INTEGRATING PERSPECTIVES OF COGNITIVE DISSONANCE AND COPING THEORIES INTO AN UNDERSTANDING OF THE CAUSAL SEQUENCE BETWEEN EMOTIONAL LABOUR, EMOTIONAL DISSONANCE AND JOB BURNOUT

This thesis is presented in fulfilment of the requirements of the degree of Doctor of Philosophy

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Abstract

Customer service-based employees act as an interface between the consumer and the organisation using managed emotional display which is known as emotional labour. While much research into emotional labour has been conducted over the last three decades, disagreement persists regarding the consequences of emotional labour on employee well-being, ranging from job satisfaction to job burnout. Conflicting empirical findings suggests there is much to be understood regarding the impact of emotional labour on employee well-being, particularly the differential impact of the two types of acting associated with emotional labour: surface acting (faking emotional display) and deep acting (trying to manufacture 'authentic' emotional display) and the function of emotional dissonance (stressor). This research examines the employee processes and mechanisms used by University Student Services staff to manage the experience of emotional dissonance during the process of performing emotional labour (specifically, surface acting). This research presents and tests a theoretically derived model of emotional labour that integrates components of coping and cognitive dissonance theories that assists in explaining how employees may manage the affective consequences of emotional labour.

Adopting a mixed methods approach, this research includes three sequential phases. The first stage is a qualitative evaluation of the constructs within the theoretical model within the applied setting of Higher Education Student Services. The second stage involves two phases of data collection to develop and test emotional labour focused measures of behavioural disengagement and effort justification (cognitive dissonance theory), as well as a measure of emotional dissonance. The third and final stage tests the proposed model within the applied setting using the scales developed in stage two of the research.

Study 1-   A qualitative evaluation of the theoretical model using semi-structured interviews on a sample of Student Services employees (n=18). This study is also used to inform item selection and development for Study 2.

Study 2-   Stage 1: An assessment of the theoretically derived measurement models for emotional dissonance, behavioural disengagement, and effort justification using SEM techniques on a sample of customer service-based employees (n= 355).

Stage 2: A confirmation of the measurement models on a sample of customer service-based employees (n= 154).

Study 3-   A test of the theoretical model using SEM and regression-based techniques using a sample of Student Services employees (n= 175). The scales developed in Study 2 are used in this phase of the research.

The results supported the proposed mediating relationship of emotional dissonance between surface acting and job burnout suggesting that the negative affective state is central to determining the nature of job outcomes associated with emotional labour. The findings also indicated that employees who engage in the cognitive reappraisal mechanisms of behavioural disengagement and effort justification are able to manage the level of emotional dissonance they experience when surface acting. This finding illustrates the salience of individual differences in managing the consequences of emotional labour and contributes to clarifying the complex relationship between emotional labour and burnout. Finally, preventive coping was the only individual coping style found to predict the choice of emotional labour based acting (deep acting).

This research demonstrates the importance of understanding intrapersonal processes in determining individual responses to emotional labour-based role demands and, in part, helps to clarify the nature and management of emotional dissonance, its measurement and its impact on employee burnout.

Statement of Originality

This thesis contains no material, except with the committee's approval, which has been accepted for the award of any other degree or diploma in any university or other institution. I affirm that to the best of my knowledge, the thesis contains no material published or written by another person, except where due reference is made in the text of the thesis.

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Aaron Wijeratne

21/10/2014

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"The important thing is not to stop questioning. Curiosity has its own reason for existing. One cannot help but be in awe when he contemplates the mysteries of eternity, of life, of the marvellous structure of reality. It is enough if one tries merely to comprehend a little of this mystery every day. Never lose a holy curiosity." - Albert Einstein

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List of Publications

Journal Articles

Wijeratne, A., Van Dijk, P., Kirk-Brown, A., and Frost, L., (2014). Rules Of Engagement: The Role Of Emotional Display Rules In Delivering Conservation Interpretation In A Zoo-based Tourism Context, *Tourism Management*, 42(June), p. 149 – 156.

Conference Papers and Seminars

Van Dijk, P., Wijeratne, A., and Smith, L. (2009). Displaying the 'right' emotions: An exploratory study of the types and sources of emotional display rules at an open-range zoo Presented at the *10th Annual Hawaiian Internal Conference on Business*, Honolulu, Hawaii.

Wijeratne, A., Van Dijk, P., and Smith, L. (2009). An exploratory Study of emotional labour, emotional display rules and zoo-based customer service outcomes Presented at the *10th Annual Hawaiian Internal Conference on Business*, Honolulu, Hawaii.

Wijeratne, Van Dijk, Kirk-Brown and Frost (2010). Integrating Perspectives of cognitive dissonance and coping theories into a theoretical model of emotional labour and emotional dissonance Presented at the *5th Asia Pacific Symposium on Emotions in the Workplace*, University of Queensland, Brisbane, Australia.

Chapter 1 Introduction

1.1   Introduction

Emotional labour is concerned with the organisationally required expression of emotion in the execution of customer-service roles. The expectation to display emotion often requires the employee to display unfelt emotion. The conflict between the emotional state of the employee and the required emotional display is said to lead to the negative affective state of emotional dissonance, which can lead to the employee experiencing burnout. There is still much debate in the literature surrounding the role and nature of emotional dissonance in promoting negative job outcomes (Hülsheger & Schewe, 2011; Pugh, Groth & Hennig-Thurau, 2011; Van Dijk & Kirk-Brown, 2008b). Possible reasons for the inconsistent results include the traditional conceptualisation and measurement of emotional dissonance (Hülsheger & Schewe, 2011), and individual differences in ability to manage emotional labour-based responses to organisational demands (display rules) and emotional dissonance through cognitive reappraisal (Greenglass & Nash, 2008). The current research will draw from concepts derived from coping theory to illustrate employee responses to display rules and from cognitive dissonance theory to clarify the nature and management of emotional dissonance, its measurement and its impact on employee burnout.

This chapter will commence with a discussion of the theoretical and conceptual foundations for the current research followed by the research aims and questions. An overview of the methodological approach adopted for the three studies comprising the current research is then presented. The chapter will conclude with an outline of the thesis structure.

1.2   The Research Problem

Managed employee emotional expression has become a critical aspect of everyday organisational life, particularly for employees in the service industry (Bowen, 1990). This management of employee emotional expression is known as *emotional labour* (Hochschild, 1983), with much research conducted to understand its link to an organisation's overall functioning, especially with regard to organisational outcomes, such as repeat business and word-of-mouth advertising (Ashkanasy & Humphrey, 2011; Cropanzano, Weiss, & Elias, 2003; Gountas, Gountas, Soutar & Mavondo, 2013). This link between employee emotional display and organisational outcomes has led employers to prescribe expectations, known as *display rules*, to direct employee emotional display during service-based interactions. This direction, however, also restricts the behavioural options of service employees, influencing their ability to manage the well-being effects associated with emotional labour (Pugh, et al., 2011; Van Dijk & Kirk-Brown, 2008b).

While an extensive body of research into emotional labour has been conducted over the last three decades, disagreement persists regarding the consequences of emotional labour on employee well-being, ranging from job satisfaction to job burnout (Brotheridge & Grandey, 2002; Hülsheger & Schewe, 2011; Gountas, Gountas & Mavondo, 2014; Näring, Briët, & Brouwers, 2006; Van Dijk & Kirk-Brown, 2008b). Conflicting empirical findings suggests there is much to be understood regarding the impact of emotional labour on employee well-being, particularly the differential impact of the two types of acting associated with emotional labour: surface acting (faking emotional display) and deep acting (trying to manufacture 'authentic' emotional display) and the function of emotional dissonance (stressor). The negative impacts of emotional labour when a worker is surface acting are often attributed to the conflict between displayed and felt emotion as it can result in *emotional dissonance*. Emotional dissonance is a negative affective psychological state that can occur as a consequence of displaying unfelt emotion and is said to

lead to negative employee outcomes such as burnout (Hochschild, 1983; Zerbe, 2000). There is much debate surrounding the role and nature of emotional dissonance in promoting negative job outcomes (Pugh, et al., 2011; Van Dijk & Kirk-Brown, 2008b), with mixed findings regarding its impact in the research literature to-date (Hülsheger & Schewe, 2011). Some researchers consider emotional dissonance as an inevitable consequence of performing emotional labour-based activities (Cropanzano, et al, 2004; Grandey, 2000; Kruml & Geddes, 2000a). Other research, however, demonstrates that individuals can display unfelt emotion (surface act) willingly without any impact on their overall well-being (Pugh et al., 2011). The lack of a consistent conceptualisation and measurement of emotional dissonance may be the major contributing factor to the lack of clarity surrounding emotional dissonance and associated work outcomes. Many attempts have been made to assess emotional dissonance, yet to date researchers have failed to accurately "capture the essence of the phenomena" (Van Dijk, 2006, p. 58). Most measures tend to capture the conditions that facilitate the elicitation of emotional dissonance (i.e. the incongruence between displayed and felt emotion), rather than the potential consequences of such discrepancy (psychological discomfort). The concept that Hochschild (1983) labelled *emotive dissonance* is similar to Festinger's (1957) notion of cognitive dissonance, which is considered psychological discomfort experienced as unease, tension or harm that may occur as a result of incongruence between thoughts or thoughts and behaviour.

Research on the management of cognitive dissonance provides a framework for examining the management of emotional dissonance, as research from this perspective has identified cognitive reappraisals individuals use to reduce the experience of dissonance (cooper, 2007). Dissonance may be induced as a result of an individual being forced to engage in behaviours that conflict with pre-existing beliefs, attitudes, feelings, or values (Cooper, 2007; Egan, Santos, & Bloom, 2007; Harmon-Jones, 2004). Generally, individuals do not choose to engage in behaviour that

induces dissonance, yet when cognitions, such as promises of reward or threats of punishments, are evident, individuals will use them to justify engaging in behaviours that potentially result in psychological discomfort. Similarly, the contractual nature of the employee-employer relationship sets conditions (display rules) that may help an employee justify behaving (displaying unfelt emotion) in ways that conflict with cognitions. These pieces of information may provide cognitions consonant with the behaviour that may help the employee to reappraise the event and avert or reduce dissonance (Cooper, 2007; Harmon-Jones & Mills, 1999; Van Dijk & Kirk-Brown 2008a, 2008b). The current research seeks to examine cognitive reappraisal mechanisms drawn from cognitive dissonance theory that employees may use to cognitively reappraise dissonance inducing conditions. The two cognitive reappraisal mechanisms suggested in previous research are moral disengagement and effort justification (Greenglass & Nash, 2008). Moral disengagement allows individuals to distance themselves from behaviours they engage in due to a lack of 'free choice' (Bandura, 1999). Effort justification is where the employee is focussing on the benefits (e.g. wages) of displaying unfelt emotion in the presence of emotional dissonance in order to manage the level of discomfort.

In addition to cognitive reappraisal mechanisms drawn from cognitive dissonance theory, the current research also draws from coping theory in order to explain the role of preferred coping styles and the choice to either to deep act or surface act. The benefits of deep acting include avoiding the conditions that may result in emotional dissonance and, therefore, employee burnout. Surface acting is simply faking the emotion required in order to comply with organisational expectations for emotional display (display rules) (Ashforth & Humphrey, 1993). As surface acting and deep acting have differential impacts on employee well-being an individual's preferred coping style is said to influence decisions to engage in emotional labour-based acting (Greenglass & Nash, 2008). The preference to deep act may also help explain

individual differences in the ability to manage job outcomes. A broad categorisation of coping responses is adaptive coping and reactive coping. Individuals who use reactive techniques will appraise stressful situations negatively such as a threat or source of harm (Parker & Endler, 1996; Bailey & McCollough, 2000). Adaptive approaches involve actively engaging with the cognitive and behavioural demands associated with organisational requirements to respond to display rules (linked to deep acting), whereas reactive approaches include avoiding or delaying dealing with these cognitive and behavioural demands (linked to surface acting). The current research will examine adaptive and reactive coping techniques in predicting emotional labour-based acting.

A review of the emotional labour, cognitive dissonance and coping literatures highlights the need for a more holistic understanding of how employees manage emotional dissonance. The major purpose of the current research is to develop, refine and test a model of emotional labour, emotional dissonance and individual well-being outcomes incorporating preferred coping styles and cognitive reappraisal mechanisms. The current research uses a mixed-methods approach to address the following research aims:

1. To explore employees' perceptions of emotional dissonance management in the context of customer service (*Study One*).
2. To develop and test context specific measures of emotional dissonance, behavioural disengagement and effort justification (*Study Two*).
3. To test the proposed model in an applied setting (*Study Three*).

To achieve these aims, the following research questions are proposed:

Q1: Do preferred coping styles predict engagement in emotional labour-based acting?

Q2: Do emotional labourers use behavioural disengagement and effort justification to manage emotional dissonance during customer interactions?

Q3: Is emotional dissonance best conceptualised as psychological discomfort?

1.3 Methodological Approach

This research examines the employee processes and mechanisms used by University Student Services staff to manage the experience of emotional dissonance during the process of performing emotional labour. This research presents and tests a theoretically derived model of emotional labour that integrates components of coping and cognitive dissonance theories that assists in explaining how employees may manage the affective consequences of emotional labour.

