on ego, money, things and work (Hofstede et al., 2004). The individuals were asked to rate to what extent they agree with a statement on a five point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). Sample items included (1) meetings are usually run more effectively when they are chaired by a man (femininity); (2) managers should make most decisions without consulting subordinates (power distance) and (3) group success is more important than individual success (collectivism). The Cronbach alphas for femininity (.85) was reasonable, however, the reliabilities for collectivism (.60) and power distance (.65) were relatively low.

Emotional Labor

Regulation of emotion and its expression to comply with organizationally prescribed display rules of emotional expression is defined as emotional labor (Hochschild, 1983). Emotional Labor was measured using the scale developed by Brotheridge and Lee (2003). Respondents were asked to rate “on an average day at work how frequently” they performed interpersonal behaviors on a 5-point Likert-type response scale (1 - *never*; 5 - *always*). Sample items included- hide my true feelings about a situation; make an effort to actually feel the emotions that I need to display to others; and try to actually experience the emotions that I must show. The Cronbach alpha for the scale was .89, showing a high reliability of the measure.

Positive Emotional Expression

Positive emotional expression refers to the extent to which the leader/manager expresses positive emotions. Positive emotional expression was measured by asking the respondents, on an average day at work, how frequently their leader used positive emotional expressions on a 5-point Likert-type response scale (1 - *never*; 5 - *always*). Emotional expressions used for this were drawn from the positive affect part of the PANAS scale i.e. active, alert, attentive, determined, enthusiastic, excited, inspired, interested, proud, and strong. The Cronbach alpha for this scale was 0.96.

Leader Inclusiveness

Leader inclusiveness is defined as “words and deeds by a leader that indicate an invitation and appreciation of other’s contributions” (Nembhard et al., 2006). Leader inclusiveness was measured using a modified version of the scale developed by Nembhard et al. (2006) by asking the respondents how much they agreed to the listed statements about their leader’s behavior (1 - *completely disagree*; 5 - *completely agree*). The items include- My manager encourages the subordinates to take initiative; my manager asks for input of subordinates; my manager values the opinions of subordinates equally. The scale had a Cronbach alpha of 0.88.

Empathy

Empathy refers to the understanding the feelings of others and experiencing them as well (Kellett et al., 2006). Empathy was measured using a five item peer report scale developed by Kellett et al. (2006). Instead of the term peer, I used subordinates to find out about leader empathy. The items were measured using a 5-point Likert-type scale (1 - *slightly characteristic*; 5 - *very characteristic*). The items of the scale are: values others as individuals; feels emotions

that other people experience; makes others feel understood; shares other's feelings of happiness; encourages others to talk about how they feel. The Cronbach alpha for this scale was 0.92.

Job Satisfaction

Job satisfaction refers to the extent to which the individual feels satisfied with and accomplished in his or her job. Job satisfaction was measured using a three item scale developed by Hackman and Oldham (1976) on a five point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). Sample items are- I am very satisfied with my job; I am generally satisfied with the feeling of worthwhile accomplishment I get from doing this job. It has a reliable scale with Cronbach alpha at 0.89.

Emotional Exhaustion

Emotional exhaustion is defined as a state of physical and emotional depletion due to work related demands and stress (Wright & Cropanzano, 1998). Emotional exhaustion was measured with Maslach Burnout Inventory. Individuals were asked how often they experience a feeling using a nine item scale on a five point Likert type scale ranging from 1 (never) to 5 (everyday). Sample items are, I feel emotionally drained from my work, and I feel used up at the end of the day. The reliability for the scale was 0.92.

Performance

I define performance as quantity and quality of work expected from an individual. I measure performance using the job role sub-scale of role-based performance scale (Welbourne, Johnson, & Erez, 1998) as well as use an adapted version of this measure to focus on the level of customer service provided by the individual. The job role scale measures performance of an individual based on quality of output, quantity of output, accuracy of work, and efficiency. The supervisors identified by the participants were asked to rate the individual on these items on a

five point Likert-type scale ranging from 1 (needs much improvement) to 5 (excellent). The customer service performance scale had a reliability of .88 and the job role performance scale had a reliability of .96.

Empowering Leadership Behavior

Empowering leadership refers to sharing power with subordinates in order to enhance motivation and engagement in work (Zhang & Bartol, 2010). I use the Empowering Leadership Questionnaire (Arnold et al., 2000). Since the measure was too long, selective items were included in the survey. Subordinates were asked to indicate how often their leader (supervisor/manager) engaged in the following behaviors. The items were measured using a 5-point Likert-type scale (1 – *never*; 5 - *always*). A few sample items are 1) sets high standards for performance by his/her own behavior 2) encourages work group members to express ideas/suggestions 3) Helps my work group see areas in which we need more training 4) Explains rules and expectations to my work group. Twenty items were included in the scale. Cronbach alpha for this scale was .97.

Psychological Safety

Psychological safety is defined as a belief that the team is safe for interpersonal risk taking (Edmondson, 1999). It is measured using a nine item scale developed by Amy Edmondson (1999). Sample items are, 1) It is easy to speak up about anything on one's mind 2) People appear to be very uncomfortable speaking up and only do it under extreme stress. (Reverse scored) 3) if you make a mistake on this team, it is often held against you. (Reverse scored). Individuals were asked to indicate how strongly they agree or disagree about these statements relating to their work unit. It is measured on a five point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). The Cronbach alpha for this scale was .64.

Emotional Regulation Questionnaire

Emotional regulation questionnaire measures the level of reappraisal and suppression an individual goes through. It is used to measure the nature of emotional regulation an individual engages in. The measure was developed by Gross and John (2003) and includes ten items. On a five point Likert scale, individuals are asked to indicate if they strongly agree-5 or strongly disagree-1 with the statements. Sample items are, 1) when I am feeling *positive* emotions, I am careful not to express them. 2) When I am faced with a stressful situation, I make myself *think about it* in a way that helps me stay calm. 3) I control my emotions by *not expressing them*. The Cronbach alpha for this scale was .76.

Control Variables

I controlled for several demographic and job related characteristics of an individual that may have significant impact on the concerned outcomes. I now detail the controls used in different analysis and the reasoning behind it.

Relationship between cultural values and emotional labor (Table 5). In order to test the relationship between cultural values and emotional labor I controlled for gender, emotional intelligence, self-monitoring, negative affect, positive affect. I also tested for each of the predictors simultaneously, controlling for the other cultural values when I was testing the relationship between one of the cultural values and emotional labor. I now present the reasoning behind using each of the controls.

It has been noted earlier that women tend to engage in emotional labor more than men, leading me to control for gender (Grandey, 2000; Morris et al., 1996). I controlled for several individual level characteristics such as emotional intelligence and self-monitoring ability. Individuals high on emotional intelligence ability are inclined to be more perceptive of other's

emotions as well as manage their emotions better in response to a situation (Mayer, Salovey, & Caruso, 2004), resulting in emotional labor. Individuals who are low on emotional intelligence, on the other hand, are less adept at perceiving the cues necessary to engage in emotional labor and less able to generate appropriate response by regulating their emotions (Mayer et al., 2004). Further, individuals high on emotional intelligence have a greater ability to understand emotion resulting in greater awareness of consequences of authentic versus inauthentic emotional displays (Mayer et al., 2004). As a result, they will also have a greater tendency to engage in deep acting. Further, their ability to manage emotions in self is likely to help them in successful deep acting to generate appropriate emotional response to a situation. I measured emotional intelligence using the ability based Mayer Salovey Caruso Emotional Intelligence Test (MSCEIT) (Mayer et al., 2003).² I used the MSCEIT for several reasons. It is the most valid measure of the four-dimension model of emotional intelligence that I aim to test in this paper (Mayer et al., 2008). It has high internal reliability (over .90) (Mayer et al., 2003) as well as validity (Mayer et al., 2008). In my study, the Cronbach alpha for this measure was 0.84.

I controlled for self-monitoring ability of individuals. High self-monitors are able to regulate their behavior and expressions based on social appropriateness (Gangestad & Snyder, 2000). These individuals are extremely sensitive to both social and interpersonal cues about what might be expected out of them in a particular situation (Gangestad et al., 2000). High self-monitors have been likened to “chameleons” due to their willingness as well as their ability to monitor and alter their behavior according to the situation (Mehra, Kilduff, & Brass, 2001). Self-

² The MSCEIT measures the four dimensions of emotional intelligence (perceiving, facilitation, understanding, and management of emotion) using eight different ability-based tasks with two tasks relating to each of the dimensions. The tasks include identifying emotions by looking at pictures of faces and landscapes, identifying emotions that generate specific activities, identifying how emotions combine to form other emotions, and short scenarios on how to manage emotions Mayer, J. D., Roberts, R. D., & Barsade, S. G. 2008. Human abilities: Emotional intelligence. *Annual Review of Psychology*, 59: 507-536.. The test scores of individuals are compared to expert ratings and are rated higher the closer they are to expert ratings.

monitors are likely to have a greater tendency to regulate their outward expression irrespective of what they are feeling inside, in response to a situation. As a result, they are more likely to engage in surface acting rather than deep acting. Some researchers have looked at the relationship between self-monitoring and emotional labor. Abraham (1998) did not find support for the hypothesis that self-monitoring ability will reduce the dissatisfaction experienced due to emotional dissonance. Another study (Brotheridge et al., 2002) found that self-monitoring was related to tendencies to surface act rather than deep act. Self-monitoring was measured using the revised self-monitoring scale developed by Lennox and Wolfe (1984). It consists of eleven items and individuals were asked to rate to what extent they agree with a statement on a five point five point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). Sample items include the following: in social situations, I have the ability to alter my behavior if I feel that something else is called for; I have the ability to control the way I come across to people depending on the impression I wish to give them. Self-monitoring scale had a Cronbach alpha of 0.82.

Additionally, I control for trait affect of an individual since individuals who are high on positive affect are more likely to engage in positive emotional expressions than individuals who are low on trait positive affect. Additionally, affect has been found to be a predictor of emotional labor (Gosserand et al., 2005; Rupp et al., 2006). Overall, the measure had a Cronbach alpha of 0.89 for positive affect and .87 for negative affect.

Relationship between emotional labor and performance (Table 6). In order to test the relationship between emotional labor and performance I controlled for age, industry tenure, salaried vs. hourly status, positive affect, negative affect, leader member exchange, surface acting, or deep acting.

I controlled for the time a person had spent working in the industry. The time spent on the job may affect the outcomes of emotional labor. As I have argued in hypothesis development section, deep acting may have different outcomes based on the timeframe one is looking at. As a result, individuals who may have been in the industry for a number of years may not necessarily have the same outcomes of emotional labor as an individual who is relatively new to the job. The hypotheses laid out in this dissertation are likely to be representative of individuals who have not spent too much time in a service role as they are likely to lead to decreased sensitivity and recognition of one's natural emotion and also make the emotional labor process more automatic (Ashforth et al., 1993). Qualitative interviews with individuals at various hotels indicated that the time an individual had spent working in the industry as well as the hotel would influence their level of emotional exhaustion. Usually the first three months of an individual's job tenure was considered a honeymoon period and one may not really start experiencing emotional exhaustion in this period. Common theme across interviews indicated that it might take nearly 3-4 years for individuals to become more detached to the situation. I control for age since it is also representative of the amount of experience and individual may have resulting in greater expertise and performance. For a similar reason I controlled for salaried vs. hourly status of an individual. A salaried individual is more likely to work longer hours and have a more consistent interaction with the supervisor compared to an hourly employee. As a result, a salaried employee may be more likely to be rated higher than an hourly employee. I control for trait affect due to its influence on the performance rating of the individual in customer service setting. An individual high on trait positive affect may be rated better than an individual who is high on negative affect due to the display rule expectations of the job. I also control for leader member exchange in

order to control for the positive influence of the nature of relationship between the leader and employees on the outcomes (Gerstner & Day, 1997).

Relationship between emotional labor and emotional exhaustion and satisfaction (Table 7). I controlled for age since it reflects experience. One of the findings from the qualitative study was that with more experience with emotional labor one might be better able to manage the outcomes by various forms of coping. This may in turn influence the level of emotional exhaustion and satisfaction. I controlled for industry tenure since tenure also reflects an individual's ability to manage emotional effectively as discussed in the previous section (Ashforth et al., 1993).

I controlled for the supervisory status of an individual. Supervisors have a much higher complexity of job responsibility and may be interacting with customers with complaints most of the time (since they are called each time an employee is unable to handle a guest problem). As a result, they might experience a higher level of emotional exhaustion and lower level of satisfaction. I controlled for gender. As mentioned earlier, women have been found to engage in emotional labor more than men (Gosserand et al., 2005; Morris et al., 1996). They also have a higher ability to manage their emotions. As a result, they may experience lower levels of emotional exhaustion and higher levels of satisfaction. I also controlled for surface acting when testing for deep acting as a predictor and deep acting when testing for surface acting as a predictor.

Factor structure and discriminant validity of leader behaviors

I assessed discriminant validity of various leader behaviors with confirmatory factor analysis (CFA). Since one of the leader behaviors, empowering leadership was a multidimensional construct, in order to maintain homogeneity individual item indicators for each

of the other leader behaviors (leader inclusiveness, leader empathy, leader positive emotional expression) were converted into composites before running the CFA.

Since there were three items used to measure inclusiveness, I used all of these to form one composite. Since I was using only one composite as an indicator for inclusiveness, the loading for this composite was fixed to the reliability of the variable (.88). For empathy, two items with one high and one low loading was used to form the first composite, the balance three items were used to form the second composite. For leader positive emotional expression items with high and low loadings were combined to create five composites. Since empowering leadership was a multidimensional construct with theoretically defined dimensions, these underlying dimensions were created as composites. I compared a four factor correlated model with a one factor model solution. Most of the criteria in the one factor model did not show a good fit to the data (NFI=.75, NNFI=.71, RMSEA=.30, RMR=.36) compared to the four factor model (NFI=.97, NNFI=.97, RMR=.036, RMSEA=.094). This lead me to retain the four factor correlated model since it fit the data well and was more parsimonious.

Levels of Analysis

I ran one way ANOVA for the leader behaviors to look for nesting based on leader affiliation. None of the F values were found to be significant. I also ran one way ANOVAs for all the outcome measures to look for any nesting based on leader affiliation. The F values (2.26 to 3.10) were significant ($p < .01$) for all the performance-based measures based on leader affiliation. Since this indicates that a significant part of the variance in the outcome variables was explained by leader affiliation, I standardized the individual scores on these measures based on leader affiliation. I calculated the mean and standard deviation for each of the leaders and each of these was used to standardize the values for individuals who reported to each of these supervisors.

Leader affiliation information was not valid (for general managers) or unavailable for nearly 22 cases. These cases were standardized based on the overall mean and standard deviation of each measure. The hypotheses relating to the outcomes were tested using these standardized values.

Missing Data

This study involved multiple surveys and multiple respondents filling in surveys at multiple points in time. This resulted in some missing data. Since the survey was administered online, all the participants were required to answer all the questions. As a result, the only reason for the missing data would be unavailability of an individual due to work schedule or attrition or incomplete survey. While, list wise and pair wise deletion are the most commonly used methods of handling the missing data, they may not be the best methods (Tsikriktsis, 2005). Having missing data or using list wise and pair wise deletion methods can have a strong negative effect on statistical power. Apart from deletion methods, replacement methods such as regression and single imputation may be used to account for the missing data. However, since most of my missing data was missing cases and not necessarily individuals leaving questions unanswered, imputation may not be used in this case. I used list wise deletion to test my hypothesis.

Analytical Approach

Significant F values coupled with appropriate Rwg and ICC1 and ICC2 for leader behaviors would have warranted the use of Hierarchical Linear modeling. However, since I did not find any significant F values based on leader affiliation and all the proposed variables are at individual level of analysis, I used Hierarchical Multiple Regression to test my hypotheses.

To test the main effects listed in the hypotheses I entered all the control variables in the first step. In the second step, I entered the independent variable. For the relationship to be

significant, I looked for significance of the independent variable after controlling for the control variables as well as the significance of the change in R^2 .

To test the interactions I used the procedure suggested by Aiken and West (1991). In regression, I entered the control variables in the first step, followed by the main effects of the independent variable and the moderating variable. In the final step, I entered the interaction term. For the interaction to be significant I looked for significance of the interaction variable after controlling for the main effects and the control variables as well as the significance of the change in R^2 in the final step.

RESULTS

Correlations

Correlations among variables, descriptive statistics, and reliability coefficients are listed in table 8. Interestingly, individual's age is significantly and negatively correlated emotional exhaustion, surface, and deep acting. As expected, collectivism is significantly correlated with surface acting, deep acting, and overall emotional labor. Power distance is significantly correlated with emotional regulation. On the other hand, femininity is negatively correlated with burnout as well as emotional regulation. Surface acting is negatively correlated with age and industry tenure and positively correlated with collectivism, burnout, deep acting, and emotional regulation. On the other hand, deep acting is negatively correlated with age and positively correlated with collectivism, trait positive affect, self-monitoring tendency, surface acting, and emotional regulation.

Hypothesis Testing

Hypothesis 1 a, 1b and 1c predicted that the cultural value of power distance, collectivism, and femininity will be positively related to the frequency of emotional labor (Deep acting and surface acting combined), respectively. The regression results testing these hypotheses are presented in Table 9, 11, and 13. The results were not significant for power distance and femininity and significant for collectivism ($\beta=.20$, $p<.05$) (Table 11). Thus, hypothesis 1a and 1c received no support and support was found for hypothesis 1b. This means that individuals who are high on collectivism are significantly more likely to engage in emotional labor compared to individuals who are low on collectivism.

Hypothesis 2a, 2b, and 2c predicted that the cultural values of power distance, collectivism, and femininity, respectively, would each have stronger relationships with deep

acting as compared to surface acting emotional labor. Femininity and power distance were not significantly related to either deep acting or surface acting (Table 13 and 9). However, collectivism showed a significant, positive relationship with surface acting ($\beta=.22, p<.05$) (Table 11), and no significant relationship was found with deep acting. This finding was contrary to the hypothesis, suggesting that individuals who are high on collectivism are more likely to engage in surface acting compared to deep acting. Hypothesis 2a, 2b, and 2c were not supported.

A few additional relationships (part of the emergent model) were tested to understand the nature of emotional labor engaged in by individuals who are high in collectivism. Collectivism was also significantly related to the overall level of emotional regulation an individual engages in ($\beta=.21, p<.05$) and to suppression ($\beta=.21, p<.05$) (Table 12). All these results suggest that individuals high on collectivism are more likely to engage in emotional labor through surface acting and suppression. No significant relationship was found between power distance, femininity, and emotional regulation (Table 10 and 14).

The next sets of hypotheses were related to the nature of emotional labor an individual engages in and its impact on various outcomes over time. Hypothesis 3a predicted a positive relationship between deep acting and job satisfaction at time 1. This hypothesis was supported ($\beta=.24, p<.01$) (Table 17) for satisfaction at time1. Hypothesis 3b predicted a positive relationship between deep acting and short-term customer service performance. This relationship was not supported (Table 15). Thus, individuals who engage in higher levels of deep acting are more likely to be satisfied in their jobs in the short term, but do not demonstrate higher levels of customer service.

Hypotheses 4a, 4b, and 4c predicted a positive relationship between deep acting and emotional exhaustion and a negative relationship between deep acting and task performance

(Table 15 & 17) and satisfaction at time 2 respectively. While there was no significant relationship found between deep acting, emotional exhaustion (Hypothesis 4a) and satisfaction (Hypothesis 4c) at time 2, I found support for hypothesis 4b. As proposed, deep acting negatively predicted task performance at time 2 ($\beta = -.23, p < .05$) (Table 15). I had predicted differential relationships between deep acting and satisfaction at time 1 and time 2. I found a positive relationship between deep acting and job satisfaction at time 1 (Hypothesis 3a); however, it was unrelated to job satisfaction at time 2 (Hypothesis 4c). These findings are encouraging since this shows differential relationship between deep acting and job satisfaction based on time frame. It is likely that I was unable to find the negative relationship at time 2 because one month was too short a period for this effect to manifest. A negative relationship between deep acting and task performance at time 2 (Hypothesis 4b) also supports my theory that deep acting drains an individual's limited cognitive resources and can be distracting, resulting in a negative impact on task performance.

Hypotheses 5a and 5b predicted a negative relationship between surface acting and job satisfaction at time 1 and time 2, respectively. Both hypotheses were not supported (Table 18). Hypotheses 6a and 6c predicted a negative relationship between surface acting and customer service performance (Table 16) and emotional exhaustion (Table 18) in the short term. Both hypotheses 6a and 6c were not supported.

Hypothesis 6b and 6d predicted a negative relationship between surface acting and task performance at time 1 and time 2, respectively. The relationship was not significant (table 16). As a result, both hypotheses 6b and 6d were not supported.

Hypothesis 7a and 7b predicted a positive relationship between surface acting and emotional exhaustion at time 1 and time 2, respectively. The relationship between surface acting

and emotional exhaustion was supported for both time 1 ($\beta=.20$, $p<.05$) and time 2 ($\beta=.22$, $p<.05$) (Table 18). As a result, I received support for hypotheses 7a and 7b. Further exploration into other sub-dimensions of the burnout scale apart from emotional exhaustion showed some interesting results. Surface acting was positively related to depersonalization at time 1 ($\beta=.15$, $p<.05$) and time 2 ($\beta=.23$, $p<.01$). Surface acting was also positively related to accomplishment (negatively scored) at time 2 ($\beta=-.146$, $p<.01$). This shows that higher levels of surface acting is related to a lower sense of accomplishment in the long term; however, it leads to depersonalization and emotional exhaustion both in the short and the long term. This is in accordance with the theory presented in the study.

The next set of relationships tested the moderating effect of leader behaviors on the relationship between emotional labor and emotional exhaustion and satisfaction. Along with the hypotheses presented in the study, I tested for the additional variables included in the emergent model (Figure 2) that includes several variables incorporated from the qualitative part of the study. These additional variables were empowering leadership, and psychological safety.

Hypotheses 8a (Table 20 & 19), 8b (Table 23 & 24), and 8c (Table 18 & 17), predicted a negative moderating effects of leader behavior of positive emotional expression, empathy and leader inclusiveness on the relationship between emotional labor (surface acting and deep acting) and job satisfaction. Essentially these hypotheses suggest that the proposed leader behaviors will reduce the negative effect of emotional labor strategies on job satisfaction. I also tested the same set of relationships using empowering leadership and psychological safety. Hypothesis 8a was partially supported since positive emotional expression by the leader interacted significantly negatively with surface acting ($\beta=-.71$, $p<.05$) (Table 20, Figure 3) to predict job satisfaction at time 1 however leader positive emotional expression did not interact with deep acting to predict

satisfaction (Table 19). The interaction plot of the relationship shows that the interaction is not necessarily in line with the hypothesis. Specifically, individuals at high level of surface acting at high levels of leader positive expression are likely to have lower levels of satisfaction compared to low levels of surface acting. This suggests that high levels of surface acting at high levels of leader positive expression may be detrimental to individual satisfaction. However, the highest level of satisfaction is at high leader positive expression and low levels of surface acting. I discuss the possible explanations for this interaction in the discussion section.

Hypothesis 8c was supported since leader inclusiveness interacted significantly negatively with surface acting ($\beta=-.69, p<.05$) and deep acting ($\beta=-.65, p<.05$) to predict job satisfaction at time 1. The interaction is plotted in Figure 4 and figure 5 and detailed results are listed in Table 18 and 17. However, the interaction plot shows that the interaction between surface acting and leader inclusiveness is not necessarily in the direction of the hypothesis. Leader inclusiveness interacts with surface acting in such a way that individuals at high levels of surface acting and high levels of leader inclusiveness experience lower levels of satisfaction at T1 as compared to individuals at low levels of surface acting (Figure 4). However, deep acting and leader inclusiveness interact as predicted. Individuals experience higher levels of satisfaction at T1 at high levels of deep acting and high levels of leader inclusiveness as compared to low levels of deep acting (Figure 5). This shows that both deep acting and surface acting interact with leader inclusiveness differently to predict satisfaction at T1. While leader inclusiveness helps enhance satisfaction when an individual is deep acting, the relationship changes direction for surface acting. I discuss the interaction more in detail in the Discussion section. Hypothesis 8b was not supported since leader empathy did not interact with deep acting or surface acting to predict job satisfaction (Table 23 and Table 24).

Now I discuss the results relating to the new additions to the emergent model, empowering leadership, and psychological safety. Empowering leadership interacted significantly negatively with surface acting ($\beta = -.75, p < .05$) (Figure 6, Table 21) and deep acting ($\beta = -.92, p < .01$) (Figure 7, Table 22) to predict job satisfaction at time 1. However, no such effect was found for satisfaction at time 2. The interaction plot shows that the nature of the relationship is contrary to the expectation; however, it is similar to the interactions between surface acting and inclusiveness and surface acting and positive expression. Similar to the other interactions of surface acting with leader behaviors to predict short-term satisfaction, individuals at high levels of surface acting at high levels of empowering leadership experience lower levels of satisfaction at T1 compared to low levels of surface acting. The interaction with deep acting was, however, in line with the expectation. Individuals who engaged in high levels of deep acting and experienced high levels of empowering leadership experienced higher levels of satisfaction at T1 compared to individuals who engaged in lower levels of deep acting (Figure 7). A similar trend was seen for individuals who experienced lower levels of empowering leadership; however, satisfaction was relatively higher at high levels of empowering leadership. Psychological safety did not interact with surface acting or deep acting to predict satisfaction.

Hypotheses 9a (Table 20 & 19), 9b (Table 23 & 24), and 9c (Table 18 & 17) predicted the negative moderating effect of leader behaviors of positive emotional expression, empathy, and inclusiveness on the relationship between emotional labor (surface acting and deep acting) and emotional exhaustion, respectively. I tested for the moderating effect of empowering leadership and psychological safety as well. Hypothesis 9a was partially supported since deep acting and positive emotional expression ($\beta = .79, p < .05$) (Figure 8, Table 19) interacted significantly to predict emotional exhaustion at time 1, but in the opposite direction. Specifically,

individuals at high levels of deep acting and experiencing high levels of leader positive expression experience higher levels of emotional exhaustion at T1 compared to individuals at low levels of deep acting. This interaction is similar to the interaction with surface acting.

Hypothesis 9b was also partially supported since deep acting interacted significantly with empathy to predict emotional exhaustion at time 1 ($\beta=.76$, $p<.05$) (Table 24, Figure 9). The interaction was not in the direction of the hypothesis. According to the interaction, individuals who engage in high levels of deep acting and who experience higher levels of empathy also experience higher levels of emotional exhaustion at T1 compared to individuals at low levels of deep acting.

Hypothesis 9c relating to leader inclusiveness was supported for deep acting ($\beta=-.87$, $p<.05$) for time 2 (Figure 11 Table 17). This interaction is exactly in the direction of the hypothesis. Individuals at high levels of deep acting who experience high levels of leader inclusiveness experience lower levels of emotional exhaustion at T2 compared to low levels of deep acting.

Psychological safety interacted significantly with surface acting (Table 25) to predict emotional exhaustion at time 1 ($\beta=-.91$, $p<.05$) (Figure 15) and time 2 ($\beta=-1.10$, $p<.05$) (Figure 13). In both the interactions psychological safety interacted with surface acting as expected to reduce the amount of emotional exhaustion at T1 and T2. Particularly, individuals at high levels of psychological safety had the same level of emotional exhaustion. However, at low levels of psychological safety emotional exhaustion is higher for individuals who engage in high levels of surface acting compared to individuals at low levels of surface acting. This shows that psychological safety has a buffering effect in reducing emotional exhaustion resulting from surface acting.

Psychological safety also interacted significantly with deep acting to predict emotional exhaustion at time 2 ($\beta=-1.110$, $p<.05$) (Figure 14, Table 26). Similar to the interaction between psychological safety and surface acting, this interaction is also in the direction of the expectation. According to this interaction, individuals at high levels of deep acting who experience high levels of psychological safety experience lower levels of emotional exhaustion at T2 compared to individuals at low levels of deep acting.

Empowering leadership also interacted significantly with deep acting to predict emotional exhaustion at time 1 ($\beta=.89$, $p<.05$) (Figure 12, Table 22). This interaction was contrary to expectation. Particularly, individuals at high levels of deep acting, who experienced high levels of empowering leadership, also experienced higher levels of emotional exhaustion at T1 compared to individuals at low levels of deep acting. I will discuss the possible explanations of each of the interactions in the discussion section.

DISCUSSION

The main objectives of this study were to understand the individual level factors that contribute to employee engagement in emotional labor and evaluate the relationship between surface acting, deep acting, and outcomes of emotional exhaustion, job satisfaction, and performance at different times. I also wanted to understand the role of leader behaviors on these relationships. While the results supported several predictions I made in this study, there were also some unexpected results and findings. In the next few paragraphs, I discuss these findings and their implications.

Cultural Values and Emotional Labor

The first set of hypotheses predicted relationships between an individual's cultural values and emotional labor strategies. I found that collectivism had a positive relationship with both surface acting and overall emotional labor. As predicted, collectivistic individuals are more likely to engage in emotional labor (deep acting and surface acting combined). As mentioned in hypothesis development section, this pattern may be because collectivistic individuals are more likely to suppress their emotions for the greater good of the group. Although, I had expected a stronger relationship with deep acting, collectivism was not related to deep acting. This suggests that collectivistic individuals are more likely to surface act rather than deep act as predicted. The reason for a higher tendency of these individuals to surface act may be that the greater good of the group is relatively an external motivating factor; they might not internalize the process as much. As a result, they may be only superficially suppressing their emotions resulting in a greater tendency to surface act. I explored this reasoning further by looking at the relationship of collectivism and emotional suppression and reappraisal as emotional regulation strategies. I found that these individuals were more likely to suppress ($\beta=.17, p<.05$) their emotions as compared to engaging in reappraisal (Table 12). This supports the reasoning that individuals who are high on collectivism may be engaging in superficial surface acting by suppressing their emotions more than using deep acting or reappraisal.

The hypotheses relating to the relationship of power distance and emotional labor strategies of deep acting and surface acting were not supported (Table 9). I did not find any significant relationships with the nature of emotional management either (Table 10). One of the possible reasons of not finding any relationship between power distance and emotional labor could be that individuals high on power distance may not necessarily consider customers as authority figures. The theoretical reasoning behind the role of power distance relies on the

individual's tendency to respect authority. However, there could be situations where the employee does not consider the customer as an authority figure. Since the individuals would not consider the customer an authority figure, they are not likely to engage in deep acting to please the customers. Unfortunately, I am unable to determine from my current data whether individuals looked at the customers as authority figure or not. This should be an important consideration for the future studies studying effects of power distance in a service setting.

The hypotheses for femininity were not supported for deep acting and surface acting. I did not find any significant relationship between femininity and emotional regulation, emotional reappraisal and emotional suppression. I argued earlier that individuals who are high on femininity are more likely to engage in deep acting since these individuals value relationships more and as a result are more likely to try to come across as genuine. One way of coming across genuine for these individuals is by not hiding their true emotions. This could be one of the reasons I did not find any significant relationships between femininity and emotional labor. It is likely that these individuals do not engage in emotional labor in an effort to come across as genuine and just express their naturally occurring emotions. One might expect individuals who are less likely to suppress their emotions to engage in deep acting, however, this does not seem to be the case for individuals high on femininity and one reason for that may be that deep acting is a form of emotional labor or hiding one's true emotions. It is likely that in an effort to come across as genuine, individuals high on femininity, are less likely to engage in emotional regulation.

Another factor that may explain the non-significant relationship between femininity and emotional labor is the nature of the measure. One of the criticisms of Dorfman and Howell (1988) measure that I used in the study is that it uses items that measure gender role preferences

of individuals rather than femininity. A few examples of the items are, "meetings are run more effectively when they are chaired by a man, it is more important for men to have a professional career than it is for women to have a professional career". Since these items are more inclined towards measuring gender role preferences rather than overall femininity, they may not necessarily show us the nature of relationships proposed in this study.

Emotional Labor and Its Outcomes

On the outcome side, I found some very interesting results as well. As discussed in the methods section, one way ANOVA by leader affiliation showed that a large part of the variance in the performance measures might be explained by leader affiliation. As a result, I standardized the data by leader affiliation to remove any variance accounted for by the leader. I tested all the hypotheses about performance using this data.

Surface Acting

As discussed earlier, previous research has found negative relationship between surface acting and customer experience (Groth, Hennig-Thurau, & Walsh, 2009). One of the reasons for not finding the predicted result could be the source of the customer service performance data. The supervisors filled this part of the survey and a more reliable source for this data might be the customers themselves. A previous study that found these relationships collected customer service data directly from the customer as well. Another reason for not finding the predicted relationships in the data could be that surface acting might take longer to influence customer service and job satisfaction than I expected. As a result, it would be useful to test these relationships over a longer time than one month. Another factor that I cannot rule out is that surface acting may be more common than expected due to the nature of the job in hotels. Additionally, since customers also understand the nature of the job in hotels, they might not be

responding as negatively to surface acting. However, one would need to test these relationships in multiple service settings to establish this.

I did not find any significant relationship between surface acting and emotional exhaustion at time 2 and time 1. One reason for this could be that emotional exhaustion resulting from surface acting may take some time to manifest. It would be appropriate to collect additional data at a later time to see this effect. On the other hand, the effect of surface acting on the other two dimensions of burnout i.e. depersonalization (Time 1, $\beta=.14$, $p<.05$; Time 2, $\beta=.31$, $p<.01$) was more pronounced and immediate. The relationship with depersonalization supported the theory that emotional labor may lead to depersonalization due to the superficial nature of surface acting (Hochschild, 1983). Additionally, as one can see from the difference in the effect at time 1 and time 2, the influence of surface acting on depersonalization increases with time.

Deep Acting

I had predicted that deep acting would have a positive relationship with job satisfaction and customer service performance at T1. I had also predicted that at time 2 deep acting would have a positive relationship with emotional exhaustion and negative relationship with job satisfaction and task performance. As expected, employees engaging in greater amounts of deep acting did report higher levels of job satisfaction at T1. This supports the argument that the positive emotions generated because of deep acting act as a buffer from emotional exhaustion and can give one the feeling of momentary satisfaction of meeting a customer need. Deep acting involves genuinely feeling the emotion resulting in a genuine experience of a more positive emotion. Additionally, engaging in deep acting is also likely to result in greater satisfaction resulting from a more positive customer experience due to the deep acting on the part of the employee. An improved customer experience has a direct and positive relationship with the

overall satisfaction of an individual. Both the experience of positive emotion and positive customer experience are likely to result in increased satisfaction.

While deep acting did not have any significant relationship with emotional exhaustion at time 2, however, it did have a negative relationship with task performance at time 2. This suggests that deep acting may draw from one's limited cognitive resources distracting one from task related performance. This supports my theory on differential outcomes based on time. Deep acting had a positive effect on satisfaction in the short term but not in the long term. Similarly, in the short term deep acting did not influence performance significantly, however, in the long term (one month) it had a negative impact on performance. One of the possible reasons that I was unable to find significant negative relationship between deep acting and emotional exhaustion is that it may take longer for the effect of deep acting to manifest on emotional exhaustion. Future studies should look at longer period of time to study this relationship to understand how long it may take for deep acting to significantly impact emotional exhaustion.

Emotional Labor, Leader Behaviors, and Outcomes

Through this study, I also wanted to identify the role of leader behaviors in the relationship between emotional labor strategies and outcomes. I had presented theory in support of some leader behaviors i.e., empathy, inclusiveness and positive emotional expression. I also identified additional leader behaviors through the qualitative part of the study. These additional behaviors were part of empowering leadership, and psychological safety experienced by an individual. Several of these behaviors interacted with deep acting and surface acting to predict emotional exhaustion and job satisfaction. I discuss these interactions in the following paragraphs.

Leader Positive Emotional Expression

Contrary to my expectation leader positive emotional expression interacted with surface acting leading to lower levels of satisfaction at higher levels of surface acting as compared to lower levels of surface acting. One of the reasons I expected that positive emotional expression would help buffer the negative effects of emotional labor is through positive emotional contagion resulting from the emotional expression of the leader. However, this increased contagion may lead an individual to greater positive emotional expression (surface acting), leading to greater dissonance with their underlying emotion. High surface acting along with high positive expression may lead to increased dissonance between individual's felt emotion and leader's emotional expression, since surface acting involves superficial faking leaving the underlying emotion unchanged. As a result, the reduced satisfaction may be a direct result of increased emotional expression (mostly likely using surface acting), which requires greater emotional resources.

Positive emotional expression also interacted with deep acting to predict emotional exhaustion at time 1 (Figure 8). High levels of positive emotional expression by the leader coupled with high levels of deep acting may lead to increased emotional exhaustion. Positive emotional expression may lead to emotional contagion resulting in greater effort by the individual to express positive emotions. This coupled with high levels of deep acting, which is also very emotionally exhausting may lead to higher levels of emotional exhaustion.

Empathy

Most of the interactions with empathy were non-significant. Leader empathy only interacted with deep acting to predict emotional exhaustion at T1. The direction of this interaction was contrary to the prediction, since individuals who engaged in high levels of deep acting and experienced high levels of leader empathy seemed to be more emotionally exhausted

than individuals who engaged in low levels of deep acting. I would like to note that emotional exhaustion was lowest at high levels of leader empathy and low levels of deep acting. One of the underlying reasons for this interaction may be that deep acting is cognitively taxing and uses a lot of emotional resources. Engaging with leaders who are high on empathy may involve emotional resources as well. This is probably the reason that this interaction may result in higher levels of emotional exhaustion.

Leader Inclusiveness

I did not find a main effect of surface acting on satisfaction; however, it interacted with leader inclusiveness to predict satisfaction at time 1. The interaction plot (Figure 4) of this relationship shows that at high levels of leader inclusiveness, at high levels of surface acting may lead to low levels of satisfaction. At low levels of leader inclusiveness, lower levels of surface acting may lead to high levels of satisfaction. An inclusive leader encourages the subordinates to take initiative, asks for input of the subordinates, and values their opinions equally. Thus, an inclusive leadership style facilitates greater involvement by employees. An individual who is more likely to surface act is also more likely to experience depersonalization (as seen from the results earlier) or be detached. As a result, a leader who encourages a high level of inclusiveness might lead to reduced satisfaction for individuals who tend to engage in high levels of surface acting, since these individuals are less likely to want to get involved. An alternative explanation for this relationship could be that at high levels of surface acting the level of leader inclusiveness does not make a huge difference. On other hand, at low levels of surface acting leader inclusiveness has a greater influence on the relationship between surface acting and job satisfaction. I would also like to point out that the highest level of satisfaction is under high leader inclusiveness and low surface acting.

Leader inclusiveness also interacted with surface acting and deep acting to predict emotional exhaustion at time 2 (Figure 10 & 11). Looking at both the plots leader inclusiveness seems to be buffering against emotional exhaustion. In case of the interaction with surface acting at high levels of leader inclusiveness, emotional exhaustion remains the same at both low and high levels of surface acting. On the other hand, at low levels of leader inclusiveness emotional exhaustion at time 2 is higher at high levels of surface acting compared to low levels of surface acting.

The interaction with deep acting showed a more positive influence of leader inclusiveness compared to surface acting. At high levels of leader inclusiveness, emotional exhaustion seems to be lower at high levels of deep acting compared to low levels of deep acting. The interaction between deep acting and leader inclusiveness brings more clarity to the influence of leader inclusiveness on emotional labor and emotional exhaustion. High leader inclusiveness clearly helps to reduce the emotional exhaustion at high levels of deep acting and at low levels of leader inclusiveness. Emotional exhaustion is much higher at high levels of deep acting compared to low levels of deep acting. Both of these findings are in line with my hypothesis. According to these findings high leader inclusiveness helps reduce the emotional exhaustion experienced, as the individuals tend to engage in higher levels of deep acting.

Empowering Leadership

Empowering leadership interacted with surface acting to predict satisfaction at T1 (Figure 6). Similar to leader inclusiveness, an empowering leader is likely to invite greater initiative and involvement from the employee. As suggested earlier, at high levels of surface acting an individual is likely to experience greater depersonalization and detachment and lesser tendency for involvement. As a result, at high levels of empowering leadership and high levels of surface

acting one is likely to experience lower levels of job satisfaction since he or she is less likely to be comfortable with the level of involvement required of him or her. According to this interaction plot, the highest level of satisfaction is experienced at high levels of empowering leadership and low levels of surface acting.

The interaction was in line with the expectation for deep acting and empowering leadership. High levels of empowering leadership seemed to result in higher levels of satisfaction for individuals who engaged in high levels of deep acting (Figure 7). I would like to note, however, that the trend was similar for individuals who experienced low levels of empowering leadership as well. This means that some of what we saw in this interaction is sure to be the positive effect of deep acting on satisfaction. Satisfaction was relatively higher at high levels of empowering leadership, which shows the benefit of empowering leadership for individuals who engage in high levels of deep acting.