Adopting a mixed methods approach, this study will include three sequential phases of research. The first stage will be a qualitative evaluation of the constructs proposed within the theoretical model in the applied setting of Higher Education Student Services. The second stage involves two phases of data collection to develop and test emotional labour focused measures of behavioural disengagement and effort justification (cognitive dissonance theory), as well as a measure of emotional dissonance. The third and final study will test the proposed model within the applied setting using the scales developed in stage two of the research.

Study 1- A qualitative evaluation of key constructs using semi-structured interviews on a sample of Student Services employees. This study will also be used to inform item selection and scale development for Study 2.

Study 2- Stage 1: An assessment of the theoretically derived measurement models for emotional dissonance, behavioural disengagement, and effort justification using Structural Equation Modelling (SEM) techniques on a sample of customer service-based employees.

Stage 2: A confirmation of the measurement models on a sample of customers service-based employees.

Study 3- Testing the theoretical model using SEM and regression-based techniques using a sample of Student Services employees. The scales developed in Study 2 will be used in this phase of the research.

1.4   Thesis Structure

This chapter has provided an overview of the research purpose, aims, significance and an overview of the research procedure and methodology. In Chapter Two, a detailed review of the literature is presented in relation to the research aims. The review is drawn from emotional labour, cognitive dissonance theory, coping theory, and job burnout literature. Chapter Three presents a `discussion of the research design, methodology, data analysis techniques and processes. Chapter Four (*Study One*) provides a qualitative examination of Higher Education Student Services employees is presented with a discussion in relation to constructs proposed in the theoretical model. In Chapter Five (*Study Two*), two phases of research are presented to outline the scale construction process undertaken to develop contextually relevant measures of emotional dissonance, behavioural disengagement and effort justification. Chapter Six (*Study Three*), presents the evaluation of the proposed model using the scales developed in Chapter Five. Chapter Seven will provide a general discussion and conclusion of the current research.

Chapter 2 Literature Review

2.1   Introduction

Emotional labour is the management of employee emotional display for organisational purposes (Hochschild, 1983). It has been associated with negative outcomes such as employee burnout (Ashforth & Humphrey, 1993; Härtel, Hsu & Boyle, 2002; Hochschild, 1983; Morris & Feldman, 1996a; Van Dijk & Kirk-Brown 2006, 2007). The aim of this chapter is to present a review of the literature in order to clarify the operationalisation of emotional dissonance as a consequence of performing emotional labour. Inconsistent results in the literature linking emotional labour and emotional dissonance to negative affective job outcomes will be examined with reference to cognitive dissonance and coping theories.

When an employee performs emotional labour they can choose to deep or surface act (Hochschild, 1983). Deep acting is when the employee tries to manage experienced emotion in order to 'feel' the emotion required in an interaction with a service receiver. The benefits of deep acting include avoiding the conditions that may result in emotional dissonance and, therefore, employee burnout. Surface acting is simply faking the emotion required in order to comply with organisational expectations for emotional display (display rules) (Ashforth & Humphrey, 1993; Grandey, 2000, 2001). As surface acting and deep acting have differential impacts on employee well-being an individual's preferred coping style is proposed to influence decisions to engage in emotional labour-based acting (Greenglass & Nash, 2008). The preference to deep act may also help explain individual differences in the ability to manage job outcomes. The current research will also examine adaptive and reactive coping techniques in predicting emotional labour-based acting.

The negative impacts of emotional labour when a worker is surface acting are often attributed to the conflict between displayed and felt emotion as it can result in *emotional dissonance.*

Emotional dissonance is a negative affective psychological state, occurring as a consequence of displaying unfelt emotion and is said to lead to negative employee outcomes such as burnout (Hochschild, 1983; Zerbe, 2000). There is much debate surrounding the role of and nature of emotional dissonance in promoting negative job outcomes (Pugh, et al., 2011; Van Dijk & Kirk-Brown, 2008b), with conflicting empirical findings regarding its impact in the research literature to-date (Hülsheger & Schewe, 2011). Emotional dissonance was founded in cognitive dissonance theory which provides a framework illustrating that displaying unfelt emotion does not automatically result in negative employee outcomes due to differences in employees' use of cognitive reappraisal techniques (Pugh et al., 2011; Van Dijk & Kirk-Brown, 2006). The current research seeks to examine display rules as pieces of information that employees may draw on to cognitively reappraise and manage experienced emotional dissonance.

This chapter will begin with a general review of the literature on emotional labour, including its definition and operationalization, and emotional dissonance followed by job burnout and its relationship to emotional labour. Next, a review of coping theory and associated reappraisal mechanisms that predict surface and deep acting will be presented, followed by a discussion of cognitive dissonance theory and cognitive reappraisal mechanisms relevant to the management of emotional dissonance. The chapter will conclude with the research hypotheses derived from an examination of the literature and will present the proposed relationships between the independent and dependent variables in a model (Figure 2.2). The structure of the chapter is outlined in Figure 2.1.

2.1. Introduction

2.2. Emotional Labour

2.3. Conceptualising and Defining Emotional Labour

2.4. Emotional Display

2.5. Dimensions of Emotional Labour

2.5.1. Surface Acting

2.5.2. Deep Acting

2.6. Coping and Emotional Labour

2.7. Emotional Dissonance

2.7.1. Conceptualisations of Emotional Dissonance

2.7.2. Measurement of Emotional Dissonance

2.8. Cognitive Dissonance Theory

2.8.1. Cognitive Dissonance Research Paradigms

2.9. Job Burnout

2.10. Behavioural Disengagement and Effort Justification

2.11. Chapter Conclusion

Figure 2.1: Overview of Chapter Structure

2.2   Emotional Labour

Over the past three decades, scholars and practitioners have become increasingly interested in the role of emotions in the workplace, especially in service-based organisations where staff interact with customers, clients, colleagues and leaders (Biron & van Veldhoven, 2012; Gross, 1998, 2013; Hochschild, 1983; Lord, Kanfer & Klimoski, 2003). Hochschild's (1983) research is the seminal study of emotional labour, but debate as to the definition, operationalisation and conceptualisation of the concept continues (Hülsheger & Schewe, 2011; Pugh et al., 2011). In her study of airline flight attendants and debt collectors, Hochschild (1983) observed that emotional management occurs both in private and work contexts, but constitutes *emotional labour* when it is 'sold for a wage' (p. 7). Emotional labour is defined as "the management of feeling to create a publicly observable facial and bodily display" that requires one to "induce or supress feeling in order to sustain the outward countenance that produces the proper state of mind in others" (Hochschild, 1983, p. 7). The critical aspect of jobs that entail emotional labour is that the worker produces and induces an emotional state during interpersonal interactions through an organisationally appropriate display (Diefendorff & Richard, 2003; Hochschild, 1983; Kruml & Geddes, 2000b; Morris & Feldman, 1996a). Emotional labourers are employees who engage in face-to-face and voice-to-voice interpersonal interactions with others (Hochschild, 1983).

The role requirements that govern employee emotional expression differentiate emotional labour from other forms of labour. As with any social interaction, individuals who engage in emotional labour-based activities respond to social norms that govern appropriate emotional expression (Diefendorff & Greguras, 2009; Hochschild, 1983). Employees enter into a form of communication that centres on the display of organisationally desired emotions, which often arises from decisions to conceal or manage experienced emotion (Fiebig & Kramer, 1998;

Hochschild, 1983). Emotional labour is not the emotional response to the work environment, but emotional display as a requirement of the role (Zapf, 2002) and a representation of the organisations goals and objectives (Grandey, 2001). Organisations also impose norms and expectations on service employees that are designed to induce emotional states in others and ensure that employees are behaving in a manner that is consistent with organisational aims and objectives (Cropanzano, et. al, 2003).

Employee emotional display has been linked to organisational outcomes, such as word-of-mouth advertising (Rafaeli & Sutton, 1987), intentions to return, customer satisfaction (Gountas & Gountas, 2003; Gountas, Ewing, Gountas, 2007), customer loyalty (Hennig-Thurau, Groth, Paul, & Gremier, 2006), and sales (Morris & Feldman, 1996a; Sutton & Rafaeli, 1988). Organisations use training, organisational policy and supervision to exert control over the emotional expressions of their employees. In doing so, they attempt to influence the emotions of service workers to facilitate service interactions and deliver a predetermined level of service (Ashkanasy & Daus, 2002; Hochschild, 1983; Leidner, 1999; Morris & Feldman, 1997). These requirements, known as *emotional display rules*, are essentially organisational extensions of the social conventions that guide individuals in daily life (Diefendorff & Greguras, 2009). For example, it would be inappropriate for a funeral director to be cheerful and energetic, or for a customer service representative to lose his or her temper.

In defining emotional labour, emphasis is placed by researchers in understanding the construct in terms of individual or occupational differences (Brotheridge, 2006; Diefendorff, Richard, & Croyle, 2006; Wharton & Erickson, 1995), identity (Ashforth & Humphrey, 1993, emotion regulation strategies (Diefendorff, Richard, & Yang, 2008; Grandey, 2000; Mikolajczak, Tran, Brotheridge & Gross, 2009), job characteristics (Morris and Feldman, 1996a, 1996b), emotional

expression behaviour (Glomb, Kammeyer-Mueller, & Rotundo, 2004), display rules (Diefendorff & Greguras, 2009; Grandey, Rafaeli, Ravid, Witz & Steiner, 2010), and emotional dissonance (Abraham, 1998a; Brotheridge & Grandey, 2002; Härtel, et al., 2002; Hülsheger & Schewe, 2011; Pugh et al., 2011; Van Dijk & Kirk-Brown, 2006). While these studies have assisted the development of the construct, they offer conflicting definitions. A summary of the definitions of emotional labour used in research to date is presented in Table 2.1.

Table 2.1: Definitions of Emotional Labour

Source	Definition
Hochschild (1983)	"the management of feeling to create a publicly observable facial or bodily display; emotional labour is sold for a wage and therefore has an exchange value" (p. 7)
James (1989)	"the labor involved in dealing with other people's feelings, a core component of which is the regulation of emotion" (p. 15)
Ashforth & Humphrey (1993)	"The act of displaying the appropriate emotion (i.e. conforming with a display rule)…" (p. 90)
Morris & Feldman (1996a)	"The effort, planning, and control needed to express organizationally desired emotions during interpersonal transactions" (p. 987)
Grandey (2000)	"May involve enhancing, faking, or supressing emotions to modify emotional expression… in response to display rules for the organization or job" (p. 95)
Kruml & Geddes (2000a)	"What employees perform when they are required to feel, or at least project the appearance of certain emotions in order to produce, for insurance, 'excellent customer service'" (p. 177)
Glomb, Miner and Tews (2002)	"The effort expended in expressing appropriate emotions and not expressing inappropriate emotions on the job, as defined by work role requirements" (p. 177)
Diefendorff and Richard (2003)	"The management of emotions as part of the work role"
Brotheridge (2006)	"Emotional labor involves the expression of socially desirable emotions in interpersonal interactions" (p. 139)

Adapted from Bono & Vey (2005)

Researchers since Hochschild (1983) have used different methodological approaches in a range of contexts to explore emotional labour, its antecedents, dimensions and outcomes. Debate, however, continues in the academic literature, and the following section presents a review of the parallel perspectives of emotional labour apparent in the academic literature.

2.3   Conceptualising and Operationalising Emotional Labour

The literature surrounding emotional labour has established "a theoretical quandary, flooded with a multitude of conceptualizations" (Glomb & Tews, 2004, p. 4). The construct has attracted interest from practitioners and scholars in a range of disciplines, using several theoretical and methodological approaches. While these have enhanced knowledge about emotional labour, the variety of approaches adopted has contributed to confusion, blurring the understanding of the construct and its associated outcomes (Grandey, Diefendorff & Rupp, 2013; Hülsheger & Schewe, 2011). These contrasting approaches have evolved from Hochschild's (1983) seminal work, with the major differences between them being the 'lens' from which the world of emotional labour is viewed (Grandey et al., 2013). Sociologists examine emotional labour as an occupational requirement (Wharton, 1993); organisational behaviour researchers investigate it as required emotional display (Ashforth & Humphrey, 1993; Rafaeli & Sutton, 1987); psychologists analyse it as an intrapsychic process (Grandey, 2000; Morris & Feldman, 1996a). A summary of the major differences between these 'lenses' of emotional labour research is provided in Table 2.2. This section presents an overview and discussion of the three predominant approaches, as well as contemporary perspectives of emotional labour.

Table 2.2: The Three Lenses of Emotional Labour (EL) Research

	EL as Occupational Requirements	EL as Emotional Displays	EL as Intrapsychic processes
Discipline	Sociology	Organisational behaviour	Psychology
EL Definition	Jobs that require employee to manage emotional displays for a wage	Work- specified emotional display that may or may not require effort	Employees effortful management of emotions at work
Key Publications	Hochschild (1979, 1983)	Rafaeli & Sutton (1987, 1989) Ashforth & Humphrey (1993)	Morris & Feldman (1996) Zerbe (2000) Grandey (2000)
Central Concepts	Emotion work/ management; emotional labour jobs; feeling/display rules	Emotional harmony; emotional deviance; authenticity	Surface acting; deep acting; emotional dissonance
Measurement Approach	Interview, observation	Observer ratings	Self-reports
Proposed Outcomes	EL is beneficial for organisation; detrimental for employees	EL is only dysfunctional for employee if highly effortful and inauthentic	EL as deep acting is functional to both organisation and employees; Surface acting and dissonance are detrimental to employee health

Adapted from Grandey et al. (2013)

Hochschild (1983) conceptualised emotional labour as a form of workplace emotion management, work or regulation, in which employees responded to occupational requirements through managed emotional expressions. Emotional labour was equivalent to physical or mental labour, yet was distinguished from emotion management (i.e. emotion regulation, emotion work) in private contexts because of the commoditisation of human feeling that occurs during organisationally desired interpersonal interactions. Given the importance of employees' emotional expressions to organisational performance in service industries, employees' 'feelings

are commoditized' when they are used strategically during interactions with service receivers to address a range of organisational outcomes (Hochschild, 1979, p. 569). Adopting Goffman's (1959) dramaturgical (context-based) perspective of social interactions, Hochschild (1983) suggested that in the workplace, the organisation is the stage, the audience is the customer and the actor is the employee. In responding to display rules, employees (actors) make an effort to display organisationally appropriate emotions to service receivers (the audience) by either suppressing or managing felt emotions or expressing unfelt emotions. Employees use two emotion management strategies when performing emotional labour – surface acting and deep acting, which are discussed in greater detail in Section 2.5. Hochschild (1983) also used the framework provided by Festinger's (1957) cognitive dissonance theory to suggest a negative affective state of *emotive dissonance* that occurs when an employee's felt emotions are incongruent with the display required by the organisation.

A sociological perspective of emotional labour guided Hochschild (1983) and many of the ensuing qualitative studies. The social shift to service-based organisations meant that service roles were developed in order to enhance customer satisfaction and realise profits (Bowen, 1990). These conceptual studies proposed that emotional labour was different from emotion management, emotion regulation, or emotion work. Studies of the specific job contexts and employee experiences of emotional labour used either qualitative technique s to operationalize emotional labour as an occupational characteristic (Van-Maanen & Kunda, 1989) or quantitative techniques that examined it as a categorical variable (Rafaeli, 1989; Wharton, 1993). A major outcome of these sociological studies was a focus on the concept of *feeling rules* that employees are socialised into.

Feeling rules dictate occupationally acceptable norms for emotional expression (Hochschild, 1983; Thoits, 1989; Wharton & Erickson, 1993) and have since been labelled as *display rules* in a range of industry case studies from fast-food clerks (Leidner, 1999), police detectives (Steinberg & Figart, 1999), teachers (Bellas 1999), caring professionals (Erickson & Stacey, 2013) and paralegals (Lively, 2002). Although research into display rules has been prolific (i.e. Diefendorff & Richard, 2003; 2008), there is little understanding of employees' use of display rules during the performance of emotional labour-based activities. Display rules are often viewed as precursors to the negative affective state of emotional dissonance (Ashforth & Humphrey, 1993; Grandey, 2003; Härtel et al., 2002), yet employee perceptions of, and responses to, display rules have been shown to lead to increased job satisfaction and enhanced employee health (Brotheridge & Grandey, 2002; Côté & Morgan, 2002; Diefendorff et al., 2006; Gountas, Gountas & Mavondo, 2014; Schaubroeck & Jones, 2000; Van Dijk & Kirk-Brown, 2008a). A full discussion of display rules and their relevance to the current research will be presented in Section 2.4.

Organisational behaviour theorists often examine emotional labour as role-congruent emotional display. Advocates of this approach are focused on the 'acting' involved in emotional labour and thus suggest that emotional displays are a necessary component of service roles (Ashforth & Humphrey, 1993; Rafaeli, 1989; Rafaeli & Sutton, 1987). Although many researchers still consider emotional labour to be a response to organisational demands, the importance of employees' management of emotions is downplayed with emphasis placed on emotional labour-based acting being an observable behaviour (Ashforth & Humphrey, 1993). These studies emphasise the importance of display rules, distinguishing them from feeling rules, recognising that these norms influence organisational attempts to dictate appropriate emotional expressions (Diefendorff & Richard, 2003; Gosserand & Diefendorff, 2005; Schaubroeck & Jones, 2000).

The behavioural approach downplays the importance of employees' management of emotions by placing emphasis on observable behaviours to suggest emotional labour outcomes are dependent on an employee's ability to perceive and conform to display rules (Ashforth & Humphrey, 1993: Grandey et al., 2013).

The problem with the behavioural approach is that it creates confusion when linking work outcomes to emotional labour. While qualitative research on occupational differences in emotional labour has been common (Hochschild, 1983; Rafaeli & Sutton, 1987; Van-Maanen & Kunda, 1989), few studies have specifically examined how organisational practices, such as display rules, influence the emotional labour process. Studies have examined display rules as employees' expressive requirements (Diefendorff & Gregarus, 2009), or as individuals' perception of job requirements with customers (Diefendorff & Richard, 2003; Gosserand & Diefendorff, 2005; Schaubroeck & Jones, 2000), with little understanding of their function in relation to dissonance management. Understanding the link between organisational practices and norms, emotional labour acting strategies and employee health is pertinent to the current research (Grandey et al., 2013), due to the influence of perceptions of display rules on choice of dissonance management strategy (Diefendorff & Richard, 2008; Gosserand & Diefendorff, 2005; Schaubroeck & Jones, 2000).

The intrapsychic perspective of emotional labour draws from perspectives of dissonance theory and emotion regulation to suggest emotional labour to be a cognitive process where employees manage or cope with psychological incongruences associated with display rules and negative customer interactions by altering expressions and feelings (Festinger, 1957; Grandey et al, 2013; Gross, 2013). Under this approach, dissonance, surface and deep acting become the defining focus of emotional labour with advocates adopting a person-focused view and examining

emotional labour as an internal experience (Brotheridge & Grandey, 2002; Grandey et al., 2013; Kruml & Geddes, 2000b; Morris & Feldman, 1996a; Van Dijk & Kirk-Brown, 2006, 2007, 2008a). Hochschild (1989) identified various cognitive reappraisal mechanisms that were used by flight attendants and bill collectors to manage interpersonal exchanges at work. She specifically identified how 'onion' (complaint) and 'orchid' (praise) letters were used by Delta Airlines as a motivational tool for employees to display organisationally appropriate, but often unfelt, emotions.

Morris and Feldman (1996a) also adopted the intrapsychic perspective, defining emotional labour as "the effort, planning, and control needed to express organizationally desired emotions during interpersonal transactions" (p. 987). Emotional labour was suggested to be a multifaceted process of emotion management where employees alter emotional displays when deep and surface acting, by responding to job characteristics regarding: (a) the frequency of interaction; (b) attentiveness to display rules (intensity, duration); (c) the variety of emotions required; and (d) emotional dissonance. The emphasis was not on the emotion regulation techniques employees used but the organisation's desire for certain, specified emotions. A problem with Morris & Feldman's (1996a) conceptualisation is that there is little empirical evidence to support the role of the suggested dimensions. Additionally, operationalizing emotional labour in terms of job characteristics and the work environment can result in antecedents, outcomes and constructs becoming confused. Such is the case with emotional dissonance (Hülsheger & Schewe, 2011).

More recently, emotional labour researchers have extended the intrapsychic perspective by examining emotional labour as a psychological process (Härtel et al., 2001, 2002; Lewig & Dollard, 2003; Van Dijk & Kirk-Brown, 2006, 2007). Grandey (2000) amalgamated emotion management and emotion regulation perspectives with emotional labour-based acting to suggest

emotional labour to be a processes of appraisal and reappraisal in response to emotional job demands. The effort expended during emotional labour-based acting was suggested to take a toll on available psychological resources and was dependent on the influence of situational, individual and organisational factors. Building from this perspective, Härtel et al. (2002) identified a causal relationship between emotional labour, emotional dissonance and job burnout. Härtel et al. (2002) examined the influence of emotional labour, emotional dissonance, perceived work events and individual/contextual characteristics on service performance and employee turnover intentions. Although support for the causal sequence was presented limitations of the study were reflected in the measurement of emotional dissonance. The methodological limitations of scales used to measure emotional dissonance are discussed in Section 2.7.2.

In addressing some of the limitations of previous approaches, other authors have examined and found support for the emotional labour process. Studies by Lewig and Dollard (2003) and Van Dijk and Kirk Brown (2007) provided further support for the causal sequence between emotional labour, emotional dissonance and job burnout. Lewig and Dollard's (2003) study found evidence for the mediating effect for emotional dissonance on job satisfaction and emotional exhaustion. The mediating role of dissonance was further supported in the studies of Van Dijk and Kirk-Brown (2006; 2007) with an identified mediating effect for dissonance between surface acting and the burnout dimensions of emotional exhaustion and depersonalisation. The issue with both studies was the way in which emotional dissonance was measured. The research does identify a causal link between emotional labour, emotional dissonance (psychological discomfort) and individual well-being outcomes (Härtel et al., 2002; Lewig & Dollard, 2003, Van Dijk & Kirk-Brown, 2006, 2007). Evidence of a causal link is important to understanding individual well-being outcomes as it identifies that surface acting and emotional dissonance are separate

constructs with differential outcomes, in contrast to what is discussed in most studies on emotional labour.

Although a causal sequence between emotional labour, emotional dissonance and employee well-being has been established, many of the ensuing studies have tended to overlook the evidence for this relationship. Studies emphasise the need to understand emotional labour in terms of emotional dissonance (Zerbe, 2000), effortful emotion management (Bono & Vey, 2005), deep acting and surface acting (Grandey, 2000), and outcomes, such as job satisfaction, yet have failed to understand the links between each of these concepts. Rather they have focused on the assumption that surface acting is detrimental to employee well-being because it induces dissonance (Brotheridge & Lee, 2002; Côté, 2005; Grandey, 2000; Hülsheger & Schewe, 2011; Pugliesi, 1999), although research has shown that this is not always the case (Van Dijk & Kirk-Brown, 2006; 2007). Additionally, the assumption that surface acting is detrimental to employee health differs from what was initially proposed by Hochschild (1983) who suggested deep acting to be more onerous to perform because individuals engage in a form of self-deception that impacts on well-being in the long-run. Yet deep acting is often seen as functional, or at least not distressing, for employees because it does not induce dissonance (Brotheridge & Lee, 2002; Grandey, 2000). A discussion of deep and surface acting is presented in Section 2. 5.

Whether an employee engages in either deep or surface acting, they do so in response to emotional display rules. Sociological research identifies a self-regulatory procedure, in which occupational requirements or display rules are conceptualised as organisational goals (Diefendorff & Gosserand, 2005). Organisational behaviourists suggest that employees engage in consistent comparisons between their felt emotions, emotional displays and display rules to detect and remove inconsistencies. Psychologists argue that when feelings differ from display

rules, effort may be made through emotional regulation techniques or processes to restore psychological consistency (Pugh et al., 2011; Van Dijk & Kirk-Brown, 2008a). The following section will discuss emotional display rules and their role in the management of experienced emotional dissonance.

2.4   Emotional Display Rules

"*A key component of the work performed by many workers has become the presentation of emotions that are specified and desired by their organizations*"

-    Morris and Feldman (1996, p. 987)

The need for organisations to control employee emotional expression through the imposition of display rules is an essential component of day-to-day service work. Display rules are a double-edged sword in emotional labour. On one hand, display rules provide behavioural guidelines for employees when they do not feel the appropriate emotion. On the other hand, display rules set conditions for discrepancies between felt and required emotions to occur (Van Dijk & Kirk-Brown, 2007; Brotheridge & Graney, 2003; Hochschild, 1983). This section will discuss the relevant literature on emotional display rules that inform the objectives of the current research. Current understanding of emotional display rules is marked by a lack of knowledge regarding the mechanisms associated with managing the experience of emotional dissonance. As pieces of knowledge, display rules serve important functions in the emotional labour process, acting as reference points for appraisal and reappraisal that whilst leading to discrepant emotions, can also assist in managing emotional dissonance (Van Dijk & Kirk-Brown, 2008a).

Much of the research on display rules, in social and organisational settings, began with the work of Paul Ekman. In studies of facial expression, Ekman and colleagues identified underlying 'written codes' or expectations that in varying ways guide individuals' emotional expressions during social interaction (Ekman, 1971; Ekman & Friesen, 1969, 1975; Keltner, Ekman, Gonzaga, & Beer, 2003). Individuals internalise display rules based on their cultural or social identity and these rules determine how expressions are displayed in social interactions

(Matsumoto, 1990; Matsumoto, Yoo, & Fontaine, 2008). These unwritten rules, however, were also said to vary according to organisational function and role. Caring professionals (i.e. nurses), for example, develop professional detachment to manage their interpersonal interactions. Hochschild saw display rules as organisational extensions of the social conventions that guide individual emotional expressions everyday (Matsumoto, 2005). Display rules specify the behaviours necessary for workplace interaction that satisfy organisational aims and objectives (Gosserand & Diefendorff, 2005; Hochschild, 1983). They are imposed on employees through implicit (leadership or policy) and explicit (performance appraisal or communication guidelines) organisational mechanisms. Through them, employers are able to dictate standards of emotional expression that are necessary for effective job performance and to address service expectations (Hsieh & Guy, 2009).