In line with the suggestion above, deep acting interacted with empowering leadership to predict emotional exhaustion at T1. For individuals experiencing high levels of empowering leadership, emotional exhaustion was greater at high levels of deep acting compared to low levels of deep acting. This is not very surprising, since deep acting is known to have a draining effect and lead to emotional exhaustion, additional pressure resulting from greater involvement due to empowering leadership may lead to increased emotional exhaustion.

Psychological Safety

Psychological safety seems to interact with deep acting and surface acting to influence emotional exhaustion at time 2 and time 1, respectively. At high levels of psychological safety, emotional exhaustion at time 2 is much lower at high levels of deep acting as compared to low

levels of deep acting. On the other hand, at low levels of psychological safety emotional exhaustion was highest at high levels of deep acting.

I saw similar interaction effects between surface acting and psychological safety influencing emotional exhaustion at time 1 and 2 both. Environments that allow individuals to freely share their problems and take risk or make a mistake without fear, help reduce the emotional exhaustion resulting from emotional management at work despite the high level of deep acting or surface acting. Such environments make an individual feel supported and act as a buffer against the emotional exhaustion.

Theoretical and Practical Implications

This study makes three main contributions to the existing literature on emotional labor and leadership. First, through this study I identify the role of cultural values in predicting emotional labor. Second, I identify the differential impact of different emotional labor strategies on outcomes across different time periods. Third, this study also gives us a deeper understanding of the role of leader behaviors in predicting outcomes. I now discuss each of these contributions and future directions.

A large part of the emotional labor research has been focused on understanding organizational and contextual factors and one of the main objectives of this research was to contribute towards limited research on individual level predictors of emotional labor strategies. Role of culture and cultural values has been identified in the literature; however, this is the first study to establish the role of individual's cultural values in predicting emotional labor. I found positive relationship between cultural value of collectivism and emotional labor as well as surface acting after controlling for several other individual and contextual factors. Emotional

management is an internal process and my findings relating to collectivism brings us closer to understanding about factors that are internal to an individual that may affect emotional labor.

This study brings us closer to explaining some of the mixed findings we have seen in the past research relating to emotional labor and its outcomes. Initial work on emotional labor (Hochschild, 1983) introduced us to some of this theory, however, this is one of the first studies that attempts to answer some of these questions relating to differential outcomes over time. I tested my theory by collecting data at two points from multiple sources in order to help me answer some of the research questions about outcomes that vary with time. While deep acting had a positive impact on satisfaction in the short term, surface acting did not affect satisfaction at Time 2. On the other hand, deep acting did not have any direct impact on emotional exhaustion; however, it affected task performance in the long term negatively. I found a positive relationship between surface acting and depersonalization and emotional exhaustion. This effect also seemed to increase with time. These findings suggest that the outcome of emotional labor depends on the nature of emotional labor strategy employed as well as the time lag between when an individual engages in emotional labor and the outcome.

One of the main contributions of this study is towards leadership and the upcoming emotional leadership literature. In this study, I identified several key leader behaviors that interacted with individual's tendency to engage in emotional labor to predict outcomes. While the direction of some these interactions were not in the expected direction, most of them were in line with the theory presented in this study and are important to our understanding of the role of leader behaviors in this process. Leader inclusiveness and psychological safety both helped buffer an individual against negative outcomes of emotional labor. The surprise finding about positive emotional expression brings more clarity to emotional leadership. Specifically,

individuals who engage in surface acting may experience greater exhaustion due to the resulting contagion effect of positive emotional expression of the leader.

There are three core practical contributions of this study as well. First, with increased globalization, cultural diversity is not only a rule in United States but also in most of the world. As a result, understanding the role of cultural values in predicting important desirable behaviors at work is extremely important. My findings suggest that individuals who are high in collectivism are more likely to engage in emotional labor (both deep and surface acting). This finding can be directly applied to the service settings that require individuals to engage in high levels of emotional labor. Specifically, individuals may be tested for hiring purposes to ascertain their level of collectivism and certain other factors (self-monitoring tendency) that may have an impact on the level of emotional labor they engage in.

Second, one of the first steps towards managing the emotional exhaustion and dissatisfaction resulting from emotional labor is understanding the true nature of the relationship and how it changes over time. This study is able to throw some light on this subject, bringing us closer to manage the negative outcomes. Knowledge about the role of surface acting in contributing towards emotional exhaustion, depersonalization, and burnout may be used by individuals to engage in deep acting more than surface acting. Both deep acting and surface acting are tendencies and may be used appropriately by individuals to manage the negative outcomes.

Third, findings from this study suggest that leaders may be able to influence the level of individual emotional exhaustion and job satisfaction by playing an active role in this process. Specifically, findings relating to leader inclusiveness and psychological safety may be directly applicable to work settings resulting in greater satisfaction and reduced emotional exhaustion.

Additionally, I find support for contingent leadership (Yun, Faraj, & Sims, 2005). While, positive emotional expression and empowering leadership can be useful, it is important that the leaders use these behaviors selectively with subordinates based on the emotional labor strategies these individuals use. For example, for a subordinate who has a very high tendency to use surface acting, increased positive emotional expression by the leader can lead to greater emotional exhaustion. The leaders may directly apply these findings to the work setting to achieve reduced emotional exhaustion and greater satisfaction.

Limitations and Future Research

This study makes several contributions to the research in emotional labor as well as leadership. However, I would like to identify some limitations of this study. First, this study was conducted in eleven hotels. Each of the eleven hotels belonged to different brands; however, the same management company operated these hotels. Future research should try to incorporate multiple hotels under different managements to allow for greater variance on certain cultural factors. Second, the data was collected at two points in time separated by one month. Some of the outcomes I measured in this study may take longer to manifest. As a result, future research may be able to observe some of these relationships more clearly, if the study spans more than four months at least.

As discussed in the previous section, one of the reasons that I may not have found significant relationship between surface acting and customer service performance (apart from the source of the data being supervisors instead of customers) is due to the nature of the job in the hotels surface acting may be expected and not evaluated negatively. It would be interesting to test these relationships in different customer service roles in order to rule this out. A few examples of these settings apart from hotels are airlines, banks or call centers. Customer

expectation of the emotional expression by the employees may vary in each of these settings and leading to different levels of emotional labor by the employees.

One of the drawbacks of longitudinal studies is missing data. Having an online survey reduces the chances of missing data; however, future researchers should be aware of the survey respondent attrition due to various reasons. Techniques of handling missing data have received a lot of attention recently and are advised over list wise or pair wise deletion methods (Tsikriktsis, 2005). In this study, I handled the missing data problem using list wise deletion. I did this following missing data analysis and evaluating the appropriateness of the method used. However, since it lead to loss of valuable data I would like to note the missing data as a limitation of this study.

Some of the research questions about the outcomes of emotional labor and its differential outcomes over time remain unanswered due to the duration of the study. Future research should try to establish this using a longitudinal design spanning over four months or even longer. Since I was not able to see these results in my data over a period of a month, it is likely that these results will take longer to manifest. Additionally, use of a daily diary methodology coupled with a longitudinal design is suggested to help understand the clear differences in the impact on short term and long-term outcomes.

This study looked at cultural value at the individual level and found a significant relationship with emotional labor. Future research should test these relationships in different countries with high and low levels of collectivism as national culture. This will help us understand the role of national culture as well as how the relationships might vary across countries at the individual level. Additionally, future research should consider using a different measure of femininity that looks at the cultural value itself, rather than gender role preferences,

like the measure used in the study. Future research studies should also establish whether the individual considers customers as authority figures since it will affect the relationship between power distance and emotional labor.

Conclusion

Results of this longitudinal field study with matched data from supervisors highlighted the role of collectivism in predicting emotional labor. I was also able to demonstrate to some extent that different emotional labor strategies may have different outcomes over time. Finally, the leader behaviors and their role in this process bring more clarity to the role of leaders in influencing the negative outcomes of emotional labor. I hope that future researchers continue to examine the relationships proposed in this study and are able to replicate some of the findings of this study.

APPENDIX A
Survey Measures

Background Information

1. Your name:
2. What is the name of the hotel you work for?
3. What is your current (or most recent) job/title?
4. How long have you worked for this organization? _____years _____months
5. How long have you had your current job/position? _____ years _____months
6. Are you in a supervisory or managerial role—that is, one in which you formally evaluate the performance of other employees?
(1 = yes/ 2 = no)
7. Which department do you work for ?

Front office, Sales and Marketing, Food & Beverage, Other
8. Please indicate your age in years
9. Please, indicate your gender (Male = 1/Female = 2)
10. Please, indicate your ethnic background by selecting from the categories below:

White/Caucasian~1.00, African American~2.00, Native American/Indian~3.00, Asian~4.00, Hispanic/Latino~5.00, Indian

Subcontinent/Pacific~6.00, Islander~7.00, Other~8.00

11. Country of nationality _____.
12. Number of years and months spent living in the country of nationality _____.
13. Which department of the hotel do you work in?
Front office~1.00, Food & Beverage~2.00, Kitchen~3.00, Sales & Marketing~4.00, House Keeping~5.00, Engineering~6.00,
Other~7.00
14. Please indicate whether you work full time or part time in the hotel?
Full time~1.00, Part time~2.00

Big 5 Personality

Saucier, G. (1994). Mini-Markers: A brief version of Goldberg's unipolar Big-Five markers. *Journal of Personality Assessment*, 63, 506-516.

Please indicate how accurately each of the following traits describe you, using the following scale (1. very inaccurate, 2. moderately inaccurate, 3. neither inaccurate nor accurate, 4. moderately accurate, 5. very accurate)

1. Bashful ____
2. Bold ____
3. Careless ____
4. Cold ____
5. Complex ____

6. Cooperative ____
7. Creative ____
8. Deep ____
9. Disorganized ____
10. Efficient ____
11. Energetic ____
12. Envious ____
13. Extroverted ____
14. Fretful ____
15. Harsh ____
16. Imaginative ____
17. Inefficient ____
18. Intellectual ____
19. Jealous ____
20. Kind ____
21. Moody ____
22. Organized ____

23. Philosophical ____
24. Practical ____
25. Quiet ____
26. Relaxed ____
27. Rude ____
28. Shy ____
29. Sloppy ____
30. Sympathetic ____
31. Systematic ____
32. Talkative ____
33. Temperamental ____
34. Touchy ____
35. Uncreative ____
36. Unenvious ____
37. Unintellectual ____
38. Unsympathetic ____
39. Warm ____

40. Withdrawn _____

Revised Self-Monitoring Scale

To what extent do you agree or disagree with the following statements about yourself?

(1. strongly disagree, 2. moderately disagree, 3. neither agree nor disagree, 4. moderately agree, 5. strongly agree)

1. In social situations, I have the ability to alter my behavior if I feel that something else is called for.
2. I have the ability to control the way I come across to people, depending on the impression I wish to give them.
3. When I feel that the image I am portraying is not working, I can readily change it to something that does.
4. *I have trouble changing my behavior to suit different people and different situations.*
5. I have found that I can adjust my behavior to meet the requirements of any situation I find myself in.
6. *Even when it might be to my advantage, I have difficulty putting up a good front.*
7. Once I know what the situation calls for, it's easy for me to regulate my actions accordingly.
8. I am often able to read people's true emotions correctly through their eyes.
9. In conversations, I am sensitive to even the slightest change in the facial expression of the person I am conversing with.
10. My powers of intuition are quite good when it comes to understanding others' emotions and motives I can usually tell when others consider a joke to be in bad taste, even though they may laugh convincingly.

11. I can usually tell when I have said something inappropriate by reading it in the listener's eyes.
12. If someone is lying to me, I usually know it at once from that person's manner of expression.

Power Distance, Collectivism, Uncertainty avoidance, and Femininity

Dorfman, P. W., & Howell, J. P. (1988). Dimensions of national culture and effective leadership patterns: Hofstede revisited. *Advances in International Comparative Management*, 3, 127-150.

To what extent do you agree or disagree with the following statements? (1. strongly disagree, 2. moderately disagree, 3. neither agree nor disagree, 4. moderately agree, 5. strongly agree)

1. Group welfare is more important than individual rewards.
2. It is important to have job requirements and instructions spelled out in detail so that employees always know what they are expected to do.
3. Meetings are usually run more effectively when they are chaired by a man.
4. Managers should make most decisions without consulting subordinates.
5. Group success is more important than individual success.
6. Managers expect employees to closely follow instructions and procedures.
7. It is more important for men to have a professional career than it is for women to have a professional career.
8. It is frequently necessary for a manager to use authority and power when dealing with subordinates.

9. Being accepted by the members of your work group is very important.
10. Rules and regulations are important because they inform employees what the organization expects of them
11. Men usually solve problems with logical analysis; women usually solve problems with intuition.
12. Managers should seldom ask for the opinions of employees.
13. Employees should only pursue their goals after considering the welfare of the group.
14. Standard operating procedures are helpful to employees on the job.
15. Solving organizational problems usually requires an active forcible approach which is typical of men
16. Managers should avoid off-the-job social contacts with employees.
17. Managers should encourage group loyalty even if individual goals suffer.
18. Instructions for operations are important for employees on the job.
19. It is preferable to have a man in a high-level position rather than a woman.
20. Employees should not disagree with management decisions.
21. Individuals may be expected to give up their goals in order to benefit group success.
22. Managers should not delegate important tasks to employees.

Trait Affect -PANAS

“Indicate to what extent you **generally** feel this way, that is, how you feel on average:”

(not at all ~1.00, a little ~2.00, moderately~3.00, quite a bit ~4.00, very much~5.00)

1. Interested
2. Distressed
3. Excited
4. Upset
5. Strong
6. Guilty
7. Enthusiastic
8. Scared
9. Proud
10. Hostile
11. Alert
12. Irritable
13. Inspired
14. Ashamed
15. Determined
16. Nervous
17. Attentive

18. Jittery
19. Active
20. Afraid

Leader Member Exchange

LMX: Scandura, T. A., & Graen, G. B. (1984)

To what extent do you agree or disagree with each of the following statements about your relationship with your supervisor?

(1. strongly disagree, 2. moderately disagree, 3. neither agree nor disagree, 4. moderately agree, 5. strongly agree)

1. My supervisor understands my problems and needs.
2. My supervisor recognizes my potential.
3. My supervisor would use his or her influence to help me solve problems in my work.
4. My supervisor is someone I can count to help me out, even if it at his/her own expense.
5. My supervisor has enough confidence in me that he/she would defend and justify my decisions even if I were not present to do so.
6. I usually know where I stand with my supervisor.
7. I have an excellent working relationship with my supervisor.

Burnout (Maslach Burnout Inventory, 1982)

Indicate how often do you feel that the following statements apply to you (1- Not at all to 5-very much)

Emotional exhaustion:

- a. I feel emotionally drained from my work.
- b. I feel used up at the end of the workday.
- c. I feel fatigued when I get up in the morning and have to face another day on the job.
- d. Working with people all day is really a strain for me.
- e. I feel burned out from my work.
- f. I feel frustrated by my job.
- g. I feel I'm working too hard on my job.
- h. Working with people directly puts too much stress on me.
- i. I feel like I'm at the end of my rope.

Depersonalization:

- a. I feel I treat some customers as if they were impersonal objects.
- b. I've become more callous toward people since I took this job.
- c. I worry that this job is hardening me emotionally.
- d. I don't really care what happens to some customers.

- e. I feel customers blame me for some of their problems.

Personal accomplishment: ®

- a. I can easily understand how customers feel about things.
- b. I deal very effectively with the problems of my customers.
- c. I feel I'm positively influencing other people's lives through my work.
- d. I feel very energetic.
- e. I can easily create a relaxed atmosphere with my customers.
- f. I feel exhilarated after working closely with customers.
- g. I have accomplished many worthwhile things on this job.
- h. In my work, I deal with emotional problems very calmly.

Job Satisfaction

Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16: 250-279.

To what extent do you agree with the following statements about your job and the organization?

(1. strongly disagree, 2. moderately disagree, 3. neither agree nor disagree, 4. moderately agree, 5. strongly agree)

- 1. I am Generally speaking very satisfied with my job.
- 2. I am generally satisfied with the feeling of worthwhile accomplishment I get from doing this job.

3. I am generally satisfied with the kind of work I do in this job.

Psychological Safety (Edmondson, 1999)

- a. It is easy to speak up about anything on one's mind
- b. People appear to be very uncomfortable speaking up and only do it under extreme stress. (r)
- c. If you make a mistake on this team, it is often held against you. (r)
- d. Members of this team are able to bring up problems and tough issues.
- e. People on this team sometimes reject others for being different. (r)
- f. It is safe to take a risk on this team.
- g. It is difficult to ask other members of this team for help. (r)
- h. No one on this team would deliberately act in a way that undermines my efforts.
- i. Working with members of this team, my unique skills and talents are valued and utilized.

Emotional labor – (Brotheridge and Lee, 2003)

Respondents are asked to rate “on an average day at work how frequently” they performed interpersonal behaviors on a 5-point Likert-type response scale (1 - *never*; 5 - *always*).

Duration

1. A typical interaction I have with a coworker takes ___ about minutes

Frequency

2. Display specific emotions required by your job
5. Adopt certain emotions required as part of your job
7. Express particular emotions needed for your job

Intensity

9. Express intense emotions
3. Show some strong emotions

Variety

6. Display many different kinds of emotions
11. Express many different emotions
13. Display many different emotions when interacting with others

Surface acting

12. Resist expressing my true feelings
14. Pretend to have emotions that I do not really have
8. Hide my true feelings about a situation

Deep acting

4. Make an effort to actually feel the emotions that I need to display to others
15. Try to actually experience the emotions that I must show

10. Really try to feel the emotions I have to show as part of my job

Valence

1. Express positive emotions
2. Resist expressing positive emotions
3. Express negative emotions
4. Resist expressing negative emotions

Emotional Regulation Questionnaire

ERQ -Gross, J.J., & John, O.P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. Journal of Personality and Social Psychology, 85, 348-362.

The questions below involve two distinct aspects of your emotional life. One is your emotional experience, or what you feel like inside. The other is your emotional expression, or how you show your emotions in the way you talk, gesture, or behave.

Respondents were asked to what extent they agree or disagree with the statements on a five point Likert-type scale (1 - *strongly disagree*; 5 - *strongly agree*).

1. ____ When I want to feel more *positive* emotion (such as joy or amusement), I *change what I am thinking about*.
2. ____ I keep my emotions to myself.
3. ____ When I want to feel less *negative* emotion (such as sadness or anger), I *change what I am thinking about*.
4. ____ When I am feeling *positive* emotions, I am careful not to express them.

5. ____ When I am faced with a stressful situation, I make myself *think about it* in a way that helps me stay calm.
6. ____ I control my emotions by *not expressing them*.
7. ____ When I want to feel more *positive* emotion, I *change the way I'm thinking* about the situation.
8. ____ I control my emotions by *changing the way I think* about the situation I'm in.
9. ____ When I am feeling *negative* emotions, I make sure not to express them.
10. ____ When I want to feel less *negative* emotion, I *change the way I'm thinking* about the situation.

Note

Reappraisal Items: 1, 3, 5, 7, 8, 10; Suppression Items: 2, 4, 6, 9.

Empowering Leadership Questionnaire (modified from Arnold et al. 2000)

Please indicate how often does your leader (supervisor/manager) engage in the following behaviors:

Leading By Example

Sets high standards for performance by his/her own behavior

Works as hard as he/she can

Leads by example

Participative Decision-Making

Encourages work group members to express ideas/suggestions

Uses my work group's suggestions to make decisions that affect us

Gives all work group members a chance to voice their opinions

Coaching

Helps my work group see areas in which we need more training

Suggests ways to improve my work group's performance

Teaches work group members how to solve problems on their own

Tells my work group when we perform well

Supports my work group's efforts

Helps my work group focus on our goals

Informing

Explains rules and expectations to my work group

Explains his/her decisions and actions to my work group

Explains company decisions

Showing Concern/Interacting with the Team

Shows concern for work group members' well-being

Takes the time to discuss work group members' concerns patiently

Gives work group members honest and fair answers

Finds time to chat with work group members

Positive Emotional Expression (PANAS)

Indicate to what extent does your supervisor/manager display the following emotions (1 – *not at all*; 5 – *very much*).

- Active, alert, attentive, determined, enthusiastic, excited, inspired, interested, proud, and strong.