Variations in emotional expression at work are derived from social, cultural, vocational/occupational and situational norms (Brotheridge & Taylor, 2006; Matsumoto et al. 2005). While this variation in display rules is reflective of a globalised workforce, understanding of display rules at work has moved away from the ideas proposed by Ekman and Hochschild regarding what people at work should do with their facial expressions. Rather, display rules at work are designed to address three broad objectives (Cropanzano et al., 2003). First, they assist in the management of employee emotional expression to facilitate customer satisfaction/altruism expectations. Second, they establish socially acceptable norms for interpersonal interaction, which maintain employee harmony and ensure productive work relationships. Third, they promote employee well-being by providing established norms governing situational contexts to minimise the occurrence of impulsive responses that can have long term consequences. It is the latter which is of interest to the current research as it identifies the potential dual function display rules serve in the performance of emotional labour.

Research has begun to return to the original framework of display rules provided by Ekman, suggesting that two forms of display rules guide employee emotional expressions (Diefendorff & Greguras, 2009; Diefendorff & Richard, 2008). Rules that guide individual emotional expression in any given situation are known as *contextual display rules*. Rules that are specified by the organisation are referred to as *prescriptive display rules*. Prescriptive display rules have been the focus of research to date and are thus the focus of this dissertation as they represent organisational expectations for emotional display and require workers to manage, suppress or mask felt emotion to ensure organisationally appropriate display during interpersonal interactions

Research into occupational differences and variations in display rules has identified three categories of display rules, each with a different focus in relation to anticipated customer outcomes (Cropanzano et al., 2003; Diefendorff & Gosserand, 2003). The need for integrative emotions is common to service-based roles and to engage customers. Doctors, judges or therapists place less emphasis on the expression of emotions and are required to maintain a neutral expression by masking emotions. For police officers, debt collectors and other who interact with difficult or dangerous people there is a requirement for negative or differentiating emotions (Cropanzano, et al., 2003; Sutton, 1991; Wharton, 1993). Though individuals adhere to rules for emotional expression in many social interactions (for example, a sombre appearance at a funeral), the existence of display rules in organisational settings does not guarantee that employees will express organisationally appropriate emotions (Bono & Vey, 2005). Jobs that require emotional labour increase the pressure on workers to internalise role demands, as the failure to adhere to these requirement may result in poor job performance and potential job loss (Ashforth & Humphrey, 1993). Increased pressure to meet high work demands may increase the likelihood of negative well-being outcomes being experienced (Brotheridge & Grandey, 2002;

Rubin, Tardino, Daus, & Munz, 2005; Zapf, Vogt, Seifert, Mertini & Isic, 1999). Alternatively, display rules have been suggested to play a role in averting or reducing the negative well-being outcomes associated with emotional labour (Van Dijk & Kirk-Brown, 2008a).

The contractual nature of the employer/employee relationship forces employees to comply with display rules (Hochschild, 1983; Kruml & Geddes, 2000a; Greenglass & Nash, 2008; Pugh et al., 2011; Van Dijk & Kirk-Brown, 2008b). Failure to comply with the requirements of the role, as with any contractual obligation, may lead to action, such as demotion or termination of the contract. However, when obligations are met, rewards such as pay rises, bonuses or promotion may result. Positive and negative incentives increase compliance by employees in service roles (Grandey, 2001) and can provide justification for employee effort when displaying unfelt emotion (Cropanzano et al., 2003; Hochschild, 1983). As role demands, display rules may be detrimental to employee health, yet may also help promote employee well-being by providing employees with information for dissonance management through cognitive reappraisal.

Adherence to display rules is a choice made by each employee, influenced by factors such as organisational commitment (Gosserand & Diefendorff, 2005), identity (Diefendorff, Croyle & Gosserand, 2005) or perceptions of display rules (Buckner & Mahoney, 2012; Diefendorff & Croyle, 2008; Diefendorff & Greguras, 2009). Additionally, the degree of role internalisation demonstrated by employees has been shown to influence experiences of emotional dissonance (Julian, 2008). Even when an employee is showing his or her true feelings, a significant amount of effort must be made to demonstrate organizationally desired emotion (Ashforth & Humphrey, 1993; Hochschild, 1983). An employee's perception of and response to display rules may moderate the relationship between surface acting and burnout, thus buffering individuals against the experience of strain when they are surface acting (Diefendorff & Gosserand, 2003; Grandey,

2000; Greenglass & Nash, 2008). Diefendorff et al. (2006) also suggested that depending on affective disposition, display rules may also motivate the display of inauthentic but organisationally appropriate emotions. The current research seeks to examine display rules as pieces of information that employees may draw on to manage experienced emotional dissonance.

Empirical studies of display rules have the potential to "bridge the gap between daily experiences, their overall perception and their potential long-term effects" (Tschan, Rochat, & Zapf, 2005 p. 215). Several researchers have adopted the tri-focal approach when examining display rules (Diefendorff & Gosserand, 2005; Grandey, 2001; Rubin et al., 2005), yet a need still exists for researchers to recognise that emotional labour is a combination of occupational requirements, expressed emotion and emotion management strategies (Grandey et al., 2013). Many elements of the emotional labour construct remain unclear, but there is general agreement that display rules are an antecedent to engaging in emotion management/regulation strategies (Holman & Totterdell, 2003). As debate concerning the nature of these strategies in the performance of emotional labour continues the need to consider and clarify the influence of each dimension on individual well-being outcomes remains (Hülsheger, Lang, & Maier, 2010). In the following section, a discussion will be presented of the two strategies that are considered to be the dimensions of emotional labour in the emotional labour literature.

2.5   Dimensions of Emotional Labour

Hochschild (1983) acknowledged the importance of managing and regulating emotions during interpersonal interactions. In conforming to display rules, employees use acting strategies. When an employee 'feigns' the required display they are said to be surface acting; when attempting to actually feel the required emotional expression they are deep acting (Hochschild, 1983; Kruml & Geddes, 2000a). The use of emotional labour strategies can be considered to be an employee's motivated response to display rules (Corsette & Hess, 2012; Rubin et al., 2005). The aim of this section is to discuss the literature concerning the two dimensions of emotional labour, surface and deep acting, including their links with individual affective outcomes.

2.5.1. Surface Acting

An employee is said to be surface acting if he or she attempts to display organisationally or socially appropriate emotions through managing outward behaviours (Ashforth & Humphrey, 1993; Grandey, 2000, 2001). For Hochschild (1983:37) it was "the body, not the soul" that was the vehicle under organisational control when surface acting. Attempts to fake the organisationally appropriate emotion by employees are made by consciously managing verbal and non-verbal cues, such as body language, facial expression or voice tone (Ashforth & Humphrey, 1993). The use of surface acting does not necessarily mean that no emotion is felt. Rather, the emotion expressed is different to what the individual experiences. The primary objective of surface acting is to conform to work role requirements by expressing emotions that elicit emotive responses from service recipients, which in turn facilitates more effective interpersonal interactions.

Surface acting is similar to Gross' (1999) response-focused regulation, where the aim of the employee's managed emotion is to provoke an emotional response from the service receiver. When surface acting, the employee responds to role demands through feigned emotional expressions and it is this managed emotional expression that the service receiver responds to (Grandey, 2000; Holman & Totterdell, 2003). An inherent effort is made by the employee to express organisationally required emotions through the display of unfelt emotions, or the suppression of felt ones (Ashforth & Humphrey, 1993; Grandey, 2001, 2003; Kruml & Geddes, 2000a). This effort has been linked to a range of organisational, work and employee outcomes (Brotheridge & Lee, 1998, 2003; Lewig & Dollard, 2003). The more effortful the expression or suppression of emotions at work, the more likely an individual is to experience outcomes that impact on well-being (Grandey, 2001). The level to which an employee perceives their emotional display is being received authentically (emotional authenticity) has been shown to influence the outcomes of surface acting (Diefendorff & Richard, 2003, 2008). One study found that service employees who surface acted experienced lower levels of job satisfaction and higher levels of emotional exhaustion when they valued emotional authenticity (Pugh et al., 2011).

The presentation of fake emotions creates a mismatch in affective states that may have detrimental effects on organisations and employees (Abraham, 1999; Grandey, 2003; Rafaeli & Sutton, 1990). Customers are able to perceive the inauthenticity of surface acting and this impacts negatively on their service experience (Côté, 2005; Groth, Hennig-Thurau, & Walsh, 2009; Hennig-Thurau et al., 2006). The outcomes that arise from surface acting are due to incongruence between affective states that sometimes arouses the work-based stressor, emotional dissonance (Brotheridge & Lee, 1998, 2003; Grandey, 2000; Lewig & Dollard, 2003; Hülsheger & Schewe, 2011). A further discussion of the issues associated with emotional dissonance is presented in Section 2.6. For employees, surface acting may lead to negative outcomes such as

reduced mood, depersonalisation, emotional exhaustion, turnover intentions (Judge Fluegge-Wolf & Hurst, 2009), decreased job satisfaction (Brotheridge & Lee, 2003; Holman & Totterdell, 2003), intentions to leave (Abraham, 1998), and emotional exhaustion (Grandey 2000; Härtel et al., 2000).

A number of issues have blurred understanding of the links between surface acting, emotional dissonance and employee well-being outcomes. The feigning of emotional display when surface acting is important to an examination of the relationship between emotional labour and negative individual well-being outcomes, because it highlights a possible link between false emotional display and workplace strain. Surface acting may create conflict between felt and expressed emotions and thus requires an investment of psychological resources to maintain an organisationally appropriate emotional display (Brotheridge & Lee, 2002; Wright & Cropanzano, 1998). Hochschild (1983) originally suggested that it was deep acting that constituted a greater drain on psychological reserves and thus was more likely to burden employee's well-being. The following section will provide a discussion of Hochschild's second dimension of emotional labour, deep acting.

2.5.2. Deep Acting

Hochschild (1983) likened the technique of deep acting, where service workers respond to job-related obligations, to that of method acting, as suggested by the Russian theatre director Constantin Stanislavski in 1965. Rather than changing outward behaviours, individuals who deep act engage in a process to modify, regulate and generate inner feelings to display organisationally appropriate emotions (Hochschild, 1983; Kruml & Geddes, 2000b; Van Dijk & Kirk-Brown, 2007). The objective of such service workers is to authentically 'feel' rather than 'feign' the required emotion (Cropanzano et al., 2003). Though deep acting may not always

result in genuine emotional expression, the emotions expressed will be more authentic than those when an individual is surface acting (Groth, et al., 2009). Deep acting is an antecedent-form of emotion regulation because it focuses on the management of emotion prior to an emotional reaction. As with surface acting, deep acting is a response to job-related obligations, yet the focus of the concept is on the service worker, rather than the service receiver.

Rather than using verbal and non-verbal signals, employees may modify feelings when deep acting by referring to past experiences to exhort or call up feelings, and by controlling experienced emotion through trained imagination. The use of these techniques indicates that an employee seeks to express organisationally relevant emotions in a given situation. Employees may also perform method acting, by accessing a repertoire of fantasy, subconscious and semiconscious memory to display emotions as if they were really occurring (Hochschild, 1983). The actor or employee makes a conscious effort to use emotion memory to facilitate an organisationally appropriate emotional display. The goal of using method acting is to not just evoke emotions or recall emotional experiences, but to use this information to generate a 'performance' that can be perceived by recipients as genuine (Hochschild, 1983; Zapf, 2002).

Due to the sense of goodwill demonstrated by the service worker to both the organisation and the service receiver, deep acting is considered to be "faking in good faith" (Rafaeli & Sutton, 1987, p. 32). When deep acting the focus of the service worker is to provide an experience that is perceived by the service receiver as authentic. In addition to facilitating customer expectations, deep acting also generates organisational benefits, through outcomes such as job satisfaction (Wharton, 1993), or personal accomplishment (Brotheridge & Lee, 2003). Additionally, deep acting is beneficial to employee well-being because it presents a more genuine response to display rules than surface acting. However, some studies report that deep acting is negatively

related to job satisfaction (Judge et al., 2009; Liu, Prati, Perrewe, & Ferris, 2008) and positively correlated with burnout (Grandey, 2003; Mikolajczak, Munil, & Luminet, 2007). While conflicting findings are evident there is a consensus that the stress-related consequences of emotional labour are reduced when genuine emotions are expressed because the potential for emotional dissonance to occur is minimised (Brotheridge & Grandey, 2002; Diefendorff & Richard, 2003; Diefendorff et al., 2006; Pugh, 2001; Schaubroeck & Jones, 2000; Tsai, 2001). Therefore, the current research assumes that engaging in deep acting generally leads to positive outcomes for individuals, because the individual is displaying genuine emotions that do not cause any affective incongruence.

Gross (1998, 1999) developed a model of emotional labour based on acting and emotion regulation strategies that provides a framework for understanding how emotional labour-based acting is performed. The model reveals a potential reappraisal process that dictates emotional labour consequences. It extends the concepts of surface and deep acting suggested by Hochschild (1983) to consider an intrapsychic process of how emotional labour is performed. Emotional labour is suggested to be performed through cognitive appraisal and reappraisal of individual perceptions of, and responses to, job demands (Gross, 1998, 1999, 2013). Through certain cognitive processes, individuals were able to buffer and avoid the negative affective consequences that are associated with emotional exhaustion (Härtel et al., 2002). This demonstrates a cognitive regulatory process associated with emotional labour that influences well-being outcomes. From the perspective of emotion regulation theory, emotional labour is simply emotion regulation at work (Gross, 1998, 2007). Different forms of emotional regulation have different affective, cognitive and social consequences and people use emotion regulation in varying ways (Gross & Thompson, 2007; Gross, 2013). It is commonly thought that people seek to increase positive emotions and decrease negative emotions, but research has shown that in

some cases individuals will attempt to increase negative emotions and decrease positive emotion (Tamir, Chiu & Gross, 2007). These non-hedonic forms of emotion regulation may be used by emotional labourers to manage the consequences of displaying unfelt emotions, and thus may assist in reducing the consequence of emotional labour. It is in this context that emotional labour may be viewed as an employees motivated acting response and it is the acting response the employee engages in that has been previously suggested to influence job and employee outcomes (Cossette & Hess, 2012).

The operationalisation of emotional labour as emotion management, in relation to deep and surface acting, indicates work-based processes with possible positive and negative outcomes. Surface acting is the emotional management strategy that is more detrimental to employee wellbeing. The energy depleting effects of display rules are associated with surface-level and not deep-level emotion regulation (Sideman-Goldberg & Grandey, 2007). There are evident differences in the underlying processes associated with each strategy that may further elucidate how employees manage the affective consequences of displaying of unfelt emotion. The varied findings reported in emotional labour research have also been attributed to a range of idiosyncratic variables that can potentially inform the reappraisal mechanisms undertaken by employees when performing emotional labour (Greenglass & Nash, 2008).

A number of individually-derived and contextual factors have been reported to influence the management of emotional labour outcomes (Grandey et al., 2013; Härtel et al., 2002; Lewig & Dollard, 2003; Van Dijk & Kirk-Brown, 2006, 2007). Studies have examined factors such as personality (Austin, Dore & Donovan, 2008), emotional intelligence (Johnson & Spector, 2007), affective disposition (Bono & Vey, 2005), identity (Ashforth & Humphrey, 1993), emotion recognition (Bechtoldt, Rohrmann, De Pater & Beersma, 2011), situational factors (Diefendorff

& Richard, 2008) and coping strategies (Bailey & McCollough, 2000; Korczynski, 2003). It is the latter, coping, that is of interest to the present study as individuals are said to have a predisposed method of coping and these individually-derived coping strategies may provide an explanation of individuals' choice of emotional labour-based acting strategy (Greenglass & Nash, 2008). The following section will discuss coping and the contribution that coping theory can make to understanding emotional labour-based acting.

2.6   Coping and Emotional Labour

While it has been claimed that coping mechanisms are useful in managing emotional labour outcomes (Ashkanasy, Ashton-James & Jordon, 2004; Bailey & McCollough, 2000; Greenglass & Nash, 2008; Kim & Han, 2009; Haar, 2006; Korczynski, 2003; Mann, 2004; Van Dijk & Kirk-Brown, 2004), there is little empirical evidence to support this assertion. Greenglass and Nash (2008) identified the potential contribution that coping theory can make to the understanding of emotional labour outcomes and suggest that an individual's preferred method of coping may play a role in the types of outcomes experienced when performing emotional labour. The current research seeks to examine coping strategies in relation to the performance of emotional labour. In this section it will be argued that different approaches to coping will result in different behavioural responses to organisational demands for emotional display. Specifically, it will be argued that employees possessing the ability and resources to engage in adaptive (at times called proactive coping) coping methods will choose to deep act in a pre-emptive response to the potential of experiencing emotional dissonance. Alternatively, those who prefer reactive coping methods will result in the employee avoiding the cognitive effort to engage in deep acting and will choose to surface act.

Over 400 coping strategies are identified throughout the academic literature (Skinner, Edge, Altman & Sherwood, 2003; Skinner & Zimmer-Gembeck, 2006). A wide variety of conceptualisations, strategies, approaches, and techniques have been examined across a broad range of occupational contexts. Simply, coping is "constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person" (Lazarus and Folkman, 1984, p. 141). A contemporary perspective of coping views effective coping as a conscious and volitional process through which individuals regulate emotion, cognition, behaviour, physiology and the

environment to reduce and manage stressful conditions (Folkman & Lazarus, 1988; Folkman, Lazarus, Dunkel-Schetter, DeLongis, & Gruen, 1986; Skinner & Zimmer-Gembeck, 2006; 2009). Within the emotional labour context these cognitive and behavioural efforts refer to managing the demands of display rules. A broad categorisation of these responses is adaptive coping and reactive coping. A noted difference between the two coping approaches concerns motivation. Adaptive approaches involve actively engaging with the cognitive and behavioural demands associated with organisational requirements to respond to display rules, whereas reactive approaches include avoiding or delaying dealing with these cognitive and behavioural demands. The adaptive approaches to coping of interest in the present research are (1) Proactive Coping, (2) Reflective Coping and (3) Preventive Coping.

Proactive coping is an adaptive coping strategy that relies on an individual's ability and willingness to cognitively manage organisational demands for emotional display (Greenglass, 2000, 2005; Greenglass, Schwarzer, Jakubiec, Fiksenbaum, & Taubert, 1999; Schwarzer, 2000; Schwarzer & Taubert, 2002). There are two essential elements to proactive coping: (1) a belief that life circumstances are determined by the individual not by external factors; and (2) confidence that the individual always has a number of psychological resources available to manage stress (Greenglass, Marques, & Behl, 2005; Schwarzer & Luszczynska, 2008). Proactive coping allows individuals to accumulate resources, prevent resource depletion, mobilize resources when needed and utilise others' resources to prevent stress occurring. Individuals who use proactive coping will have a positive belief system or approach to life and thus will tend to view the "proverbial glass of milk as half full rather than half empty" (Greenglass et al., 1999). Such individuals appraise stress as a challenge, risk, demand or opportunity (Aspinwall & Taylor, 1997; Greenglass, 2000) such as those presented by managing responses to organisational emotional display requirements. Proactive measures not only assist in

understanding an individual's ability to deal with everyday work stressors, but also in determining their ability to meet demands and achieve goals (Greenglass, 1999; Schwarzer & Luszczynska, 2008). Proactive approaches encompass the use of a range of coping techniques, including preventive and reflective strategies.

The second adaptive coping style is reflective coping. Reflective coping involves generating actions plans that may allow employees to deal with stress during service interactions by considering cognitive and behavioural alternatives (Greenglass & Fiksenbaum, 2009; Greenglass, Marques, deridder, & Behl, 2005). Reflective coping is a positive approach to coping, and individuals who use this approach will reflect on the issues and factors that led to the dissonance induction (Harburg, Blakelock Jr, & Roeper, 1979). It is this process that enables the generation of strategies to assist in planning and anticipating future stressful events. As a goal-orientated coping strategy, reflective coping facilitates and promotes the use other coping strategies, with strong correlations evident with preventive and adaptive coping (Greenglass, 2001). Individuals who respond to stress by using reflective coping may refer to display rules as pieces of information that have justified their efforts in past service encounters (Festinger & Carlsmith, 1959; Harmon-Jones & Mills, 1999). The use of reflective coping in the context of emotional labour may identify the instances in which past experiences provided information to justify decisions to engage in deep acting. Emotional labourers using this strategy may refer to display rules to identify the cognition potentially causing dissonance and implement problem solving strategies to address the potential discomfort by managing emotions in order to 'feel' the required emotions (Hochschild, 1983; Van Dijk & Kirk-Brown, 2006; 2007).

Preventive coping is another adaptive approach that attempts to limit the potential for stress (Greenglass & Fiksenbaum, 2009; Le Fevre, Matheny, & Kolt, 2003; Schwarzer & Luszczynska,

2006). The major difference between this and reflective coping is the focus and availability of psychological resources that prevent adversity. Preventive coping is defined as an individual's effort to build up a general resistance to stressful events through the development of psychological resources that minimise the severity of the strain in the future (Greenglass & Fiksenbaum, 2009; Greenglass et al., 2005; Schwarzer & Luszczynska, 2006, 2008) and involves multiple appraisals of the stressful encounter to identify the best cognitive, behavioural and/or emotional strategies that restore or maintain psychological consistency (Greenglass & Fiksenbaum, 2009; Greenglass et al., 1999). The aim of preventive coping is to anticipate all potential stressors and limit their associated effects. Given that preventive coping is a 'just in case' coping strategy, employees who use the strategy will develop skills and strategies in an attempt to avoid stress at all costs. These psychological resources are acquired through personal development and growth. As preventive coping entails the management of potential risks, deep acting may be used to maintain psychological harmony by limiting the dissonance inducing potential of displaying unfelt emotion (surface acting). This method uses a trained imagination in accordance with job requirements that alleviates the burden of displaying non-genuine emotions and validates the display of organisationally appropriate emotions (Hochschild, 1983; Le Fevre et al., 2003).

As adaptive coping strategies involve a positive, active, and multidimensional process that individuals engage in prior to stressors occurring (Aspinwall & Taylor, 1997; Greenglass, 2000; Greenglass & Nash, 2008; Greenglass, et al., 1999; Schwarzer, 2000), it is proposed that emotional labourers who engage preferentially in adaptive coping techniques will engage in deep acting in order to reduce dissonance inducing conditions. Therefore, it is proposed that:

> **H1: Adaptive coping techniques (proactive, preventive and reflective) will predict engagement in deep acting.**

In contrast to the use of proactive techniques, individuals who use reactive coping often avoid or delay action in dealing with stressors adequately (Greenglass & Nash, 2008). Traditionally, reactive coping refers to attempts to manage stressors once they have occurred (Parker & Endler, 1996; Bailey & McCollough, 2000). Individuals who use reactive techniques will appraise stressful situations negatively such as a threat or source of harm. In the context of this research, reactive coping is viewed as avoiding any attempt to consider and adapt to any potential for stress occurring (Parker & Endler, 1996). The reactive response in this instance is to the 'burden' of the cognitive effort associated with considering, predicting and adapting to dissonant cognitions in response to organisational demands rather than the actual experience of emotional dissonance. An example of a reactive coping strategy relevant to the emotional labour context is avoidance coping, where an employee chooses to not engage in the cognitive effort to reduce the stress inducing potential of displaying unfelt emotion in response to organisational display rules (Parker & Endler, 1996). Emotional labourers may attempt to suppress stress-related responses to emotional labour by engaging in strategies such as mental withdrawal, denial, behavioural avoidance and wishful thinking (Bailey & McCollough, 2000). For example, an individual may avoid an inappropriate reaction to a difficult and time-consuming customer by suppressing their frustration and maintaining a 'service with a smile' ethos (Grandey et al., 2010; Hopp, Rohrmann & Hodapp, 2012). An emotional labourer whose preference is to use avoidance coping may not exert the cognitive effort required when attempting to manage felt emotion to be the same as is expected (deep acting) and, therefore, is more likely to choose surface acting as their preferred emotional labour-based response to display rules, thus exposing them to greater dissonance inducing potential. It is therefore proposed that:

H2: Reactive coping techniques (avoidance) will predict engagement in surface acting.

As antecedent to emotional experiences (Gross, 1999), individual differences have been shown to influence employee choice of emotional labour strategy (Diefendorff et al., 2005) and may thus, also influence how employees manage emotional dissonance. Emotional dissonance has been identified as an independent variable that is critical to understanding the outcomes of emotional labour. However, further clarification and examination is required if a sound relationship between emotional labour, emotional dissonance and individual well-being is to be established (Greenglass & Nash, 2008; Hülsheger & Schewe, 2011; Pugh et al., 2011). Research reveals a causal relationship between emotional labour, emotional dissonance and job burnout, yet there are indications to suggest that this relationship may be more complex than has been previously thought. As there is much debate surrounding the nature and function of dissonance, the following sections will discuss emotional dissonance, its measurement and the role it plays in the experience of negative individual well-being outcomes at work.

2.7   Emotional Dissonance and Employee Outcomes

In the following sections it will be argued that emotional dissonance is best described as a state of psychological discomfort, unease or tension that occurs when managing emotions for organisational purposes. It will also be argued that dissonance is a work-based stressor that can have varying outcomes for emotional labourers. Specifically, it will be argued that that emotional dissonance is a mediator of the relationship between surface acting and job burnout (Härtel et al., 2002; Van Dijk & Kirk-Brown, 2006). It will also be argued that an inappropriate conceptualisation of dissonance has contributed to methodological weaknesses in the development of emotional dissonance scales, which may help to explain the inconsistent findings concerning the relationship between emotional labour and individual well-being outcomes.

This section will begin with a discussion of emotional dissonance and the role it plays in the eliciting negative emotional labour outcomes. The various conceptualisations of emotional dissonance that are offered in the literature to date will be discussed, followed by an overview of the contribution of cognitive dissonance theory to the conceptualisation of emotional dissonance. The section will conclude with a discussion of the methodological limitations and implications of current measures of emotional dissonance.