Empathy (Kellett et al., 2006)

The items will be measured using a 5-point Likert-type scale (1 - *slightly characteristic*; 5 - *very characteristic*).

1. Values others as individuals.
2. Feels emotions that other people experience.
3. Makes others feel understood.
4. Shares other's feelings of happiness
5. Encourages others to talk about how they feel.

Leader Inclusiveness (Nembhard et al. (2006)

How much do you agree to the listed statements about their leader's behavior (1 - *completely disagree*; 5 - *completely agree*).

1. The leader encourages the subordinates to take initiative.
2. The leader asks for input of subordinates.
3. The leader values the opinions of subordinates equally.

Empowerment (Spreitzer, G.M. (1995)

Respondents will be asked to what extent they agree or disagree with the statements on a five point Likert-type scale (1 - strongly disagree; 5 - strongly agree).

- The work I do is very important to me.
- My job activities are personally meaningful to me.
- I am confident about my ability to do my job.
- I have mastered the skills necessary for my job.
- I have significant freedom in determining how I do my job.
- I can decide on my own how to go about doing my work.
- I have a great deal of control over what happens here.
- I have significant influence over what happens here.

Customer Service Performance – (Groth et al. 2009)

The items will be measured using a 5-point Likert-type scale (1 - *slightly characteristic*; 5 - *very characteristic*).

1. The employee tries to help the customers achieve their goals.
2. The employee keeps the best interest of the customers in mind.
3. The employee is able to respond well to customer needs.

4. The employee receives positive feedback from customers.

Job Role Performance

Welbourne, T. M., Johnson, D. E., & Erez, A. (1998). The role-based performance scale: Validity analysis of a theory-based measure. *Academy of Management Journal*, 41, 540-555.

Using the scale below, rate your subordinate on each of the following work components:

(1 = needs much improvement; 2 = satisfactory; 3 = good; 4 = very good; 5 = excellent)

Job Role:

1. Quantity of work output.
2. Quality of work output.
3. Accuracy of work.
4. Efficiency of work.

Career Role:

5. Formulating challenging career goals.
6. Developing skills needed for his/her future career.
7. Making progress in his/her career.
8. Seeking out opportunities that enable career development.

Innovator Role:

9. Coming up with new ideas.
10. Working to implement new ideas.
11. Finding improved ways to do things.
12. Creating better processes and routines.

Team Role:

13. Working as part of a work team.
14. Seeking information from others in his/her work team.
15. Making sure his/her work team succeeds.
16. Responding to the needs of others in his/her work team.

Organization Role:

17. Doing things that help others in the company when it is not a part of his/her job.
18. Working for the overall good of the company.
19. Doing things to promote the company.
20. Helping so that the company is a good place to be.

APPENDIX B

Interview Questions

Introduction

I am a PhD student with nearly eight years of work experience in hotels. As a result, my research is deeply influenced by the challenges faced by individuals in hotels. My current research evaluates the factors leading to and outcomes of emotional labor in hotels. The findings from my study have direct relevance and application to the work environment. It is important you share your most honest experiences since it can help us in taking this information back to improving the management practices in hotels.

Interview Questions

1. What does your job role involve?
2. What percentage of your work focuses on guest interaction?
3. To what extent do you generally feel this way?

Distressed, Upset, Guilty, Scared, Hostile, Irritable, Ashamed, Nervous, Jittery, Afraid,
Active, Alert, Attentive, Determined, Enthusiastic, Excited, Inspired, Interested, Proud,
Strong

4. How long have you worked in the hotel?

5. How long have you worked in your current role?
6. How long have you worked with your current supervisor?
7. Can you think of an incident where you came across a very challenging guest?
8. Please describe the situation.
9. How did you handle the situation?
10. Did you involve anyone else (leader) in the situation?
11. How did you feel during the situation?
12. Can you name the emotions you felt?
13. How did you feel after the situation was over?
14. Did anyone at your workplace do anything to help you feel better about the situation?
15. Did your leader get involved in any way?
16. If yes, what did he/she do specifically?
17. How did you feel about what your leader did?
18. If you answered no to question 12, is there anything that the leader could have or should have done to make the situation better for you?
19. How would this effect what you feel?

20. To what extent do you agree or disagree with each of the following statements about your relationship with your supervisor?

(1. strongly disagree, 2. moderately disagree, 3. neither agree nor disagree, 4. moderately agree, 5. strongly agree)

I like my supervisor very much as a person.

My supervisor is the kind of person one would like to have as a friend.

My supervisor is a lot of fun to work with.

My supervisor defends my work actions to a superior, even without complete knowledge of the issue in question.

My supervisor would come to my defense if I were "attacked" by others.

My supervisor would defend me to others in the organization if I made an honest mistake.

I do work for my supervisor that goes beyond what is specified in my job description.

I am willing to apply extra efforts, beyond those normally required, to further the interests of my work group.

I am impressed with my supervisor's knowledge of his/her job.

I respect my supervisor's knowledge of and competence on the job.

I admire my supervisor's professional skills.

Interview Data Summary

(The number in front of a comment indicates the number of interviewees that mentioned that statement)

Emotions experienced while dealing with a challenging guest situation

- Sad-8
- Stressed-4
- Personal accusation
- Irritated
- Angry-8 (at situation, guest, mgt)
- Wanted to get back at her/retaliate
- B.P. went up
- Afraid of saying the wrong thing
- Had to control the emotional reaction
- Frustrated-7
- Sorry for the guest-3
- Shocked-2
- Pushed against the wall
- Belittled

- Worthless
- Drained
- Wore down
- Emotionally drained
- Consumed
- Threatened
- Nervous
- Jittery
- Anxious
- Afraid of consequences
- Guilty
- Bad-3 (for self/for guest)
- Empathetic
- Irritated at the situation/guest-3
- Controlled
- Defensive-2
- Stressed about controlling emotion-4

- Upset-2
- Humiliated
- Attentive
- Distressed-2
- Scared/fear of doing something wrong
- Not responsible-5
- Challenged-2
- Annoyed
- Embarrassed
- Angry at mgt / was left on my own
- Aggravated
- Betrayed

Emotions experienced after the situation is over

- Relief-12
- O.k.
- Glad it was over
- Happy-6

- Exhausted-3
- Had to keep going
- Exemplified
- Excellent
- Exhausted
- Satisfied
- Tired
- Drained
- Aggravated inside
- Back to normal
- Sad
- Upset
- Confused
- Pleased
- Great
- Proud
- Glad

- Calm
- Let it go
- Stress release
- Good
- Able to help
- Appreciated by guest

Did it carry over to work day

- Yes at least 2 hrs.
- Could not function for the rest of the day-3
- Not any more, used to-2
- Yes, other customers suffered
- Yes, for a few days
- Yes for a long time-positive effect
- After effects went on for months- effected other work

What did the leader do to make the individuals feel better

- Listen-6
- Smile

- Talk-6
- Show support for the employee-2
- Give advice
- Reassure-5
- Showed empathy-16
- Re-evaluate the incident
- Sympathized
- Highlight strength and weakness
- Teach them not to take it personally.
- Let them vent/ talk about frustration-13
- Spoke and explained
- Reassured that I was doing enough-3
- Did not quit on me
- Guided
- Appreciated-6
- Lead by example
- Coach-6 (talk through situations, evaluate step by step, give encouragement, be a coach)

- Show Compassion-3
- Be understanding
- Encourage
- Speak in private
- Had a meeting with role plays of situation
- Showed positive expression/enthusiasm-7
- Calmed me down
- Reassured that there will be no negative consequences-4
- Stood by me
- Gave feedback after assessing the situation
- Did not do anything- made me feel misunderstood
- Empowered me
- Was grateful

How did it make them feel

- Supported-9
- Empowered-4
- Understood

- Positive reinforcement
- She had my back
- Respected
- Converted into positive experience
- Encouraged
- Not abandoned
- Valued
- Cared for
- Appreciated-2
- Confident
- Ownership
- Feel better

Highlights

- People tend to deal with the emotional management by detaching themselves from the situation. “Not taking it personally”, “part of the job”, “it is not about me”
- Time frame for detachment- initial is easier coz of positive affect and enthusiasm, mid part may be tougher and then the detachment happens. “have got better at dealing with it with time”

New measures to be added to the survey

- Leader behavior – Empowering leadership, psychological empowerment, coaching
- Voice
- Psych safety

Found evidence for existing measures

- Empathy
- Positive emotional expression
- inclusiveness

Table 1. Emotional Labor and Its Operationalization

Author	Year	Definition of Emotional Labor	Operationalization				
			Emotional Management strategy		Emotional regulation	Display rule compliance	Role requirement
			Deep Acting	Surface Acting			
Abraham	1998	The act of expressing organizationally desired emotions during service transactions				*	
Pugliesi	1999	Performance of various forms of emotion work in the context of paid employment			*	*	*
Schaubroeck & Jones	2000	Requirement to modulate the expression of one's own emotions in particular ways			*		*
Wong and Law	2002	Extent to which an employee is required to present an appropriate emotion in order to perform the job in an efficient and effective manner			*		*
Brotheridge & Lee	2002	The act of displaying socially desirable emotions					
Diefendorff & Richard	2003	Management of emotions as part of the work role			*	*	*
Glomb, Kammerer-Mueller & Rotundo	2004	Management of feeling to create a publicly observable facial and bodily display				*	*
Gosserand & Diefendorff	2005	how individuals manage their emotions as part of the work role	*	*		*	*
Beal, Trougakos, Weiss and Green	2006	Family of constructs involving the regulation of emotions in work settings	*	*	*	*	*
Rupp & Spencer	2006	The effort, planning and control required to manage one's emotions to achieve an organizational objective			*	*	*

Author	Year	Definition of Emotional Labor	Operationalization				
			Emotional Management strategy		Emotional regulation	Display rule compliance	Role requirement
			Deep Acting	Surface Acting			
Johnson and Spector	2007	Expression of organizationally mandated emotions that may contradict genuinely felt emotions in response to organizational display rules	*	*	*	*	*
Mikolajczak, Menil and Luminet	2007	Act of managing emotions and emotional expressions in order to be consistent with organizational display rule	*	*		*	*
Austin, Dore & O'Donovan	2008	Process in which employees display emotion which may not correspond to the emotions they are actually experiencing in response to job-related expectations of appropriate emotional behavior	*	*	*	*	*
Cheung and Tang	2009	Regulation of emotion at work in order to fulfill emotional display requirements of organizations	*	*	*	*	*
Spencer and Rupp	2009	Effort required to regulate emotions at work			*	*	*
Judge, Woolf & Hurst	2009	emotion regulation strategies adopted by employees during service encounters in accordance with organizational expectations for emotional display	*	*			

Table 2. Conceptualization of Emotional Labor (Bono et al., 2005)

Author	Year	Emotional Management	Display Rule existence and Compliance	Role requirements
Wharton	1993			*
Adelmann	1995	*	*	*
Morris and Feldman	1997	*		*
Abraham	1998		*	
Pugliesi	1999	*	*	*
Zapf et al.	1999	*	*	*
Kruml and Geddes	2000	*		
Schaubroeck and Jones	2000		*	
Zerbe	2000		*	
Erickson and Ritter	2001	*		
Brotheridge and Grandey	2002	*		*
Brotheridge and Lee	2002	*	*	*
Davies and Billings	2002	*		*
Glomb, Miner and Tews	2002	*		
Holman et al.	2002	*		
Grandey	2002	*		
Glomb and Tews	2004	*		
Glomb and Tews	2004	*		*

Table 3. Relationship of Emotional Labor with Other Related Concepts

	Definition	Emotional expression	Emotional suppression	Emotional Management	Display rule compliance	Role Requirement
Emotional Labor	The process of regulating feelings and expressions to comply with organizational display rules (Grandey, 2000, Hochschild, 1983)	Yes	Yes	Yes	Yes	Yes
Emotional Regulation	Modification of feelings or expressions that may be effortful or automatic (Grandey, 2000; Gross, 1998)	Yes	Yes	Yes		
Emotional Intelligence	Ability to reason about emotion and the ability to use emotion to enhance thought (Mayer, Roberts, & Barsade, 2008)	Yes	Yes	Yes		
Affect	Basic Consciously available feelings, which may not be necessarily aimed at anything such as pleasure or displeasure (Russell & Barrett, 1999)	Yes				

Table 4. Survey response break up for each hotel

Hotel Code	Name of the Hotel	Focus Group		Interview	Emotional Intelligence Survey	Survey 1 focal	Survey 1 Supervisor	Survey 2 Focal	Survey 2 Supervisor
		Number of groups	Total number of participants						
1	Embassy Suites Dulles	1	7	5	18	28	24	23	24
2	Homewood Suites Dulles	1	5	4	4	6	5	6	5
3	Aloft Dulles north				4	7	2	5	1
4	Hilton Garden Inn Dulles North				10	19	13	14	12
5	Comfort suites Manassas	2	9	5	12	13	12	12	12
6	Hilton BWI	1	7	5	40	48	46	39	40
7	Aloft BWI	1	7	4	3	7	7	3	1
8	Hilton Garden Inn Arundel Mills			4	11	29	21	17	8
9	Homewood Suites Arundel Mills			4	6	12	6	7	1
10	Embassy Suites Delaware				8	18	7	10	2
11	Homewood Suites Delaware				1	3	2	1	1
	Total	6	35	31	117	190	145	137	107

Table 5. Controls used to test the relationship between cultural values and emotional labor.

Relationship Being Tested	Controls	Reasoning Behind the Use of control
Relationship Between Cultural Values and Emotional Labor		
	Gender	Women have been found to engage in emotional labor more than men (Grandey, 2000; Morris et al., 1996).
	Emotional Intelligence	EI ability has been linked to increased emotional management (Mayer, Salovey, & Caruso, 2004).
	Self monitoring	It has been linked to the tendency to surface act (Brotheridge et al., 2002).
	Negative Affect	Affect has been found to be an antecedent to emotional labor (Gosserand et al., 2005; Rupp et al., 2006).
	Positive Affect	Affect has been found to be an antecedent to emotional labor (Gosserand et al., 2005; Rupp et al., 2006).
	Power Distance	I controlled for power distance to test for the impact of collectivism and femininity.
	Femininity	I controlled for femininity to test for the impact of collectivism and power distance.
	Collectivism	I controlled for Collectivism to test for the impact of femininity and power distance.

Table 6. Controls used to test the relationship between emotional labor and performance.

Relationship Being Tested	Controls	Reasoning Behind the Use of control
Relationship between emotional labor and performance	Age	Age reflects the experience and may impact performance rating.
	Industry Tenure	Influences the ability to manage emotion effectively (Ashforth et al., 1993) and as a result performance .
	Salaried vs. hourly	Salaried employees spend more time at work and also have better relation with supervisor, which may affect performance rating (Gerstner & Day, 1997).
	Positive Affect	Positive affect may be rated more positive due to similarity with emotional display rules of hotels.
	Negative Affect	Negative affect may be rated more negatively due to dissimilarity with emotional display rules of the hotels.
	Leader Member Exchange	Relationship with the supervisor may influence the performance rating (Gerstner & Day, 1997).
	Surface Acting	I controlled for surface acting to test for the impact of deep acting on performance.
	Deep Acting	I controlled for deep acting to test for the impact of surface acting on performance.

Table 7. Controls used to test the relationship between emotional labor and emotional exhaustion and satisfaction.

Relationship Being Tested	Controls	Reasoning Behind the Use of control
Relationship between emotional labor and emotional exhaustion and satisfaction	Age	Age reflects the experience and may impact overall ability to manage the resulting stress to affect emotional exhaustion and satisfaction.
	Industry Tenure	Influences the ability to manage emotion effectively (Ashforth et al., 1993) and as a result may influence emotional exhaustion or satisfaction.
	Supervisor vs. staff	Supervisors have higher complexity of responsibility, which may influence emotional exhaustion. They may be more satisfied due to their role in the organization or other organizational support factors associated with the position.
	Gender	Women have been found to engage in emotional labor more than men (Grandey, 2000; Morris et al., 1996). They have also been found to have higher ability to manage emotions. As a result, they may experience lower levels of emotional exhaustion and high levels of satisfaction.
	Surface Acting	I controlled for surface acting to test for the impact of deep acting on emotional exhaustion and satisfaction.
	Deep Acting	I controlled for deep acting to test for the impact of surface acting on emotional exhaustion and satisfaction.

Table 8. Descriptive Statistics and Correlations

	Variables	Mean	S.D.	N	1	2	3	4	5	6	7	8	9	10	11	12
1	Age	34.55	10.74	190												
2	Gender ^b	1.54	0.50	191	.05											
3	Sup/staff ^a	1.64	0.48	191	-.27**	.07										
4	Industry Tenure	6.83	7.78	190	.50**	.05	-.45**									
5	Sal/hour ^c	1.66	0.47	191	-.25**	.00	.58**	-.54**								
6	Emotional Intelligence	74.59	21.27	118	-.01	.14	.03	.05	-.04	(.84)						
7	Self monitor	3.88	0.58	188	-.01	.01	.00	.04	-.10	.23*	(.82)					
8	Positive Affect	4.00	0.78	185	.06	.01	-.12	.10	-.11	.03	.38**	(.89)				
9	Negative Affect	1.83	0.65	185	-.06	.02	.03	-.07	.00	-.30**	.34**	-.30**	(.87)			
10	Leader Member Exchange	3.96	0.92	183	.01	.10	-.02	.04	-.04	.33**	.09	.16*	-.16*	(.94)		
11	Power Distance	2.68	0.80	186	-.09	-.06	-.12	-.13	-.03	-.42**	-.17*	.19**	.24**	-.10	(.65)	
12	collectivism	3.30	0.64	186	-.10	-.21**	-.07	-.07	-.02	.00	.13	.16*	-.13	.08	.21**	(.60)
13	Femininity	4.22	1.05	173	.07	.14	-.08	.13	-.10	.32**	.11	.19*	-.22**	.23**	-.36**	-.24**
14	Surface Acting	2.55	1.05	183	-.36**	-.05	.03	-.18*	-.07	-.04	.10	-.10	.18*	-.06	.16*	.15*
15	Deep Acting	2.95	1.16	183	-.22*	.05	.07	-.04	-.03	-.10	.30**	.23**	.05	.00	.10	.19*
16	Surface & Deep Acting	2.75	0.96	183	-.33**	.01	.06	-.12	-.05	-.08	.24**	.09	.13	-.03	.15*	.20**
17	Emotional Reappraisal	3.78	0.67	183	-.02	.09	.17*	-.02	.05	.07	.51**	.35**	-.01	.15*	.00	.17*
18	Emotional Suppression	3.11	0.82	183	-.12	-.12	-.01'	-.16*	.08	-.17	.11	-.03	.04	-.09	.32**	.22**
19	Emotional Labor	2.90	0.81	183	-.18*	.05	-.06	0.05	-.20**	-.04	.28**	.16*	0.14	.00	0.1	.16*
20	Leader positive affect	4.06	0.84	183	.06	.09	.05	.02	.03	.24**	.27**	.36**	-.08	.41**	.10	.01
21	Lead empathy	3.79	0.90	183	.06	.04	.03	.01	.06	.30**	.23**	.32**	.16*	.53**	-.21**	.00
22	Empowering Leadership	3.94	0.84	183	.02	.14	-.02	.06	-.02	.27**	.25**	.34**	-.12	.47**	-.06	.11
23	Lead Inclusiveness	3.89	0.92	183	.05	.24**	.00	.05	-.06	.29**	.21**	.19**	-.04	.52**	-.05	.07
24	Psychological safety	3.46	0.64	183	.13	-.02	-.08	.23**	-.07	.23	.16*	.16*	-.17*	.38**	-.11	.08
25	Satisfaction	3.92	0.96	183	.30**	.11	-.18*	.25**	-.11	-.09	.07	.44**	-.27**	.20**	.07	.25**
26	emotional exhaustion	1.90	0.87	183	-.20*	-.09	-.07	-.04	-.11	-.15	-.12	-.15*	.45**	-.12	.08	.13
27	Customer Performance ^d	4.11	0.83	145	.20*	.05	-.27*	.24**	-.14	.13	.13	.27**	-.04	.22**	.00	.05
28	job performance ^d	3.53	1.11	145	.22**	.10	-.19*	.19*	-.06	.05	.12	.18*	-.02	.22**	-.01	-.02
29	Emotional exhaustion-II	1.86	0.87	139	-.19*	-.02	.09	-.13	.00	-.14	-.02	-.18*	.22**	-.21*	.11	.18*
30	Satisfaction-II	3.96	0.93	139	.31**	.02	.21*	.30**	-.18*	.00	.17*	.37**	-.10	.09	.02	.10
31	Customer performance-II ^d	4.09	0.88	113	.20	-.01	-.32**	.32**	.20*	.10	.07	.06	-.03	.23*	.00	-.02
32	Job performance-II ^d	3.48	1.11	113	.11	.00	-.22*	.18	-.06	.04	.07	.03	.00	.28**	-.03	.02

Variables	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
13 Femininity	(.85)																				
14 Surface Acting	-.09	(.82)																			
15 Deep Acting	-.06	.50**	(.90)																		
16 Surface & Deep Acting	-.08	.85**	.88**	(.86)																	
17 Emotional Reappraisal	0.02	.25**	.35**	.35**	(.78)																
18 Emotional Suppression	-.25**	.20**	.08	.16*	.31**	(.66)															
19 Emotional Labor	-0.12	.65**	.77**	.83**	.34**	0.04	(.89)														
20 Leader positive affect	.19*	-.10	.10	.00	.24**	.04	.07	(.96)													
21 Lead empathy	.23**	-.09	.00	-.05	.31**	-.03	.02	.71**	(.92)												
22 Empowering Leadership	.23**	-.06	.07	.00	.31**	-.02	.07	.80**	.73**	(.97)											
23 Lead Inclusiveness	.29**	.05	.09	.08	.31**	-.09	.11	.54**	.58**	.67**	(.88)										
24 Psychological safety	.26**	-.06	.04	-.01	.26**	-.19*	.01	.27**	.35**	.37**	.46**	(.64)									
25 Satisfaction	.01	-.14	.12	.00	.25**	.00	.05	.23**	.23**	.36**	.37**	.35**	(.89)								
26 emotional exhaustion	-.31**	.23**	.09	.18*	-.13	.10	.21**	-.15*	-.17*	-.16*	-.19*	-.30**	0.33**	(.92)							
27 Customer Performance ^d	.08	.04	.05	.05	.13	-.10	.14	.20*	.22**	.27**	.26**	.30**	.33	-.10	(.88)						
28 job performance ^d	.03	.09	.06	.08	.11	-.06	.12	.12	.23**	.17*	.20*	.26**	.30	-.19*	.78**	(.96)					
29 Emotional exhaustion-II	.23**	.24**	.11	.20*	-.3	.15	.15	-.19*	-.23**	-.19*	-.19*	-.28**	-.25**	.54**	-.10	-.15	(.93)				
30 Satisfaction-II	.00	-.01	.14	.08	.26**	.15	.17*	.25**	.22**	.27**	.23**	.12	.48**	-.15	.32**	.24**	-.32	(.89)			
31 Customer performance-II ^d	.06	-.08	-.08	-.09	.00	-.10	.04	.07	.27**	.22*	.22*	.19	.29**	-.17	.69**	.59**	-.20	.24*	(.88)		
32 Job performance-II ^d	.06	.04	.00	.02	-.03	-.02	.08	.12	.27**	.18	.19	.20*	.24*	-.16	.63**	.78**	-.18	.18	.73**	(.96)	

*p<.05, **p<.01, II- in front of a variable indicates a time 2 variable

^aSup. Vs. Staff: Supervisor= 1, Staff= 2, ^bGender : Male=1, Female =2, ^cSalary Vs. Hourly: Salaried=1, hourly=2, ^dSupervisor rated

Table 9. Results of Hierarchical Multiple Regression (Relationship between power distance and emotional labor).

Variables	Deep Acting		Surface Acting		Deep Acting & Surface Acting	
	Step 1	Step 2	Step 1	Step 2	Step1	Step2
<u>Controls</u>						
Gender ^b	-.04	-.05	-.03	-.03	-.04	-.05
Emotional Intelligence	-.14	-.09	-.05	-.05	-.14	-.09
Self monitoring	.44**	.43**	.34**	.34**	.44**	.43**
Negative Affect	.10	.06	.19	.19	.10	.06
Positive Affect	.07	.09	-.20	-.20	.07	.09
Femininity	-.04	-.02	-.01	.00	-.04	-.02
Collectivism	.17	.14	.22*	.22*	.17	.14
<u>Independent Variable</u>						
Power Distance		.14		.01		.14
R ²	.28**	.29	.19**	.19	.28**	.29
Δ R ²		.01		.00		.01
F Value	5.44**	5.03**	3.34**	2.90**	5.44**	5.03**
Δ F		1.84		.02		1.84
df1	8	9	8	9	8	9
df2	107	106	107	106	107	106

*p<.05, **p<.01,

***p<.001

N=115

The Δ R2 values indicate the percentage of explainable variance in the dependent variable accounted for by each step. ^bGender : Male=1, Female =2.

Table 10. Results of Hierarchical Multiple Regression (Relationship between power distance and emotional regulation).

Variables	Emotional Reappraisal		Emotional Suppression		Emotional Regulation	
	Step 1	Step 2	Step 1	Step 2	Step1	Step2
<u>Controls</u>						
Gender ^b	.09	.10	-.12	-.13	-.03	-.04
Emotional Intelligence	-.08	-.10	-.16	-.11	-.16	-.13
Self monitoring	.45**	.45**	.14	.13	.34**	.34**
Negative Affect	.00	.01	-.03	-.06	-.02	-.04
Positive Affect	.33**	.33**	-.02	-.01	.17	.17
Femininity	-.10	-.11	-.12	-.09	-.14	-.12
Collectivism	.11	.12	.24*	.21*	.23*	.21*
<u>Independent Variable</u>						
Power Distance		-.05		.14		.07
R ²	.47**	.47	.18**	.19	.32**	.33
Δ R ²		.00		.01		.00
F Value	12.26**	10.71**	3.00**	2.86**	6.67**	5.87**
Δ F		.36		1.70		.50
df1	8	9	8	9	8	9
df2	107	106	107	106	107	106

*p<.05, **p<.01,

***p<.001

N=115

The Δ R2 values indicate the percentage of explainable variance in the dependent variable accounted for by each step.

^bGender : Male=1, Female =2.

Table 11. Results of Hierarchical Multiple Regression (Relationship between collectivism and emotional labor).

Variables	Deep Acting		Surface Acting		Deep Acting & Surface Acting	
	Step 1	Step 2	Step 1	Step 2	Step1	Step2
<u>Controls</u>						
Gender ^b	-.06	-.05	-.05	-.03	-.07	-.05
Emotional Intelligence	-.08	-.09	-.02	-.05	-.06	-.08
Self monitoring	.45	.43	.37**	.34**	.48	.45
Negative Affect	.05	.06	.17	.19	.13	.15
Positive Affect	.11	.09	-.16	-.20	-.03	-.06
Power Distance	.17	.14	.07	.01	.14	.09
Femininity	-.05	-.02	-.05	.00	-.06	-.01
<u>Independent Variable</u>						
Collectivism		.14		.22*		.20
R ²	.28**	.29	.16*	0.19*	.25**	.29*
Δ R ²		.02		.04*		.03*
F Value	5.39**	5.03**	2.56*	2.90*	4.7**	4.9**
Δ F		2.10		4.60*		4.6*
df1	8	9	8	9	8	9
df2	107	106	107	106	107	106

*p<.05, **p<.01,

***p<.001

N=115

The Δ R2 values indicate the percentage of explainable variance in the dependent variable accounted for by each step. ^bGender : Male=1, Female =2

Table 12. Results of Hierarchical Multiple Regression (Relationship between collectivism and emotional regulation).

Variables	Emotional Reappraisal		Emotional Suppression		Emotional Regulation	
	Step 1	Step 2	Step 1	Step 2	Step1	Step2
<u>Controls</u>						
Gender ^b	.08	.10	-.15	-.13	-.06	-.04
Emotional Intelligence	-.08	-.10	-.09	-.11	-.11	-.13
Self monitoring	.46	.45	.16	.13	.36**	.34**
Negative Affect	.00	.01	-.08	-.06	-.06	-.04
Positive Affect	.35**	.33**	.02	-.01	.21*	.17*
Power Distance	-.02	-.05	.20	.14	.13	.07
Femininity	-.14	-.11	-.14	-.09	-.17	-.12
<u>Independent Variable</u>						
Collectivism		.12		.21*		.21*
R ²	.46**	.47	.16*	.19*	.29**	.33*
Δ R ²		.01		.4*		.04*
F Value	11.79**	10.71**	2.56*	2.86**	5.7**	5.87**
Δ F		2.10		4.33*		5.29*
df1	8	9	8	9	8	9
df2	107	106	107	106	107	106

*p<.05, **p<.01,

***p<.001

N=115

The Δ R2 values indicate the percentage of explainable variance in the dependent variable accounted for by each step. ^bGender : Male=1, Female =2,

Table 13. Relationship between femininity and emotional labor.

Variables	Deep Acting		Surface Acting		Deep Acting & Surface Acting	
	Step 1	Step 2	Step 1	Step 2	Step1	Step2
<u>Controls</u>						
Gender ^b	-.05	-.05	-.03	-.03	-.05	-.05
Emotional Intelligence	-.10	-.09	-.05	-.05	-.08	-.08
Self monitoring	.43**	.43**	.34**	.34**	.45**	.45**
Negative Affect	.07	.06	.19	.19	.15	.15
Positive Affect	.08	.09	-.20	-.20	-.06	-.06
Collectivism	.14	.14	.22*	.22*	.21*	.20*
Power Distance	.14	.14	.02	.01	.09	.09
<u>Independent Variable</u>						
Femininity		-.02		.00		-.01
R ²	.29**	.24	.19**	.19	.29**	.29
Δ R ²		.00		.00		.00
F Value	5.80**	5.03**	3.35**	2.90**	5.6**	4.85**
Δ F		.05		.00		.02
df1	8	9	8	9	8	9
df2	107	106	107	106	107	106

*p<.05, **p<.01,

***p<.001

N=115

The Δ R2 values indicate the percentage of explainable variance in the dependent variable accounted for by each step. ^bGender : Male=1, Female =2.

Table 14. Relationship between femininity and emotional regulation.

Variables	Emotional Reappraisal		Emotional Suppression		Emotional Regulation	
	Step 1	Step 2	Step 1	Step 2	Step1	Step2
<u>Controls</u>						
Gender ^b	.08	.10	-.14	-.13	-.05	-.04
Emotional Intelligence	-.12	-.10	-.13	-.11	-.16	-.13
Self monitoring	.45**	.45**	.13	.13	.34**	.34**
Negative Affect	.02	.01	-.06	-.06	-.03	-.04
Positive Affect	.31**	.33**	-.03	-.01	.15	.17
Collectivism	.14	.12	.23*	.21*	.24**	.21*
Power Distance	-.04	-.05	.16	.14	.09	.07
<u>Independent Variable</u>						
Femininity		-.11		-.09		-.12
R ²	.46**	.47	.18**	.19	.32**	.33
Δ R ²		.01		.01		.01
F Value	11.94**	10.71**	3.16**	2.86**	6.42**	5.87**
Δ F		1.59		.79		1.68
df1	8	9	8	9	8	9
df2	107	106	107	106	107	106

*p<.05, **p<.01,

***p<.001

N=115

The Δ R² values indicate the percentage of explainable variance in the dependent variable accounted for by each step. ^bGender : Male=1, Female =2.

Table 15. Results of Hierarchical Multiple Regression (Relationship between Deep Acting and Performance).

Variables	Customer Performance T1		Job Performance T1		Customer Performance T2		Job Performance T2	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
<u>Controls</u>								
Age	.15	.14	.22*	.21*	-.08	-.12	-.02	-.07
Industry Tenure	.06	.07	.10	.11	.42	.44	.23	.25
Salaried vs. hourly ^c	.00	.01	.06	.07	.19**	.20**	.15	.15*
Positive Affect	.19*	.23*	.09	.11	.11	.17	.16	.22
Negative Affect	.01	.01	-.02	-.02	-.01	-.01	-.01	-.01
Leader Member Exchange	.27**	.27**	.32**	.32**	.07	.08	.18	.19
Surface Acting	.11	.17	.13	.16	-.02	.09	.06	.18
<u>Independent Variable</u>								
Deep Acting		-.11		-.06		-.22		-.23*
R ²	.17**	.17	.20**	.20	.15*	.18	.11	.14*
Δ R ²		.01		.00		.03		.03*
F Value	3.78**	3.48**	4.63**	4.08**	2.46*	2.65*	1.74	2.04*
Δ F		1.31		.41		3.56		3.81*
df1	7	8	7	8	7	8	7	8
df2	135	134	135	134	97	96	97	96

*p<.05, **p<.01,

***p<.001

N=142 (Time1), N=104 (Time2)

The Δ R² values indicate the percentage of explainable variance in the dependent variable accounted for by each step. ^cSalary Vs. Hourly: Salaried=1, hourly=2

Table 16. Results of Hierarchical Multiple Regression (Relationship between Surface Acting and Performance).

Variables	Customer Performance T1		Job Performance T1		Customer Performance T2		Job Performance T2	
	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2	Step 1	Step 2
<u>Controls</u>								
Age	.10	.14	.18*	.21*	-.14	-.12	-.10	-.07
Industry Tenure	.06	.07	.09	.11	.43**	.44**	.23	.25*
Salaried vs. hourly ^c	-.02	.01	.04	.07	.18	.20	.12	.15
Positive Affect	.20*	.23*	.08	.11	.16	.17	.19	.22*
Negative Affect	.02	.01	-.01	-.02	.00	-.01	.01	-.01
Leader Member Exchange	.27**	.27**	.32**	.32**	.07	.08	.18	.19
Deep Acting	-.03	-.11	.02	-.06	-.18	-.22	-.15	-.23*
<u>Independent Variable</u>								
Surface Acting		.17		.16		.09		.18
R ²	.16**	.17	.18**	.20	.42**	.42	.13	.14
Δ R ²		.02		.02		.01		.02
F Value	3.51**	3.48**	4.2**	4.08**	2.97**	2.65*	1.99	2.04*
Δ F		2.93		2.80		.56		1.15
df1	7	8	7	8	7	8	7	8
df2	135	134	135	134	97	96	97	96

*p<.05, **p<.01,

***p<.001

N=142 (Time1), N=104 (Time2)

The Δ R2 values indicate the percentage of explainable variance in the dependent variable accounted for by each step. ^cSalary Vs. Hourly: Salaried=1, hourly=2

Table 17. Relationship between deep acting, leader inclusiveness, emotional exhaustion and satisfaction at time 1 (T1) and time 2 (T2)

Variables	Emotional Exhaustion T1			Job Satisfaction T1			Emotional Exhaustion T2			Job Satisfaction T2		
	Step1	Step2	Step3	Step1	Step2	Step3	Step1	Step2	Step3	Step1	Step2	Step3
<u>Controls</u>												
Age	-.17	-.16	-.16	.19*	.18*	.18*	-.17	-.16	-.17	.26*	.25*	.26*
Industry Tenure	.05	.05	.05	.10	.06	.06	-.07	-.05	-.05	.15	.12	.12
Supervisor vs. staff ^a	-.09	-.09	-.10	-.09	-.11	-.10	.11	.10	.13	-.08	-.09	-.11
Gender ^b	-.07	-.03	-.03	.09	.00	-.01	-.03	.03	.01	.00	-.05	-.04
Surface Acting	.17*	.20*	.22*	-.05	-.19*	-.21**	.12	.18	.14	.14	.02	.04
<u>Independent variable</u>												
Deep Acting		-.02	-.43		.24**	.78**		-.07	.69		.17	-.21
<u>Moderating Variable</u>												
Inclusiveness		-.18*	-.40*		.34***	.64***		-.22*	.20*		.19*	-.03
<u>Interaction Variable</u>												
Deep Acting *Inclusiveness			.49			-.65*			-.92*			.47
R ²	.08**	.11*	.12	.11***	.27***	.29*	.12***	.16*	.20*	.14**	.20**	.21
Δ R ²		.03*	.01		.16***	.02*		.05*	.04*		.06**	.01
F Value	3.17**	3.21**	3.08**	4.32***	0.19***	8.78***	3.41***	3.63***	4.13***	4.32**	4.62***	4.27***
Δ F		3.10*	2.12		19.17***	4.60*		3.79*	6.54*		4.75**	1.70
df1	5	2	1	5	2	1	5	7	8	5	7	8
df2	177	175	174	177	175	174	132	130	129	132	130	129

*p<.05, **p<.01,

***p<.001

N=182 (Time1), N=137 (Time2)

The Δ R² values indicate the percentage of explainable variance in the dependent variable accounted for by each step. ^aSup. Vs. Staff: Supervisor= 1, Staff= 2, ^bGender : Male=1, Female =2.

Table 18. Relationship between surface acting, leader inclusiveness, emotional exhaustion and satisfaction at time 1 (T1) and time 2 (T2)

Variables	Emotional Exhaustion T1			Job Satisfaction T1			Emotional Exhaustion T2			Job Satisfaction T2		
	Step1	Step2	Step3	Step1	Step2	Step3	Step 1	Step2	Step3	Step1	Step2	Step3
<u>Controls</u>												
Age	-.22*	-.16	-.16	.25**	.18*	.18*	-.15	-.07	-.07	.25*	.25*	.25*
Industry Tenure	.04	.05	.05	.08	.06	.06	-.02	-.01	-.01	.13	.12	.12
Supervisor vs. staff ^a	-.11	-.09	-.09	-.09	-.11	-.11	.04	.05	.07	-.11	-.09	-.10
Gender ^b	-.08	-.03	-.03	.08	.00	-.01	-.01	.06	.04	.00	-.05	-.04
Deep Acting	.05	-.02	-.02	.18*	.24**	.23**	.07	.00	-.01	.21**	.17	.17
<u>Independent Variable</u>												
Surface Acting		.20*	.06		-.19	.38		.22*	.88**		.02	-.17
<u>Moderator Variable</u>												
Inclusiveness		-.18*	-.26		.34**	.68		-.22*	.20		.19**	.07
<u>Interaction Variable</u>												
Surf. Acting *Inclusiveness			.17			-.69*			-.80*			.23
R ²	.06	.11**	.12	.14**	.27**	.30*	.04	.11**	.15*	.17***	.20	.20
Δ R ²		.06**	.00		.13**	.3*		.07**	.04*		.03	.00
F Value	2.20	3.21**	2.83**	5.69*	9.19**	9.10*	1.20	2.26*	2.74**	5.33**	4.62**	4.09**
Δ F		5.44**	.30		15.6**	6.47*		4.76**	5.54*		2.52	.51
df1	5	2	1	5	2	1	5	7	8	5	7	8
df2	177	175	174	177	175	174	132	130	129	132	130	129

*p<.05, **p<.01,

***p<.001

(Time1), (Time2

N=182 N=137)

The Δ R² values indicate the percentage of explainable variance in the dependent variable accounted for by each step. ^aSup. Vs. Staff: Supervisor= 1, Staff= 2, ^bGender : Male=1, Female =2.

Table 19. Relationship between deep acting, leader positive expression, emotional exhaustion and satisfaction at time 1 (T1) and time 2 (T2).

Variables	Emotional Exhaustion T1			Job Satisfaction T1			Emotional Exhaustion T2			Job Satisfaction T2		
	Step1	Step2	Step3	Step1	Step2	Step3	Step1	Step2	Step3	Step1	Step2	Step3
<u>Controls</u>												
Age	-.17	-.17	-.17	.19*	.20*	.21*	-.07	-.07	-.06	.26*	.25*	.25*
Industry Tenure	.05	.05	.05	.10	.07	.07	-.02	-.02	-.02	.15	.13	.13
Supervisor vs. staff ^a	-.09	-.09	-.10	-.09	-.12	-.10	.06	.06	.08	-.08	-.11	-.12
Gender ^b	-.07	-.06	-.06	.09	.06	.06	.00	.01	.01	.00	.00	.00
Surface Acting	.17*	.17*	.19*	-.05	-.14	-.16*	.20	.19	.18	.14	.07	.08
<u>Independent Variable</u>												
Deep Acting		-.01	-.69*		.23**	.83*		.00	.36		.15	-.07
<u>Moderator Variable</u>												
Leader Positive Affect		-.11	-.44*		.18*	.47**		-.16	.03		.21**	.10
<u>Interaction Variable</u>												
Deep acting *Leader Positive Affect			.79*			-.70			-.43			.26
R ²	.08**	.10	.12*	.11**	.19***	.21	.07	.10	.10	.14**	.21**	.21
Δ R ²		.01	.02*		.08***	.02		.03	.01		.07**	.00
F Value	3.17**	2.61*	2.85**	4.32**	5.84***	5.64***	2.02	1.97	1.86	4.32**	4.99***	4.40***
Δ F		1.18	4.18*		8.7***	3.67		1.79	1.08		5.88**	.45
df1	5	2	1	5	2	1	5	7	8	5	7	8
df2	177	175	174	177	175	174	132	130	129	132	130	129

*p<.05, **p<.01, ***p<.001

N=182 (Time1), N=137 (Time2)

The Δ R2 values indicate the percentage of explainable variance in the dependent variable accounted for by each step. ^aSup. Vs. Staff: Supervisor= 1, Staff= 2, ^bGender : Male=1, Female =2.