A debated issue in emotional labour research concerns emotional dissonance, its definition and conceptualisation (Grandey, et al., 2013; Hülsheger & Schewe, 2011; Pugh et al., 2011). There is a range of definitions apparent in the literature. Some define emotional dissonance as a variance between feelings and job requirements, which has also been labelled emotion-rule dissonance (Holman Martinez-Iñigo, & Totterdell, 2008; Hülsheger & Schewe, 2011). Others suggest that emotion-display dissonance is the disparity between personal feelings and required emotional displays (Grandey, et al., 2013; Rafaeli & Sutton, 1987). This form of dissonance occurs prior to

emotion management and has been the focus of much research (Hülsheger & Schewe, 2011). Dissonance is also discussed as an inevitable state that occurs when managing emotion for work purposes (Morris & Feldman, 1996a). Recently, emotional dissonance has been posited to be a state of psychological discomfort, unease, tension or strain that results when felt, required, displayed emotions or behaviours are incongruent (Greenglass & Nash, 2008; Pugh et al, 2011; Van Dijk & Kirk-Brown, 2007).

Although agreement on a definition of emotional dissonance is lacking, researchers generally accept that emotional dissonance is induced by the need to conform to display rules and implies a conflict between felt and displayed emotions (Hülsheger & Schewe, 2011; Morris & Feldman, 1996b; Van Dijk & Kirk-Brown, 2006, 2007). Three emotional dissonance traits characterise what Schaubroek and Jones (2000) called a 'disturbing disequilibrium': (1) the emotions required by display rules, (2) an employee's displayed emotions, and (3) an employee's felt emotions. The ways in which these dimensions have been conceptualised and operationalized in the research literature raise issues regarding the explanation of relationships between emotional labour, emotional dissonance and negative individual outcomes. The following section will discuss the competing conceptualisations of emotional dissonance in the literature.

2.7.1. Conceptualisations of Emotional Dissonance

The concept that Hochschild labelled *emotive dissonance* is analogous to Festinger's (1957) notion of cognitive dissonance, which is considered a form of psychological discomfort experienced as unease, tension or harm that results when incongruences between thoughts or thoughts and behaviour exist. Yet researchers in the field of emotional labour have removed emotional dissonance from this framework. Some researchers consider emotional dissonance as an antecedent of the emotional labour process (Morris & Feldman, 1996a; Zapf et al., 1999),

others believe it to be the 'labour component' of emotional labour (Brotheridge & Grandey, 2002; Mann, 2005; Rubin et al., 2005), while others still argued it to be it as an inevitable consequence of performing emotional labour-based activities (Cropanzano, et al, 2004; Grandey, 2000; Kruml & Geddes, 2000b). The issue with these competing perspectives is that they reflect a view of emotional labour that neglects the original sentiments of Hochschild focusing on the assumption that discrepancies between felt and expressed emotions (or surface acting) result in dissonance and that experiences of dissonance will result in negative work outcome. Research demonstrates that individuals can display unfelt emotion (surface act) willingly without any impact on their overall well-being (Pugh et al., 2011; Van Dijk & Kirk-Brown, 2006, 2007). An individual's perception of, and response to, the discrepancy when surface acting may influence the well-being outcomes experienced rather than just a discrepancy between the emotions felt and the required emotional display. Hochschild stated that it was the "difference between feeling and feigning over the long run" (or deep acting) (1983, pg. 90) that was that most likely to lead to emotional dissonance (Grandey et. al, 2013). Although further understanding of emotional dissonance and its consequences is needed, it is generally accepted that emotional dissonance is focused on the conflict (manifest or potential) between felt, expressed and/or required emotion.

As emotional dissonance is often discussed as a response to role demands, the concept is generally perceived to be one based on person-role conflict (Morris & Feldman, 1996b; Zapf et al., 1999). This type of dissonance, also referred to as emotion-rule dissonance (Hülsheger & Schewe, 2011), has been described as a "perceived state representing the dissonance between felt emotion and emotion that is perceived to be required" (Rubin, et al., 2005; pg. 192). As an external demand that influences the emotional labour process, emotional dissonance is considered to be an antecedent of emotional labour, arising from situational demands and individual factors that motivate the employee to respond to job demands by engaging either deep

or surface acting (Hülsheger & Schewe, 2011). However, this conceptualisation of emotional dissonance as a 'state of being' is similar to that of surface acting, as the difference between felt and required emotion is part of the emotion management process (Hülsheger & Schewe, 2011). The perceived need to manage felt emotion is not dissonance (or psychological discomfort), but an individual's recognition (or appraisal) of the conflict between affective states (Van Dijk & Kirk-Brown, 2006).

An alternative view considers emotional dissonance to be the expression of non-genuine emotion and suppression of genuine emotion, establishing the 'labour' component of the emotional labour construct (Mann, 2004; Morris & Feldman, 1996b; Schaubroeck & Jones, 2000). This is also referred to as emotion-display dissonance (Hülsheger & Schewe, 2011). When employees supress felt emotion and/or express fake emotion (or surface acting), dissonance and negative outcomes will result. Again, the definition is limited by being conceptually similar to surface acting. Studies have shown that dissonance is not experienced by all individuals who are required to display unfelt emotion (Schaubroeck & Jones, 2000) and that emotional dissonance does not always result in negative work outcomes (Van Dijk & Kirk-Brown, 2004, 2007).

More recent conceptualisations consider emotional dissonance to be an outcome of the performance of emotional labour. Surface acting presents conditions where felt emotions are in conflict with required emotions which may, therefore, induce dissonance (Hülsheger & Schewe, 2011; Morris & Feldman, 1996b; Zapf et al., 1999; Van Dijk & Kirk-Brown, 2007; Härtel, et al., 200). This causal view of emotional labour is central to the present study as it illustrates that the well-being outcomes of performing emotional labour are dependent on an employee's management of the stress associated with displaying unfelt emotion (Grandey, 2000; Härtel et al., 2002). Under this perspective dissonance is defined as psychological discomfort, stress, harm

or tension arising from a conflict between workers' genuinely felt emotions and what the organisation expects them to display (Van Dijk & Kirk-Brown, 2007). This perspective presents a framework that assists in deciphering the differential outcomes reported regarding the link between emotional labour, emotional dissonance and individual well-being outcomes. The study by Härtel et al. (2000) hypothesized and found a mediating effect for dissonance (measured as the conflict between displayed and felt emotions) between emotional labour and job burnout outcomes (Z score = 9.76; β =.76). It is the suggested mediating role of emotional dissonance between emotional labour and emotional exhaustion that is pertinent to the present research.

Lewig and Dollard (2005) used a sample of 98 call centre workers to demonstrate that emotional dissonance mediates the relationship between emotional labour and emotional exhaustion. This examination of the role of emotional dissonance in explaining variance beyond that of emotional demands variables in job satisfaction and emotional exhaustion found emotional dissonance to be a significant mediating variable (β = .40; p < .001). The emotional labour scale used did not differentiate between surface and deep acting, but rather examined the effort to manage emotional display when interacting with service receivers. Although emotional dissonance was suggested to be a state of psychological discomfort, it was primarily measured as the difference between felt and displayed emotion. The scales used do not identify a causal relationship between the types of acting and individual well-being outcomes, but rather measure employee responses to display rules through the display of genuine emotion or faking of unfelt emotion.

In addressing some of the limitations of the previous causal studies, Van Dijk and Kirk-Brown (2006) examined 181 customer service employees' experiences of emotional dissonance and well-being outcomes. Emotional dissonance was found to be a mediator in the causal emotional labour process, partially mediating the relationship between emotional labour and emotional

exhaustion ($\beta = .272$). Emotional labour and emotional dissonance were assessed as separate but distinct constructs, with emotional dissonance not assumed to be an automatic outcome of performing emotional labour when there is a conflict between felt and expressed emotion. While the use of a cross-sectional sample potentially limits their study, Van Dijk and Kirk Brown (2006) provide further evidence of the mediating role of emotional dissonance between emotional labour and emotional exhaustion. The interpretation of emotional labour as a causal process has implications for the present study, as it suggests that dissonance is not a predetermined outcome of performing emotional labour-based activities.

A recent meta-analysis by Hülsheger and Schewe (2011) attempted to address the numerous conceptual issues apparent in the literature using 91 independent studies to provide evidence of a causal process between emotional labour, emotional dissonance and well-being/performance outcomes. The study provided evidence of relationships between emotional dissonance, surface acting and indicators of well-being (ρ between -.24 and -.48). An issue with the approach adopted by Hülsheger and Schewe (2011) is the emphasis placed on emotion-rule dissonance (the discrepancy between felt and expressed) as an antecedent to, rather than a consequence of, emotional labour. These authors argued that dissonance was the emotional state or 'state of being', with surface acting the active emotion management process (Hülsheger & Schewe, 2011). The notion of perceived dissonance is important for the current research as it suggests that individual experiences of emotional dissonance may vary. Emotional dissonance is contingent on peoples' perception of a situation rather than situational factors (i.e. the frequency, intensity or duration of interaction).

The lack of consensus surrounding the link between emotional dissonance and individual well-being outcomes may be due, in part, to the manner in which dissonance is measured. The

following section will discuss the limitations associated with existing measures presented in the literature to date.

2.7.2. The Measurement of Emotional Dissonance

The lack of a consistent measure of emotional dissonance is a major contributing factor to the lack of clarity surrounding emotional dissonance and associated work outcomes. Many attempts have been made to assess emotional dissonance, yet they have failed to accurately "capture the essence of the phenomena" (Van Dijk, 2006, p. 58). Most measures tend to capture the conditions that facilitate the elicitation of emotional dissonance (i.e. the incongruence between displayed and felt emotion), rather than the potential consequences of such discrepancy (psychological discomfort). Variability in conceptualising and measuring emotional dissonance has contributed to the inability of researchers to consistently link emotional dissonance to work outcomes such as burnout. In this section it will be argued that emotional dissonance is generally measured in a way that is conceptually similar to that of surface acting. An emotional labour-specific measure of emotional dissonance is required to reliably determine the differential contribution surface and deep acting make to individual work outcomes such as burnout.

Adelmann (1995) developed the first scale of emotional dissonance in an attempt to quantify emotional dissonance by assessing scoring differences in: (1) providers' perceived level of emotional labour needed to be performed; and (2) what providers actually thought they wanted to perform. An example of item in the scale is to "conceal any negative feelings about the customer". This scale measures perceptions of required emotional display against preferred display but does not capture any affective state in response to differences between perceptions of required emotional display and desired display. Morris and Feldman (1997) proposed that emotional dissonance should be considered a dimension of emotional labour alongside frequency

and duration of emotional display. This conceptualisation implies that the level of emotional dissonance is, in part, a measure of the level of emotional labour performed when engaging with service receivers. An example of a dissonance item is "Most of the time, the way I act and speak with patients matches how I feel anyway". This item determines the consistency between required and displayed emotion but does not capture an affective state as a consequence of that consistency/inconsistency.

Another scale that purports to measure emotional dissonance is the measure developed by Zapf, Vogt, Seifer, Mertini and Isic (1999). Referred to as the Frankfurt Emotions Work Scale (Lewig & Dollard, 2003), the scale examines the relationship between emotional requirements and employee well-being outcomes, such job satisfaction, self-esteem and job burnout. The measure examines emotional dissonance as the discrepancy between felt and expressed emotion with the items focused on the evident discrepancies between inner feelings and required emotional display. An example of an item is "can openly display his/her feelings towards clients". It was also noted that dissonance items needed further elaboration to be methodologically sound, and suggested that future studies should examine the conceptualisations of emotional dissonance as an independent construct.

Kruml and Geddes (2000a) adopted a mixed methods approach in an attempt to develop a measure of dissonance consistent with Hochschild's (1983) idea of emotive dissonance. Three items were designed to measure emotive dissonance as the difference between felt and feigned emotions (Hochschild, 1983; Kruml & Geddes, 2000a). An example of the items includes "I have to cover up my true feelings when dealing with customers". Also included within the study were the concepts of emotive effort (or feeling management) and emotional attachment (or bond with customer/organisation), both of which were proposed to contribute to levels of emotional

dissonance. As with previous scales discussed, this scale similarly failed to assess the affective component of displaying unfelt emotion.

Härtel et al. (2001) developed a measure of emotional dissonance by combining two sets of items in Adelman's (1995) measure. The scale was designed to capture the incongruent state, conflict, discomfort or tension that occurs between felt and displayed emotions. This operationalisation of emotional dissonance is consistent with the aims of the current research. Incongruence between felt and required emotion was assessed, rather than the associated discomfort or tension. An example of one such item is "Sometimes I just don't feel the emotion I am supposed to display at work". Although the study by Härtel et al. (2001) did not adequately capture the varying degrees of discomfort, tension or strain associated with displaying unfelt emotion, the study provides an operationalisation of the emotional dissonance construct consistent with the initial framework provided by cognitive dissonance theory – as a state of psychological discomfort. Additionally, the idea of dissonance tolerance that was introduced in the study is important for the current research as it demonstrates the propensity for individuals to manage experienced psychological discomfort.