Table 20. Relationship between surface acting, leader positive expression, emotional exhaustion and satisfaction at time 1 (T1) and time 2 (T2).

Variables	Emotional Exhaustion T1			Job Satisfaction T1			Emotional Exhaustion T2			Job Satisfaction T2		
	Step1	Step2	Step3	Step1	Step2	Step3	Step1	Step2	Step3	Step1	Step2	Step3
<u>Controls</u>												
Age	-.22*	-.17	-.17*	.25**	.20*	.21*	-.15	-.07	-.06	.25*	.25*	.26*
Industry Tenure	.04	.05	.05	.08	.07	.07	-.02	-.02	-.02	.13	.13	.13
Supervisor vs. staff ^a	-.11	-.09	-.09	-.09	-.12	-.12	.04	.06	.06	-.11	-.11	-.11
Gender ^b	-.08	-.06	-.05	.08	.06	.05	-.01	.01	.00	.00	.00	-.01
Deep Acting	.05	-.01	-.01	.18*	.23**	.22**	.07	.00	.00	.21**	.15	.15
<u>Independent Variable</u>												
Surface Acting		.17*	-.31		-.14	.50		.19	.54		.07	.31
<u>Moderator Variable</u>												
Leader Positive Affect		-.11	-.36*		.18	.51**		-.16	.03		.21**	.34
<u>Interaction Variable</u>												
Surface Acting *Leader Positive Affect			.53			-.71*			-.39			-.26
R ²	.06	.10*	.11	.14***	.19**	.22*	.04	.10*	.11	.17***	.21*	.22
Δ R ²		.04*	.01		.05**	.03*		.05*	.01		.04*	.00
F Value	2.20	2.61*	2.65**	5.69***	5.84***	5.94***	1.20	1.97	1.89	5.33***	4.99***	4.43***
Δ F		3.47*	2.71		5.48**	5.61*		3.77*	1.31		3.61*	.65
df1	5	2	1	5	2	1	5	7	8	5	7	8
df2	177	175	174	177	175	174	132	130	129	132	130	129

*p<.05, **p<.01, ***p<.001

N=182 (Time1), N=137 (Time2)

The Δ R² values indicate the percentage of explainable variance in the dependent variable accounted for by each step. ^aSup. Vs. Staff: Supervisor= 1, Staff= 2, ^bGender : Male=1, Female =2.

Table 21. Relationship between surface acting, empowering leadership, emotional exhaustion and satisfaction at time 1 (T1) and time 2 (T2).

Variables	Emotional Exhaustion T1			Job Satisfaction T1			Emotional Exhaustion T2			Job Satisfaction T2		
	Step1	Step2	Step3	Step1	Step2	Step3	Step1	Step2	Step3	Step1	Step2	Step3
<u>Controls</u>												
Age	-.22*	-.18*	-.18*	.25**	.22**	.23**	-.23*	-.19	-.18	.25*	.28**	.29**
Industry Tenure	.04	.06	.06	.08	.05	.05	-.06	-.05	-.05	.13	.12	.12
Supervisor vs. staff ^a	-.11	-.09	-.09	-.09	-.10	-.10	.10	.09	.09	-.11	-.08	-.08
Gender ^b	-.08	-.05	-.04	.08	.03	.02	-.04	.00	-.01	.00	-.03	-.03
Deep Acting	.05	-.02	-.01	.18*	.22**	.22**	-.02	-.06	-.06	.21**	.16	.16
<u>Independent Variable</u>												
Surface Acting		.17*	-.25		-.14	.54*		.12	.54		.07	.31
<u>Moderator Variable</u>												
Empowering leadership		-.14	-.36*		.32***	.66***		-.27**	-.05		.24**	.37*
<u>Interaction Variable</u>												
Surface Acting *empowering leadership			.47			-.75*			-.46			-.26
R ²	.06	.10*	.11	.14***	.26***	.29*	.10*	.19**	.20	.17***	.22*	.22
Δ R ²		.04*	.01		.12***	.027*		.09**	.01		.06*	.00
F Value	2.20	2.83	2.75**	5.69***	8.68***	8.66***	3.06*	4.315***	4.00***	5.33***	5.35***	4.73***
Δ F		4.21*	2.08		14.06***	6.56*		6.79**	1.66		4.65*	.56
df1	5	2	1	5	2	1	5	7	8	5	7	8
df2	177	175	174	177	175	174	132	130	129	132	130	129

*p<.05, **p<.01, ***p<.001

N=182 (Time1) N=137 (Time2)

The Δ R2 values indicate the percentage of explainable variance in the dependent variable accounted for by each step. ^aSup. Vs. Staff: Supervisor= 1, Staff= 2, ^bGender : Male=1, Female =2.

Table 22. Relationship between deep acting, empowering leadership, emotional exhaustion and satisfaction at time 1 (T1) and time 2 (T2).

Variables	Emotional Exhaustion T1			Job Satisfaction T1			Emotional Exhaustion T2			Job Satisfaction T2		
	Step1	Step2	Step3	Step1	Step2	Step3	Step1	Step2	Step3	Step1	Step2	Step3
<u>Controls</u>												
Age	-.17	-.18*	-.18*	.19*	.22**	.22**	-.07	-.09	-.08	.26*	.28**	.28*
Industry Tenure	.05	.06	.05	.10	.05	.06	-.02	-.01	-.01	.15	.12	.11
Supervisor vs. staff ^a	-.09	-.09	-.11	-.09	-.10	-.09	.06	.05	.06	-.08	-.08	-.08
Gender ^b	-.07	-.05	-.05	.09	.03	.04	.00	.02	.02	.00	-.03	-.02
Surface Acting	.17	.17*	.20*	-.05	-.14	-.16	.20*	.19	.18	.14	.07	.07
<u>Independent Variable</u>												
Deep Acting		-.02	-.79*		.22**	1.02***		-.01	.58		.16	.03
<u>Moderator Variable</u>												
Empowering leadership		-.14	-.52**		.32***	.71***		-.17*	.14		.24**	.17
<u>Interaction Variable</u>												
Deep Acting *empowering leadership			.89*			-.92**			-.69			.15
R ²	.08**	.10	.13*	.11**	.26***	.29**	.07	.10	.06	.14**	.22**	.23
Δ R ²		.02	.03*		.15***	.03**		.03	.02		.08**	.00
F Value	3.17**	2.83**	3.24**	4.32**	8.68***	8.78***	2.02	2.02	2.14*	4.32**	5.35***	4.67***
Δ F		1.90	5.55*		17.58***	7.29**		1.97	2.76		6.96**	.16
df1	5	2	1	5	2	1	5	7	8	5	7	8
df2	177	175	174	177	175	174	132	130	129	132	130	129

*p<.05, **p<.01, ***p<.001

N=182 (Time1), N=137 (Time2)

The Δ R² values indicate the percentage of explainable variance in the dependent variable accounted for by each step. ^aSup. Vs. Staff: Supervisor= 1, Staff= 2, ^bGender : Male=1, Female =2.

Table 23. Relationship between surface acting, empathy, emotional exhaustion and satisfaction at time 1 (T1) and time 2 (T2).

Variables	Emotional Exhaustion T1			Job Satisfaction T1			Emotional Exhaustion T2			Job Satisfaction T2		
	Step1	Step2	Step3	Step1	Step2	Step3	Step1	Step2	Step3	Step1	Step2	Step3
<u>Controls</u>												
Age	-.22*	-.17*	-.16	.25**	.20*	.20*	-.15	-.08	-.08	.25*	.26*	.27*
Industry Tenure	.04	.05	.05	.08	.07	.07	-.02	-.01	-.01	.13	.12	.12
Supervisor vs. staff ^a	-.11	-.09	-.09	-.09	-.11	-.11	.04	.06	.06	-.11	-.10	-.11
Gender ^b	-.08	-.07	-.07	.08	.07	.07	-.01	.02	.02	.00	-.01	-.01
Deep Acting	.05	-.02	-.03	.18*	.25**	.25**	.07	.01	.02	.21*	.16	.16
<u>Independent Variable</u>												
Surface Acting		.18*	.01		-.15	-.01		.18	.48		.06	-.13
<u>Moderator Variable</u>												
Leader empathy		-.14*	-.24		.20**	.28		-.21*	-.03		.19*	.08
<u>Interaction Variable</u>												
Surface Acting *Leader empathy			.19			-.16			-.35			.22
R ²	.06	.10*	.10	.14***	.20**	.20	.04	.12**	.12	.17***	.20	.21
Δ R ²		.04*	.00		.06**	.00		.07**	.01		.04	.00
F Value	2.20	2.86**	2.54*	5.69***	6.16***	5.41***	1.20	2.41*	2.42*	5.33***	4.75***	4.19***
Δ F		4.29*	.37		6.46**	.30		5.26**	1.05		2.90	.46
df1	5	2	1	5	2	1	5	7	8	5	7	8
df2	177	175	174	177	175	174	132	130	129	132	130	129

*p<.05, **p<.01, ***p<.001

N=182 (Time1), N=137 (Time2)

The Δ R² values indicate the percentage of explainable variance in the dependent variable accounted for by each step. ^aSup. Vs. Staff: Supervisor= 1, Staff= 2, ^bGender : Male=1, Female =2.

Table 24. Relationship between deep acting, empathy, emotional exhaustion and satisfaction at time 1 (T1) and time 2 (T2).

Variables	Emotional Exhaustion T1			Job Satisfaction T1			Emotional Exhaustion T2			Job Satisfaction T2		
	Step1	Step2	Step3	Step1	Step2	Step3	Step1	Step2	Step3	Step1	Step2	Step3
<u>Controls</u>												
Age	-.17	-.17	-.17	.19*	.20*	.20*	-.07	-.08	-.08	.26*	.26*	.26*
Industry Tenure	.05	.05	.06	.10	.07	.06	-.02	-.01	-.02	.15	.12	.13
Supervisor vs. staff ^a	-.09	-.09	-.08	-.09	-.11	-.12	.06	.06	.06	-.08	-.10	-.11
Gender ^b	-.07	-.07	-.07	.09	.07	.07	.00	.02	.02	.00	-.01	-.01
Surface Acting	.17*	.18*	.19*	-.05	-.15	-.16*	.20*	.18	.17	.14	.06	.07
<u>Independent Variable</u>												
Deep Acting		-.02	-.68*		.25**	.60*		.01	.32		.16	-.20
<u>Moderator Variable</u>												
Leader empathy		-.14*	-.51**		.20**	.40*		-.21*	-.04		.19*	-.01
<u>Interaction Variable</u>												
Deep Acting *Leader empathy			.76*			-.41			-.37			.43
R ²	.08**	.07	.09*	.11**	.20***	.21	.07	.12*	.12	.14**	.20**	.21
Δ R ²		.02	.02*		.09***	.01		.04*	.01		.06**	.01
F Value	3.17**	2.86**	3.13**	4.32**	6.16***	5.59***	2.02	2.41*	2.21*	4.32**	4.75***	4.31***
Δ F		1.98	4.60*		9.71***	1.49		3.23*	.79		5.15**	1.18
df1	5	2	1	5	2	1	5	7	8	5	7	8
df2	177	175	174	177	175	174	132	130	129	132	130	129

*p<.05, **p<.01, ***p<.001

N=182 (Time1), N=137 (Time2)

The Δ R² values indicate the percentage of explainable variance in the dependent variable accounted for by each step. ^aSup. Vs. Staff: Supervisor= 1, Staff= 2, ^bGender : Male=1, Female =2.

Table 25. Relationship between surface acting, psychological safety, emotional exhaustion and satisfaction at time 1 (T1) and time 2 (T2).

Variables	Emotional Exhaustion T1			Job Satisfaction T1			Emotional Exhaustion T2			Job Satisfaction T2		
	Step1	Step2	Step3	Step1	Step2	Step3	Step1	Step2	Step3	Step1	Step2	Step3
<u>Controls</u>												
Age	-.22*	-.17*	-.17*	.25**	.20*	.21*	-.15	-.08	-.08	.35*	.26*	.26*
Industry Tenure	.04	.12	.10	.08	.00	.01	-.02	.03	.00	.13	.12	.13
Supervisor vs. staff ^a	-.11	-.09	-.08	-.09	-.11	-.12	.04	.04	.06	-.11	-.10	-.11
Gender ^b	-.08	-.08	-.08	.08	.09	.08	-.01	.01	.03	.00	.00	.00
Deep Acting	.05	-.01	-.02	.18*	.24**	.24**	.07	.00	-.02	.21*	.20*	.20*
<u>Independent Variable</u>												
Surface Acting		.17*	1.00**		-.16*	-.66		.19	1.22		.03	-.26
<u>Moderator Variable</u>												
Psychological safety		-.30***	.09		.30***	.06		-.25**	.24		.03	-.11
<u>Interaction Variable</u>												
Surface Acting *Psychological Safety			-.91*			.55			-1.10*			.31
R ²	.06	.17***	.20*	.14***	.24***	.25	.04	.13**	.17*	.17***	.17	.17
Δ R ²		.11***	.03*		.10***	.01		.09**	.04*		.00	.00
F Value	2.20	5.09***	5.30***	5.69***	8.01***	7.35***	1.20	2.79*	3.30**	5.33***	3.78**	3.53**
Δ F		11.65***	5.81*		12.03***	2.30		6.52**	6.08*		.08	.48
df1	5	2	1	5	2	1	5	7	8	5	7	8
df2	177	175	174	177	175	174	132	130	129	132	130	129

*p<.05, **p<.01, ***p<.001

N=182 (Time1), N=137 (Time2)

The Δ R² values indicate the percentage of explainable variance in the dependent variable accounted for by each step. ^aSup. Vs. Staff: Supervisor= 1, Staff= 2, ^bGender : Male=1, Female =2.

Table 26. Relationship between deep acting, psychological safety, emotional exhaustion and satisfaction at time 1 (T1) and time 2 (T2).

Variables	Emotional Exhaustion T1			Job Satisfaction T1			Emotional Exhaustion T2			Job Satisfaction T2		
	Step1	Step2	Step3	Step1	Step2	Step3	Step1	Step2	Step3	Step1	Step2	Step3
<u>Controls</u>												
Age	-.17	-.17	-.16	.19*	.20*	.20*	-.07	-.08	-.07	.26*	.26*	.26*
Industry Tenure	.05	.12	.10	.10	.00	.01	-.02	.03	-.01	.15	.12	.13
Supervisor vs. staff ^a	-.09	-.09	-.09	-.09	-.11	-.11	.06	.04	.04	-.08	-.10	-.10
Gender ^b	-.07	-.08	-.08	.09	.09	.09	.00	.01	.01	.00	.00	.00
Surface Acting	.17*	.17*	.15	-.05	-.16	-.14	.20*	.19	.12	.14	.03	.04
<u>Independent Variable</u>												
Deep Acting		-.01	.55		.24	-.10		.00	1.02*		.20*	.03
<u>Moderator Variable</u>												
Psychological safety		-.30	-.05		.30	.15		-.25**	.19		.03	-.04
<u>Interaction Variable</u>												
Deep Acting *Psychological Safety			-.62			.38			-1.11*			.18
R ²	.08**	.17***	.18	.11**	.24***	.25	.07	.13*	.16*	0.14**	.17	.17
Δ R ²		.09***	.01		.13***	.00		.06*	.03*		.03	.00
F Value	3.17**	5.09***	4.73***	4.32**	8.01***	7.10***	2.02	2.79*	3.11**	4.32**	3.78**	3.30**
Δ F		9.16***	2.01		15.47***	.82		4.46*	4.80*		2.23	.13
df1	5	2	1	5	2	1	5	7	8	5	7	8
df2	177	175	174	177	175	174	132	130	129	132	130	129

*p<.05, **p<.01, ***p<.001

N=182 (Time1), N=137 (Time2)

The Δ R² values indicate the percentage of explainable variance in the dependent variable accounted for by each step. ^aSup. Vs. Staff: Supervisor= 1, Staff= 2, ^bGender : Male=1, Female =2.

Figure 1. Proposed Model of Antecedents and Outcomes of Emotional Labor Strategies. (dotted lines indicate negative relationship)

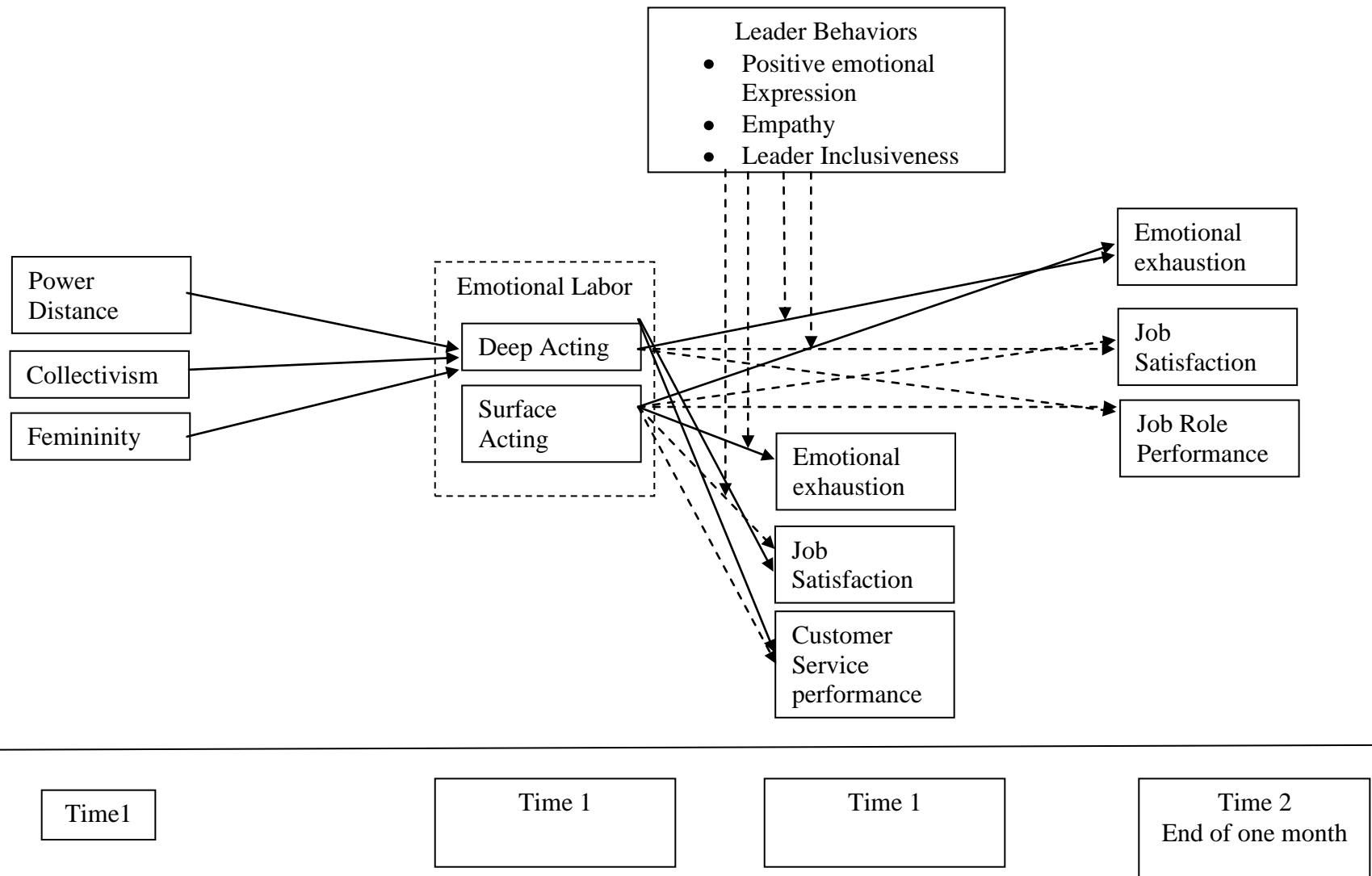


Figure 2. Emergent Model of Antecedents and Outcomes of Emotional Labor Strategies. (Dotted lines indicate negative relationship)

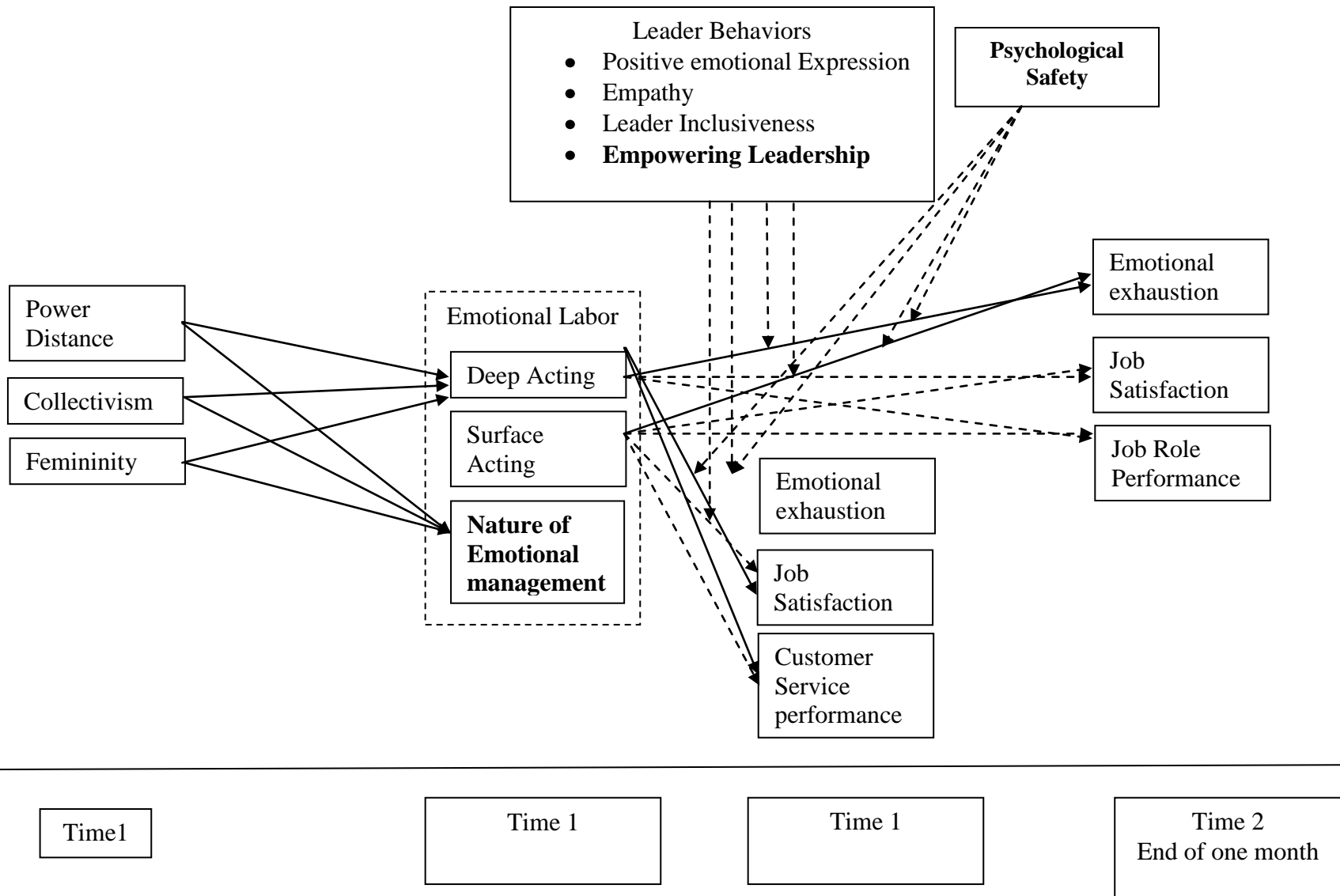


Figure 3. Relationship between surface acting and satisfaction at Time 1 at varying levels of leader positive expression.

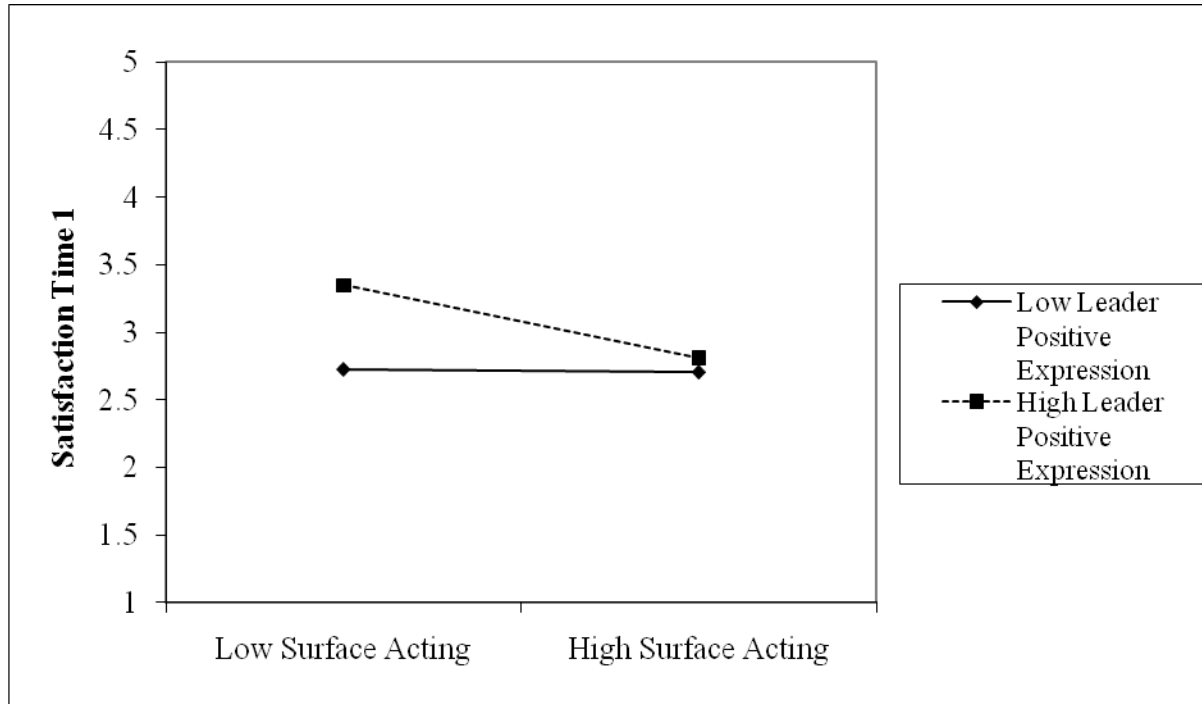


Figure 4. Relationship between Surface Acting and Satisfaction at Time 1 at various levels of Leader inclusiveness.

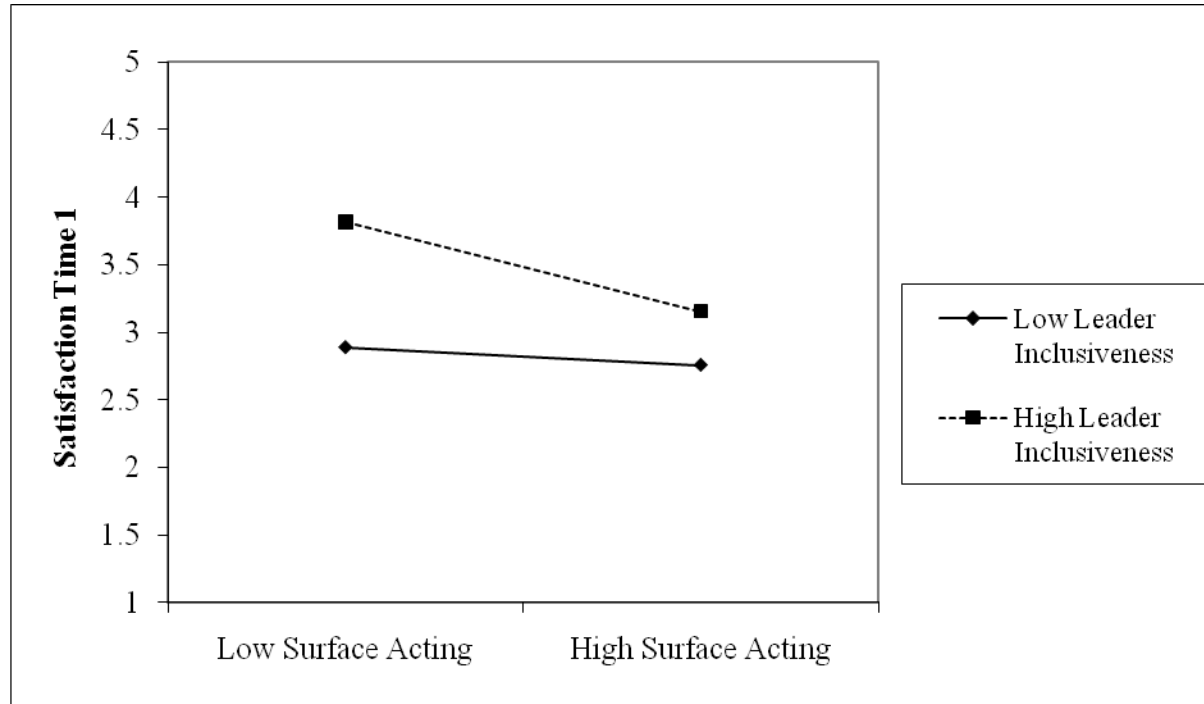


Figure 5. Relationship between Deep Acting and Satisfaction at Time 1 at varying levels of Leader Inclusiveness.

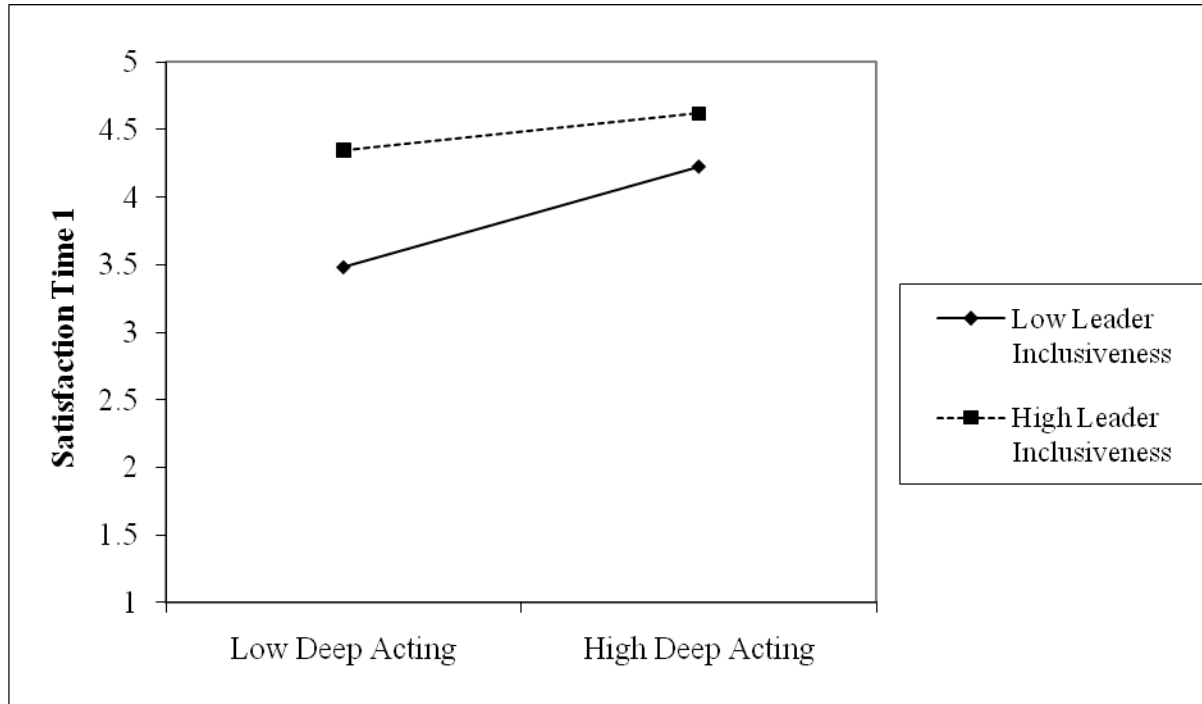


Figure 6. Relationship between surface acting and satisfaction at Time 1 at varying levels of empowering leadership.

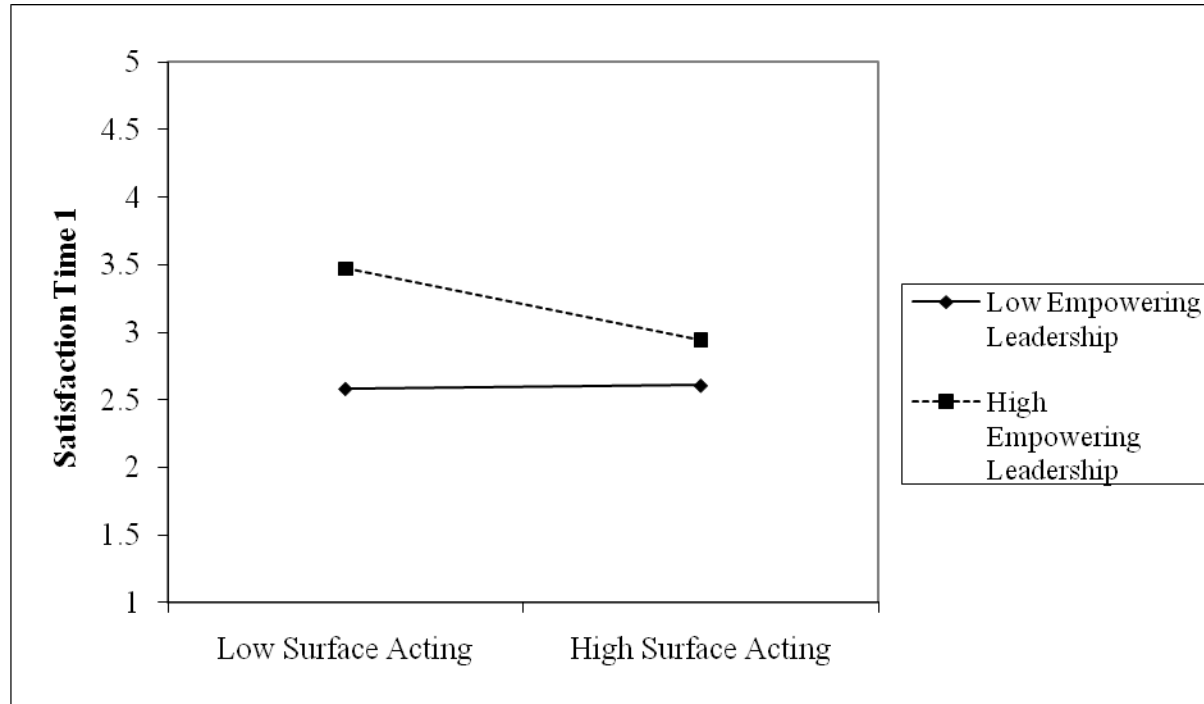


Figure 7. Relationship between Deep acting and satisfaction at Time 1 at varying levels of empowering leadership.

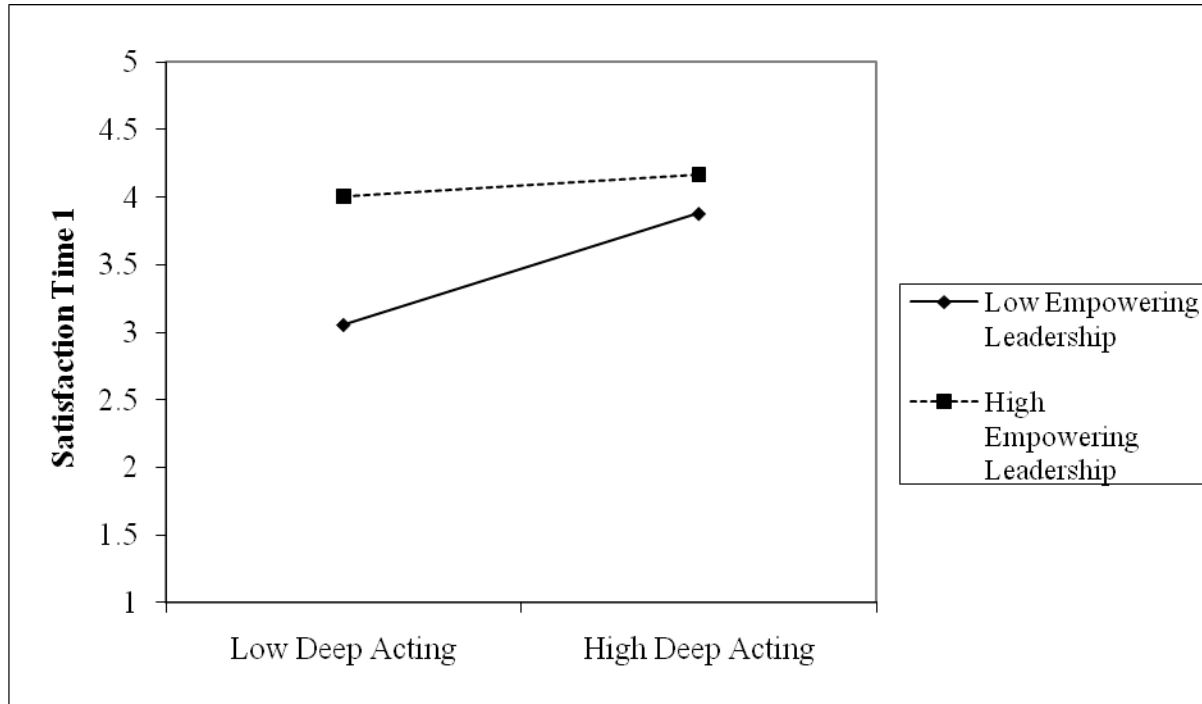


Figure 8. Relationship between deep acting and emotional exhaustion at Time 1 at varying levels of positive emotional expression.

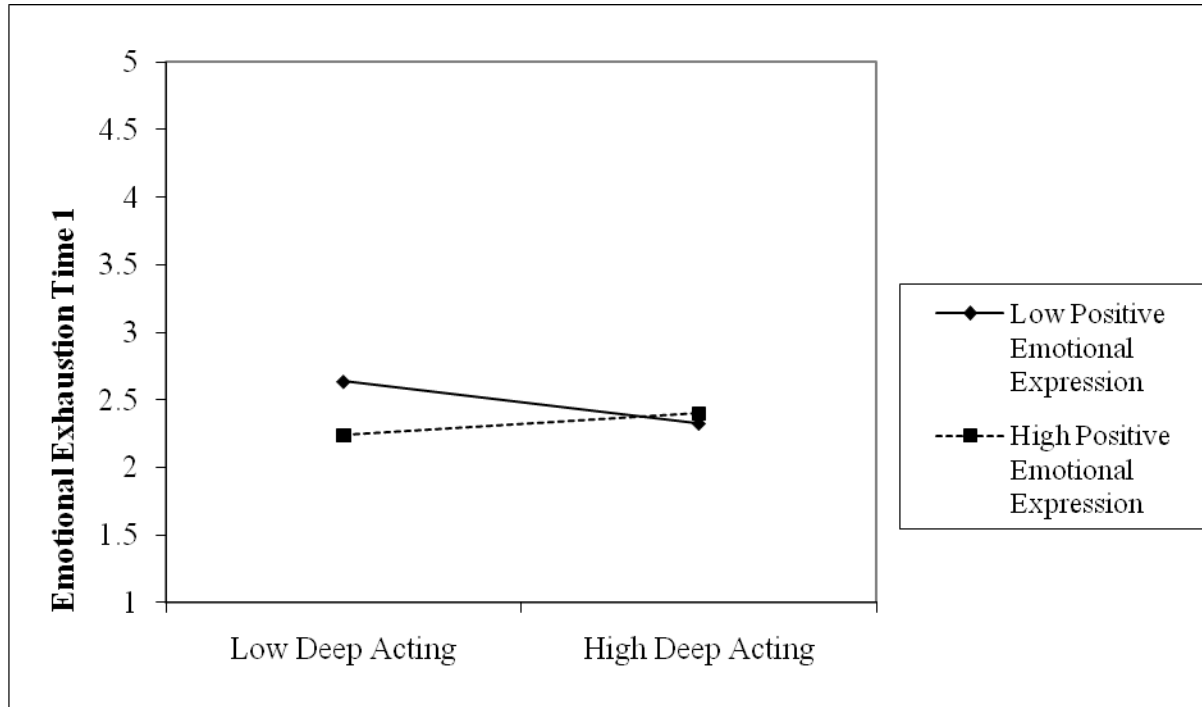


Figure 9. Relationship between deep acting and emotional exhaustion at Time 1 at varying levels of leader empathy.