Although many of the limitations of earlier emotional dissonance scales were addressed in the study of Härtel et al. (2001), Glomb and Tews (2004) developed an alternative measure of emotional dissonance within the Discrete Emotions Emotional Labour Scale (DEELS). The DEELS examines emotional labour across three subscales: genuine expression, faking, and suppression (Glomb and Tews, 2004) and includes an adapted emotional dissonance scale which combines thee items from Morris & Feldman (1997) and two items from Brotheridge and Lee's surface acting scale (1998). An example of an item from the scale is ''When I work with customers/clients, the way I act and speak often doesn't match what I really feel''. The limitation

of the DEELS is that emotional dissonance is the same as the original scales in that it measures the difference between felt and displayed (required) emotion not affective outcomes associated with displaying that unfelt emotion.

Tewksbury and Higgins' (2006) emotional dissonance scale consisted of two categories of four items each developed from the studies of Adelman (1998) and Abraham (1998a, 1998b, 1999, 2000). The first category of items assesses beliefs regarding the emotions they are expected to display in their role such as "I should conceal my anger toward the inmates". The second category consisted of identical items rephrased to reflect the degree to which the respondent would actually exhibit emotions such as "Concealing my negative feelings toward the inmates is expected as part of my job". With the differences between the two categories computed, dissonance was considered "the degree to which the intensity of actual feelings was less than the intensity of expressed feelings" (Tewksbury & Higgins, 2006, p. 294). This definition is problematic because it focuses on the difference between emotions rather than the psychological consequences of feeling such emotions.

In an attempt to address the limitations evident in previous measures of emotional dissonance, Van Dijk and Kirk-Brown (2006) made explicit the need to incorporate the affective reaction to displaying unfelt emotion. In order to do so they drew upon the work of Elliot and Devine (1994) and Härtel et al. (2001) and used a measure derived from cognitive dissonance theory to examine emotional labour-based dissonance, the Psychological Discomfort Index (PDI). Elliot and Devine (1994) found that dissonance was manifest in the psychological discomfort experienced. Consistent with these findings, Van Dijk and Kirk-Brown operationalise emotional dissonance as psychological discomfort; a negative psychological state that best describes the affective consequences associated with surface acting. The PDI was used in their research and was found

to partially mediate the relationship between surface acting (displaying unfelt emotion) and emotional exhaustion (Van Dijk & Kirk-Brown, 2006; 2007). This study was the first to operationalise and provide empirical evidence to support the conceptualisation of emotional dissonance as psychological discomfort as a possible consequence of the incongruence between required emotional display and felt emotion. The PDI consists of three items which measured the affective response to the experiments in Elliot and Devine's (1994) study. The scale captures the level the respondent felt '*Uneasy*', '*Bothered*' and '*Uncomfortable*'. The scale was designed within an experimental research paradigm targeting a narrow range of emotional responses. It is likely that a much wider range of responses would occur in an applied setting where there are no restrictions around the range of affective responses possible. Emotional labour-based research requires the development of a context-specific measure of emotional dissonance to capture the full range of affective reactions to the service context. The affective responses in Hochschild's (1983) original study, however, include a broader range of responses including frustration, anger, fear, contempt and depression. Further discussion on emotional dissonance as form of psychological discomfort consistent with cognitive dissonance theory is provided in Section 2.8.

What current measures of emotional dissonance have in common is that they capture the conditions that elicit emotional dissonance, not the essence of the construct, psychological discomfort. Additionally, most scales that purport to measure emotional dissonance actually capture a construct that is related to, but is not, dissonance (e.g. frequency and duration of emotional display; emotive effort). The prominent measures of emotional dissonance used in the literature to date (Table 2.3), focus on the difference between felt and displayed emotion, or the frequency or duration of emotional display. These scales ultimately ignore the psychological discomfort that may occur when one is required to display emotions that conflict with the way he/she feels. While these measures of emotional dissonance often report strong relationships with

surface acting, the results are due to the similarity in constructs being measured not any meaningful causal determination. Surface acting and emotional dissonance have been shown to be separate, but interrelated constructs (Van Dijk & Kirk-Brown, 2006; 2007), yet research continues to measure each in a similar way. This apparent confusion has blurred understanding of the relationship between surface acting and emotional dissonance. Further examining the causal link between surface acting, emotional dissonance and job burnout outcomes may provide explanation for the mixed results reported to-date. The current research aims to address this issue, in part, by developing a measure of emotional dissonance in an emotional labour-based context informed by previous emotional labour research and cognitive dissonance theory. The following section will discuss cognitive dissonance theory and its contribution to understanding the outcomes experienced by service personnel performing emotional labour-based activities.

Table 2.3: Summary of Emotional Dissonance Measures

Source	Empirical Basis	Scale Description	Scale Alpha
Adelmann (1995)	Hochschild (1983)	Frequency Duration	0.75
Morris and Feldman (1997)	Morris and Feldman (1996)	9-Item Likert Scale measuring emotional dissonance during service interactions	0.79
Zapf, Vogt, Seifer, Mertini and Isic (1999)	Morris and Feldman (1996, 1997)	Emotional Dissonance	0.72
Kruml and Geddes (2000)	Hochschild (1983)	Dissonance	0.68
Härtel, Hsu and Boyle (2001)	Abraham (1999); Morris and Feldman (1997)	Emotional Dissonance Dissonance Tolerance	0.74 0.56
Glomb and Tews (2004)	Morris and Feldman (1997); Brotheridge and Lee(1998)	3-item 2-item	0.73 0.86
Tewksbury and Higgins (2006)	Adelman (1989); (Abraham, 1998a, 1998b, 1999, 2000)	Intensity, Frequency, Duration	0.81
Van Dijk & Kirk-Brown (2006, 2007)	Elliot & Devine (1994)	Psychological Discomfort Index	0.79

2.8 The Contribution of Cognitive Dissonance Theory to an Explanation of Emotional Dissonance

In this section it will be argued that cognitive dissonance theory (CDT) can contribute to clarifying the cause, nature and management of the negative affective state of emotional dissonance when associated with emotional labour. More specifically, the current research will draw on CDT to better understand the phenomenon of emotional dissonance by differentiating between the pre-conditions that promote dissonance, the experience of dissonance, and options when managing emotional dissonance. Additionally, it will be argued that emotional dissonance is a psychological construct that is similar in nature to cognitive dissonance and such is sensitive to management using cognitive reappraisal mechanisms relevant to the emotional labour context. The current research seeks to examine how display rules provide key cognitions that assist in reappraisal and management of emotional dissonance.

This section begins with an overview of the theoretical contribution CDT provides in relation to emotional labour and the experience of emotional dissonance. Next, the four key research paradigms of CDT will be presented, with emphasis on the induced compliance paradigm and its relevance to the role of display rules and emotional labour.

A number of researchers have identified the utility of CDT when examining consequences of performing emotional labour (Ashkanasy & Daus 2013; Greenglass & Nash, 2008; Hochschild, 1983; Pugh et al., 2011; Van Dijk & Kirk-Brown, 2006; 2007). Leon Festinger's (1957) theory of cognitive dissonance remains one of the most influential theories in social psychology and has generated much attention, critique and controversy over the last 50 years (Aronson, 1969; Cooper, 1998; Cooper, 2007; Cooper & Fazio, 1984; Festinger, 1957; Festinger & Carlsmith, 1959; Harmon-Jones, 2004; Harmon-Jones, Amodio, & Harmon-Jones, 2009). In his seminal

book *A Theory of Cognitive Dissonance*, Festinger proposed that cognitions (or pieces of knowledge) can either be related (consonant) or unrelated (dissonant). When an individual has consonant cognition they intuitively flow from one another. Yet when cognitions are dissonant they are in conflict and results in a state of psychological discomfort. Cognitive dissonance is best defined as a state of psychological discomfort that may be experienced when there is incongruence between cognitions, or between cognitions and behaviour (Aronson, 1969; Elliot & Devine, 1994; Festinger, 1957; Harmon-Jones & Mills, 1999). It is this discomfort caused by the conflict between cognitions that motivates the individual to reduce emotional dissonance (Elliot & Devine, 1994; Festinger, 1957; Harmon-Jones & Mills, 1999).

CDT has been applied in a wide range of contexts and been used to explore numerous psychological concepts, in particular the interaction between cognition, emotion and motivation (Aronson, 1999; Cooper, 2007; Festinger, 1957; Harmon-Jones, 1999). Although many theoretical perspectives of CDT exist, approaches to dissonance generally centre on the notion that individuals seek out and prefer a state of internal consistency and will be motivated to engage in behaviour or attitude change in order to maintain a state of internal consistency (Elliot & Devine, 1994; Harmon-Jones, 1999; 2004). All conceptualisations of cognitive dissonance include, in some way, the notion of self-concept (Aronson, 1999; Cooper, 2007). Cognitions may be derived from an individual's personality, beliefs, values, behaviours, feelings or attitudes, but also from relationships or other environmental/contextual factors. In the context of emotional labour, it is the customer, the organisation, other employees, the work role and the relevant occupational requirements that provide cognitions that can be used to manage experienced dissonance (Cooper, 2007; Festinger, 1957; Harmon-Jones & Mills, 1999; 2004). Though emotional labour is considered the management of feeling as a response to organisational demands, recent revisions of emotional labour research suggest that performing emotional labour

may actually be a workplace-based response to cognitive dissonance (Van Dijk & Kirk-Brown, 2006, 2007; Greenglass & Nash, 2008). Individuals engaging in emotional labour-based activities do so because they detect a discrepancy between their own emotional state and the emotions required by the organisation and thus, manage emotions so as to ensure emotionally deviant behaviours are not displayed. In this context, display rules are a source of both consonant and dissonant cognitions as they set the conditions for a discrepancy between emotions to occur, but also provide knowledge for dissonance management (Van Dijk & Kirk-Brown, 2008b). Individuals who display unfelt emotion during interpersonal interaction may refer to display rules to reduce the psychological discomfort experienced through various reappraisal mechanisms in order manage the service transaction.

In a sense, cognitive dissonance is a theoretical oxymoron, in being labelled cognitive yet having strong emotional qualities (Sweeney, Hausknecht, & Soutar, 2000). Festinger (1957, p. 266) asserted that cognitive dissonance can be "an extremely painful and intolerable thing" for individuals. Recent revisions of CDT that discuss its affective nature suggest that dissonance may not necessarily be onerous for all individuals, due to the role of arousal and motivation (Harmon-Jones & Mills, 1999). Dissonance is as a state of psychological arousal appraised either positively or negatively (Cooper & Fazio, 1984). The level or magnitude of dissonance experienced is directly related to the number and importance of cognitions in question and their relevance to each other (Harmon-Jones & Mills, 1999). The greater the level of disagreement or disassociation between cognitions, the greater the level of dissonance experienced, and the more an individual will be motivated to change attitudes or behaviours (Cooper, 2007). In managing dissonance, individuals often assign importance to certain values, beliefs and feelings and the degree or magnitude of dissonance is dependent on the cognitions' degree of importance (Gruber, 2003). The reduction of dissonance is dependent upon the likelihood of a cognition

changing and the level of importance placed on cognitions by the individual (Harmon-Jones, 1999). Failed attempts to manage dissonance will result in further experiences of psychological discomfort and will motivate the individual to engage in other dissonance management strategies (Galinsky, Stone & Cooper, 2000). For example this may mean the employees displays organisationally inappropriate emotions, such as anger or frustration, during the service interaction.

As dissonance is based on the idea of self-consistency, individuals will often change previously held values or attitudes and alter behaviours to reduce discomfort and maintain consistency (Festinger, 1957). To do so an individual can engage in one of four behavioural/cognitive strategies alleviate the manifestation of psychological discomfort, experienced as dissonance (Harmon-Jones, 1999; Harmon-Jones et al., 2009; Harmon-Jones & Mills, 1999). Individual can attempt to reduce the dissonance by adding consonant cognitions, removing dissonant cognitions, increasing the importance of consonant cognitions or decreasing the relevance of dissonance cognitions. Individuals are less resistant to cognitive change when dissonant cognitions are congruent with other cognitions held by the individual. A habitual smoker, for example, will possess cognitions that the behaviour leads to health problems, establishing a cognition that is dissonant to his/her cognitive-behavioural element (continuing to smoke). If the smoker seeks to reduce the emotional dissonance, he or she has a number of options. The dissonance can be reduced if the individual ceases to smoke (removes the dissonant cognition), or by adding a cognition that there are other things that can have a negative impact on their wellbeing more readily than smoking (car accident) or by justifying the pleasure obtained from engaging in the behaviour (increase importance of consonant cognitions). Individuals may also choose to accept the experience of dissonance and resist the need for changing the cognition in question and thus, decrease the relevance of dissonant cognitions.

As dissonance is at its greatest when the cognitions threaten an individual's self-concept (Cooper & Fazio, 1984; Festinger, 1957), instances that require employees to display unfelt emotions that do not violate the self-concept may not lead to them experiencing dissonance. Often the psychological discomfort or the tension associated with dissonance will be negligible unless a situation conflicts with one's sense of true self (Aronson, 1994; Festinger & Carlsmith, 1959). It is this violation of an individual's self-concept that is suggested to be the motivating force in an individual changing behaviour, values or attitudes to reduce dissonance. The role of identity has been discussed in-detail within the emotional labour literature and has been identified as a factor that influences employee outcomes when performing emotional labour (Ashforth & Mael, 1989; Ashforth & Tomiuk, 2000; Tran, Garcia-Prieto, & Schneider, 2011; Schaubroek & Jones, 2000). An individuals need to maintain a professional/social identity relative to their role may serve as important cognition for dissonance management/removal. Hochschild (1983) noted that flight attendants were informed to view stubborn passengers as children with little self-control in order to avert negative reactions towards the customer, and treat passengers as if they were personal guests at home in their lounge room. These examples are consistent with CDT, with the individuals using cognitive techniques associated with their identities to manage emotional reactions during the performance of emotional labour.