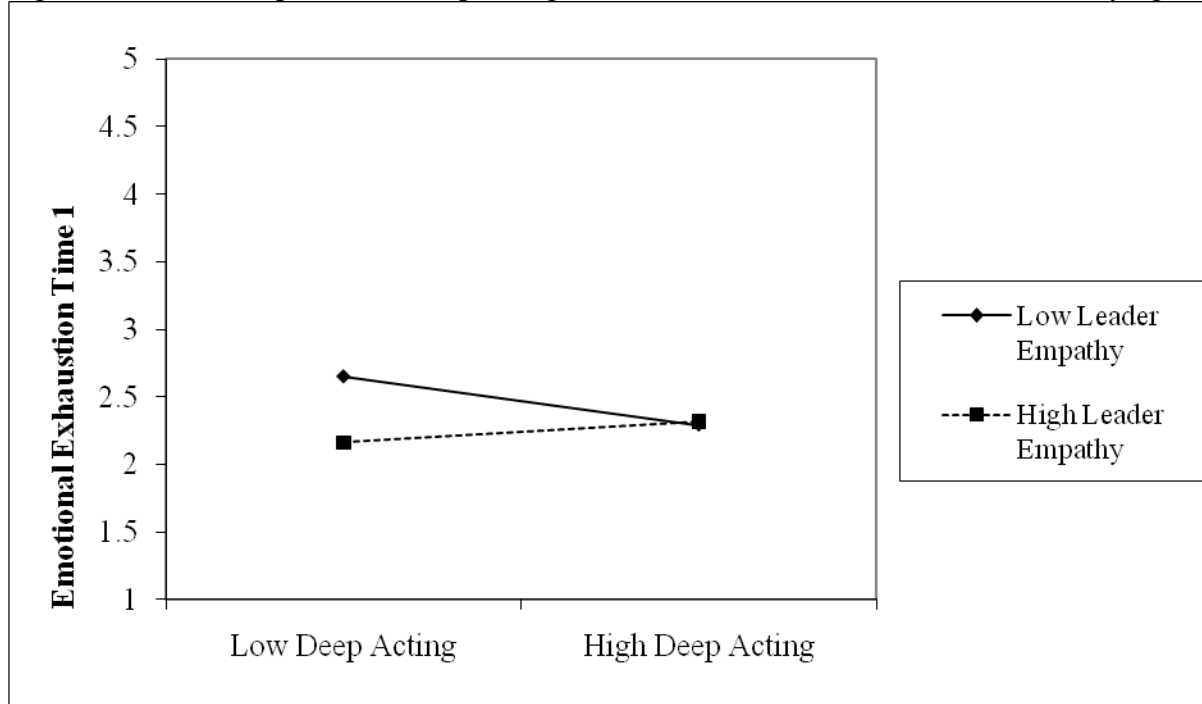


Fig. 10. Relationship between surface acting and emotional exhaustion at Time 2 at varying levels of Leader Inclusiveness.

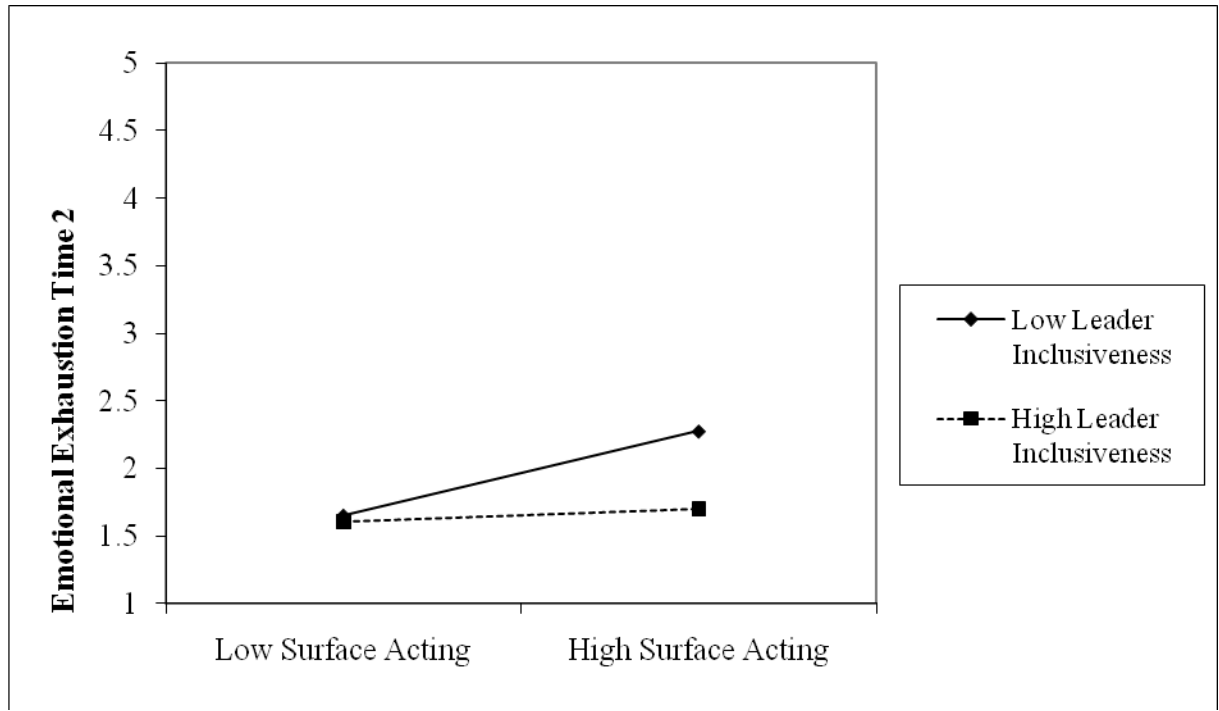


Figure 11. Relationship between Deep Acting and Emotional Exhaustion at Time 2 at varying levels of Leader Inclusiveness.

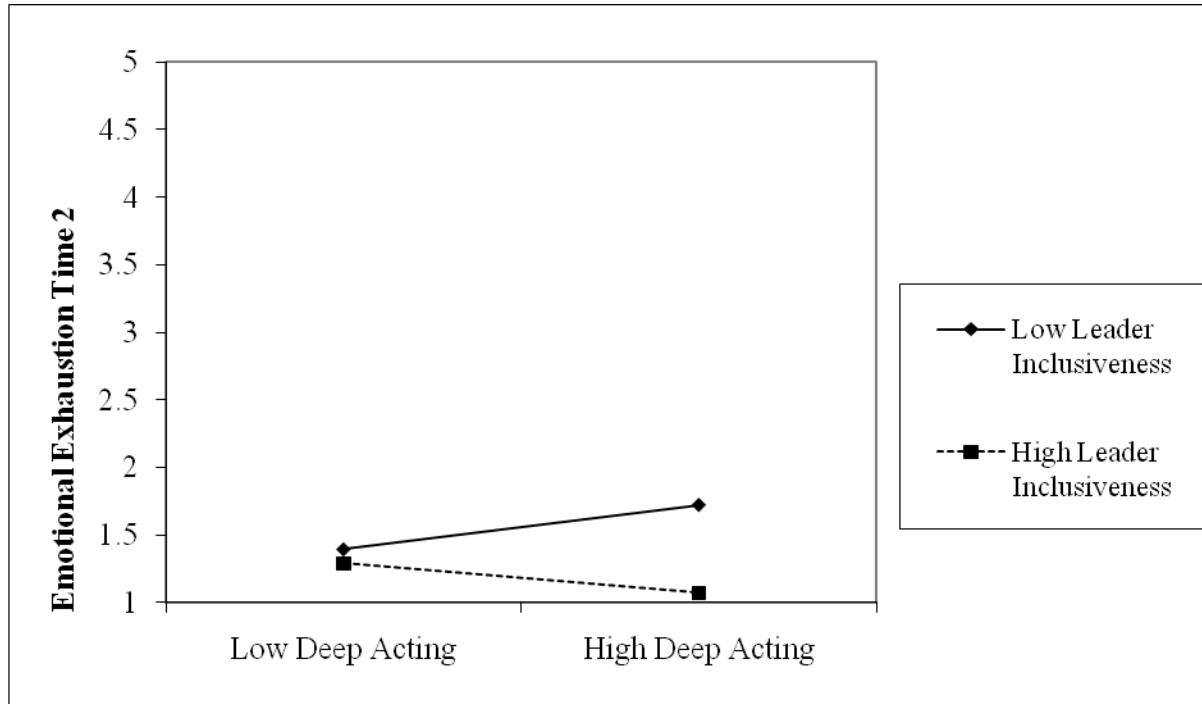


Figure 12. Relationship between Deep acting and emotional exhaustion at Time 1 at varying levels of empowering leadership.

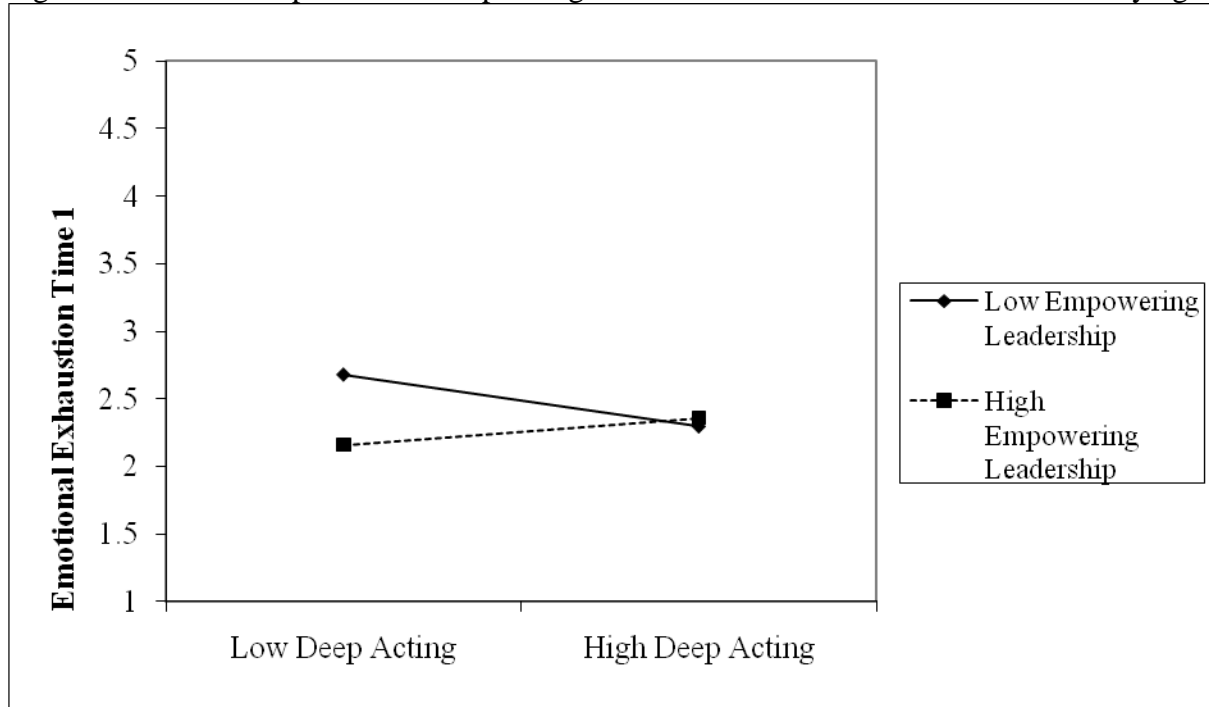


Figure 13. Relationship between surface acting and emotional exhaustion at Time 2 at varying levels of psychological safety.

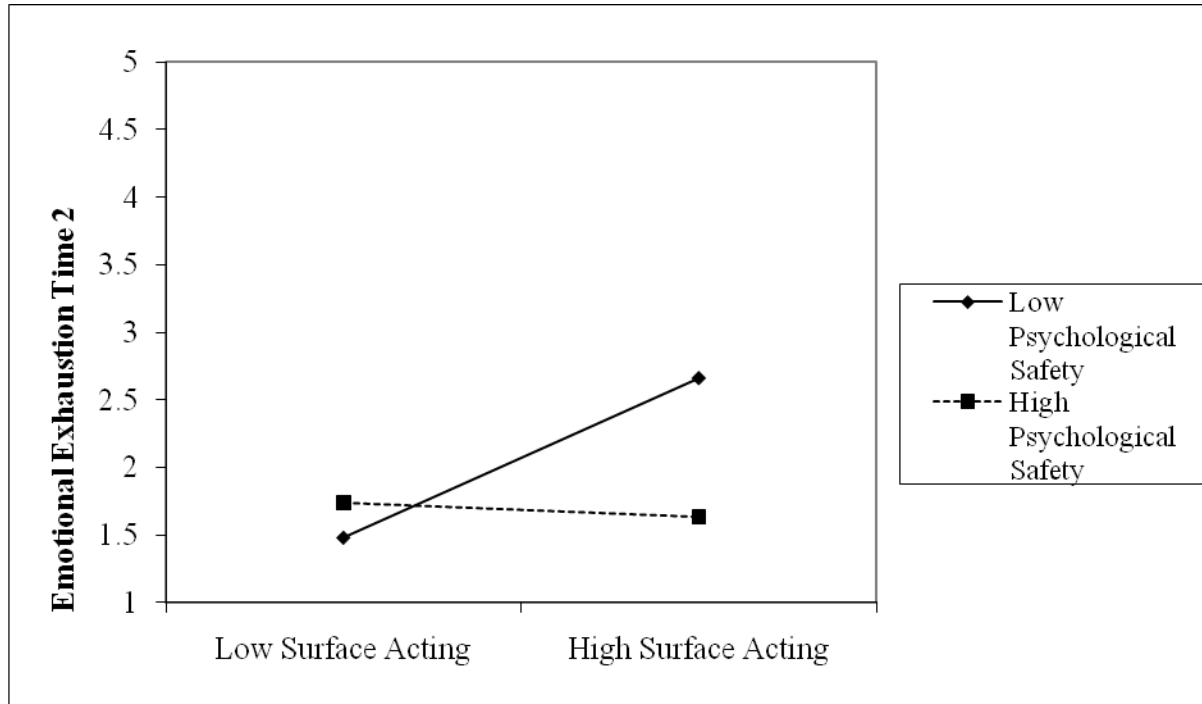


Figure 14. Relationship between deep acting and emotional exhaustion at Time 2 at varying levels of psychological safety.

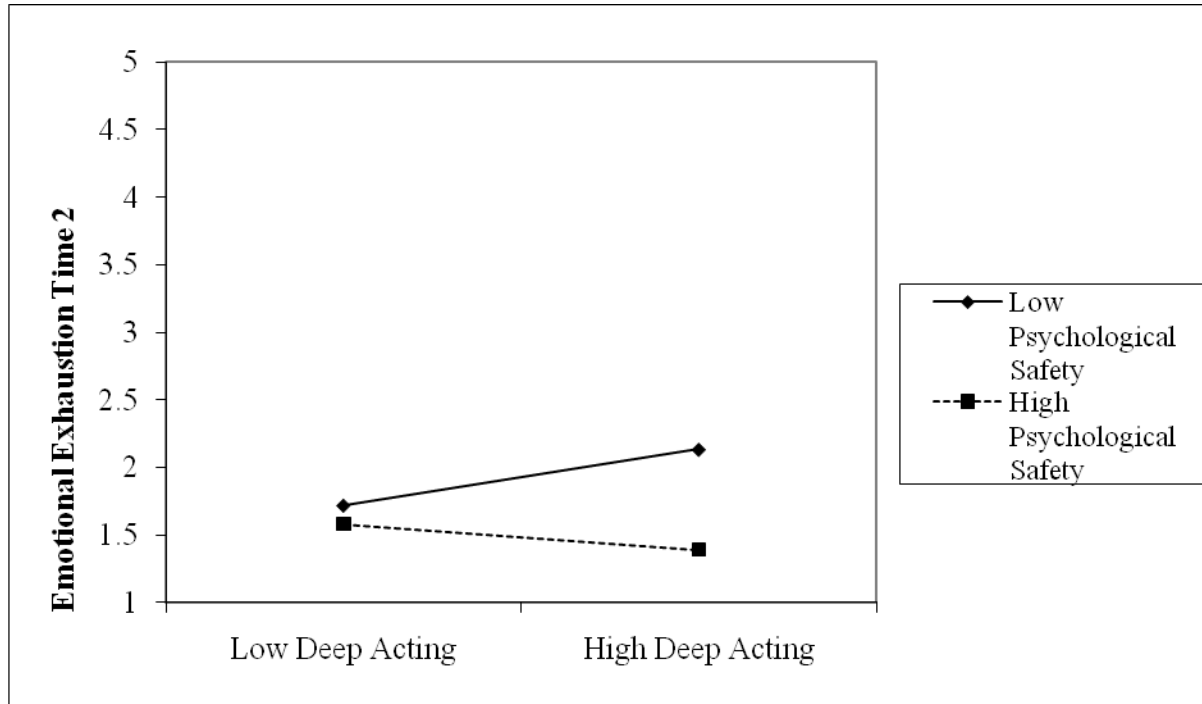
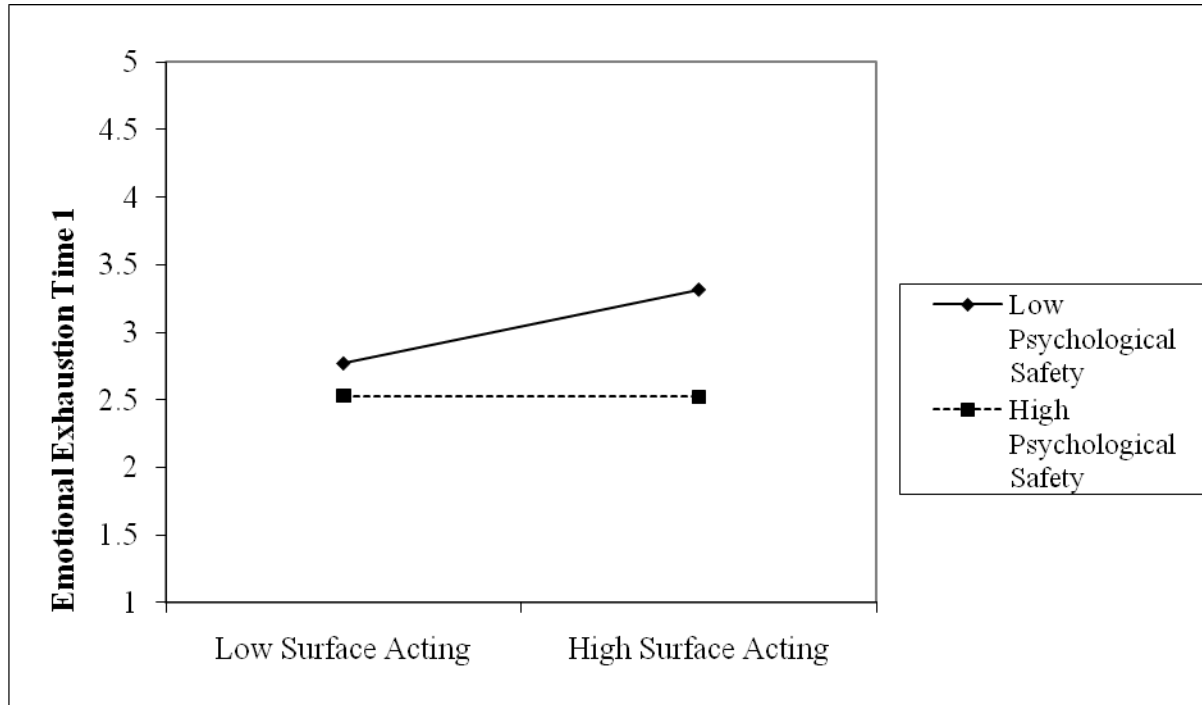


Figure 15. Relationship between surface acting and emotional exhaustion at Time 1 at varying levels of psychological safety.



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