There are four key research paradigms associated with CDT that illustrate conditions for dissonance induction. These are; free choice, effort justification, induced compliance and belief-disconfirmation. The following section will discuss these paradigms in relation to emotional labour, with particular attention given to the induced-compliance paradigm as most relevant to an examination of emotional labour-based dissonance.

2.8.1. Dissonance Research Paradigms

It will be argued in this section that the four key research paradigms associated with CDT can assist in clarifying the conditions by which dissonance is elicited in a range of contexts. The induced-compliance paradigm will be discussed in more detail as it presents the conditions reflective of those in a service-based context in which employees engage in emotional labour. The induced-compliance paradigm illustrates the role of display rules as job requirements that can create the conditions for dissonance elicitation as well as providing mechanisms for its management. This section will begin with an overview of the four dissonance research paradigms, followed by a discussion of the induced-compliance paradigm in relation to emotional labour based acting and emotional dissonance.

The free-choice paradigm suggests that individuals will often experience psychological discomfort after making a free-choice decision (a decision with a range of alternatives) (Cooper, 2007). Buyer's remorse is a common example of dissonance as a result of a free-choice when the buyer is unhappy about their purchase decision in light of the range of available alternatives. Dissonance is not aroused by making the purchase itself, but once a choice to buy a certain product is made, the positive aspects of the rejected alternatives and the negative aspects of the chosen alternative creates psychological discomfort (Aronson, 1969). The more difficult the decision, the more discomfort is experienced, but the more motivated the individual will be to manage the dissonance experienced. This may occur when buying a motor vehicle, as reflection on the price, model type and colour may lead to discomfort after the purchase is made. To manage dissonance an individual could remove negative cognitions for the rejected alternative (i.e. I don't like that colour) or add positive cognitions pertaining to the chosen alternative (i.e. I like this car because it is red).

The belief-disconfirmation paradigm considers dissonance elicitation due to the role of new information that is incongruent with pre-existing beliefs (Festinger, 1957), such as someone you admire cheating on his/her tax return (which you oppose). The new information provides conflicting cognitions with a belief (admiration). Individuals attempt to reduce this type of dissonance by seeking support from others with the same beliefs or will try and influence others to accept their beliefs (Harmon-Jones & Mills, 1999). The individual may choose to reject or refute the information or change pre-existing beliefs to reduce the dissonance experienced. In doing so, the individual will either increase the relevance of consonant cognition (they are normally a good person) or decrease the relevance of dissonant cognition (cheating on their tax is not that bad).

The effort justification paradigm focusses on the unpleasantness of a task influencing the level of dissonance experienced in relation to the enticements associated with doing that task (Cooper, 2007). Dissonance is aroused when an individual's behaviour is incongruent with preceding cognitions (perceived unpleasantness), yet the attractiveness of available enticements may provide adequate justification for the behaviour (Aronson & Mills, 1959; Axsom & Cooper, 1985). Enticements provide a source of consonant cognitions of which the greater the number and importance of these cognitions the less dissonance is evoked. An example of this is illustrated in the incentives and income available to workers who perform unpleasant work roles such as garbage collection. Dissonance could be managed by the garbage collector amplifying the desirability of the outcomes (such as pay, promotion, or other rewards), which provides the employee with consonant cognitions that justifies their efforts.

The induced-compliance paradigm illustrates dissonance induction as a result of an individual being forced to engage in behaviours that conflict with pre-existing beliefs, attitudes, feelings, or

values (Cooper, 2007; Egan, Santos, & Bloom, 2007; Harmon-Jones, 2004). When the individual perceives that there is no alternative to the behaviour, the dissonance experienced is said to be negligible due to the absence of alternatives as this offers sufficient justification (Festinger & Carlsmith, 1959). Generally, individuals do not choose to engage in behaviour that induces dissonance, yet when cognitions, such as promises of reward or threats of punishments, are evident, individuals will use them to justify engaging in behaviours that potentially result in psychological discomfort. Similarly, the terms of employment contracts may provide information and set conditions (display rules) that help an employee justify behaving (displaying unfelt emotion) in ways that contrasts with previously held cognitions (Cooper, 2007). These pieces of information provide additional cognitions consonant with the behaviour helping to avert or reduce emotional dissonance. Dissonance can be managed by reappraising the attitude, belief or felt emotion that is incongruent with the behaviour (Harmon-Jones & Mills, 1999).

While there are differences in the dissonance-inducing conditions associated with each paradigm, the manner by which individuals manage dissonance and attempt to restore a state of internal consistency are common. To manage the experience of dissonance, individuals will reduce the impact and experience of dissonance by increasing the importance of consonant cognitions, adding consonant cognitions, by reducing the relevance of dissonant cognitions or by removing dissonant cognitions (Festinger, 1957; Harmon-Jones & Mills, 1999). For emotional labourers, display rules not only set the conditions for dissonance arousal but also provide cognitions by which dissonance may be managed and employee outcomes reduced or averted. An employee outcome often discussed in relation to the performance of emotional labour is job burnout (Lee & Ashforth, 1996; Härtel's et al., 2000). Job burnout is the employee outcome of focus for the current research. A major source of stress for customer service employees that may lead to burnout is the stress associated with interpersonal interactions. Although the theoretical

framework for examining the link between emotional labour, emotional dissonance and burnout exists (Härtel's et al., 2000), empirical support is mixed. The current research seeks to understand these mixed results regarding the negative consequences of emotional labour by examining the relationship between emotional labour job burnout. The following section will discuss job burnout and its relationship to the emotional labour construct.

2.9   Job Burnout and its Relationship to Emotional Labour

The current research argues that emotional dissonance is the psychological discomfort, at times, experienced due to disparities between felt and expressed emotions when engaging in the emotional labour-based behaviour of surface acting. When experienced, it is proposed that emotional dissonance will mediate the relationship between surface acting and job burnout (Härtel et al., 2000, Van Dijk & Kirk-Brown, 2007). This section will begin with an overview of the job burnout phenomena followed by a discussion of burnout in relation to performing emotional labour.

Introduced by psychoanalyst Freudenberger (1975), the term burnout describes an emotional and physical state that is correlated with extensive levels of workplace stress. It has become a 'disease' of modern working life, characterised by high levels of occupational stress which exhaust the mental and emotional resources of employees, leading to exhaustion or fatigue. While initially viewed as a consequence of workaholism and overachievement (Strumpfer, 2003), burnout is now seen as a syndrome characterised by emotional fatigue and cynicism (Maslach & Jackson, 1981). The consequences of burnout are wide-ranging, extending from psychological to physical/physiological issues and behavioural problems. These include insomnia, physical fatigue, interpersonal problems and increased use of alcohol and drugs (Lee & Ashforth, 1996; Maslach & Jackson, 1981).

Several approaches to burnout are evident, but that of Maslach and Jackson (1981) is traditionally adopted in emotional labour research, and will be used in the current research (Brotheridge & Grandey, 2002; Lee & Ashforth, 1990; Van Dijk & Kirk-Brown, 2007). Maslach and Jackson (1981) describe burnout as a psychological condition characterized by three

interconnected but distinct dimensions. The first, emotional exhaustion is the most observable symptom and defining quality of burnout (Maslach & Jackson, 1998; Maslach, Schaufeli & Marek, 1993). It is "characterised by a lack of energy and a feeling that one's emotional resources are used up" (Cordes & Dougherty, 1993, p. 644). Physical manifestations of emotional exhaustion include waking up tired or lacking the energy to perform a task or face-to-face encounter. The three major determinants of emotional exhaustion in organisations are work overload, role conflict/ambiguity and interpersonal relationships (Cordes & Dougherty, 1993). The second, dimension depersonalization, also labelled cynicism refers to a worker's detachment from fellow workers and people in the workplace. Characterised by the development of negative or cynical feelings, depersonalisation reveals an employee's detachment from the work and its people. It often arises when individuals are treated as impersonal objects, which is particularly relevant to the service context. Essentially, depersonalisation is a coping strategy that individuals may adopt to conserve emotional resources. Reduced personal accomplishment is the final dimension refers to a reduction in the sense of competence and accomplishment in one's work (inefficacy). This dimension is characterised by the tendency for individuals to view themselves negatively, particularly in regards to work outcomes. This reduced self-efficacy occurs because the individual feels inadequate and unproductive (Cordes & Dougherty, 1993).

While burnout can apply to any industry or occupation, much of the focus of burnout research has been on service professions, such as healthcare or customer services (Brotheridge & Grandey, 2002; Greenglass, Burke & Konarski, 1998). From the customer service perspective of emotional labour research, service interactions conducted through the medium of emotional labour often consume many of the employee's emotional resources. Interactions with the general public are often less emotionally structured that those in the helping profession, yet emotional control is still required to manage service and client expectations. Burnt out service workers have

been shown to provide lower levels of service (Freudenberger, 1975; Maslach & Leiter, 1997), with the stress associated with interpersonal interactions a major contributor to burnout in this context. Jobs that required frequent and direct contact with customers were characterised as high' emotional labour jobs due to the hypothesised emotional burden employees would experience when displaying unfelt emotions. Yet results reported to date do not support this proposition. Rather there is still some disagreement regarding the effect that emotional dissonance can have on employee's well-being outcomes, such burnout (Härtel el al, 2002; Lewig & Dollard, 2003; Van Dijk & Kirk-Brown, 2006).

Emotional labour research examining the link between emotional labour, emotional dissonance and job burnout has provided contradictory results. Evidence exists for emotional dissonance as a mediator between surface acting and burnout outcomes (Härtel el al., 2002: Van Dijk and Kirk-Brown, 2006). Brotheridge and Grandey (2002) found evidence of a relationship between surface acting and depersonalisation and surface acting and personal accomplishment. Yet there is still some confusion regarding the directionality of the causal relationship between emotional labour, emotional dissonance and individual well-being outcomes. For instance, a recent meta-analysis conducted by Hülsheger and Schewe (2011) indicated that surface acting mediated the relationship between dissonance and well-being and performance outcomes. Although the findings of Hülsheger and Schewe's (2011) conflict with previous research, the authors provides some explanation for the inconsistent results reported to date consistent with the conceptualisation of dissonance as the mediator in the relationship between emotional labour and job burnout. Effects that result from the performance of emotional labour may be dependent on the individual's management of the associated risk (dissonance) and an individual's management of dissonance will dependent on the availability of psychological resources (Greenglass & Nash, 2008; Hülsheger and Schewe, 2011; Pugh et. al, 2011; Van Dijk & Kirk-Brown, 2007, 2008).

While studies to date have provided an understanding of the varying outcome associated with the performance of emotional labour, the burnout impacts an individual experiences may be a result of their ability to manage, or not to manage experienced emotional dissonance. Some researchers argue that emotional dissonance is an inevitable state that occurs when performing emotional labour-based activities (Hülsheger and Schewe, 2011; Morris & Feldman, 1996a; Mann, 2004), but more contemporary perspectives indicate that emotional dissonance is the consequence of an individual's inability to manage the negative affective consequences of displaying unfelt emotions (Härtel el al, 2002; Lewig & Dollard, 2003; Pugh et. al, 2011; Van Dijk & Kirk-Brown, 2006). Two cognitive reappraisal techniques derived from coping and cognitive dissonance theories may provide emotional labourers with mechanisms by which they can manage emotional dissonance through reference to the organisation's display rules. The aim of the current research is to examine two suggested cognitive reappraisal mechanisms, behavioural disengagement and effort justification, as dissonance management tools (Greenglass & Nash, 2008). The following section will discuss the behavioural disengagement and effort justification techniques drawn from CDT and the contribution these cognitive tools can make to the understanding of individual responses to, and the management of, emotional dissonance.

2.10 Behavioural Disengagement and Effort Justification

The aim of the current research is to examine the relevance of cognitive reappraisal mechanisms in relation to dissonance management. Specifically, it aims to address calls for research to examine behavioural disengagement and effort justification as cognitive reappraisal mechanisms in order to understand how individuals manage the dissonance associated with displaying unfelt emotion (Greenglass & Nash, 2008). Display rules set the conditions that require individuals to display unfelt emotions, but may also provide information for reappraisal in order to manage emotional dissonance during service interactions. Individuals may refer to display rules in order to justify their efforts when, or to disengage from the consequences of, displaying unfelt emotions. Behavioural disengagement is proposed to facilitate dissonance aversion/reduction in a different manner, because it allows the individual to reduce the inconsistency between felt emotion and required emotional display. The second cognitive appraisal mechanism of effort justification provides the rationale for an employees' effort when displaying unfelt emotion and it is argued to moderate the relationship between emotional dissonance and job burnout outcomes. This section will begin with a discussion of the role of behavioural disengagement in managing emotional dissonance, followed by a discussion of the role of effort justification in reducing emotional dissonance.

As a reappraisal mechanism for dissonance management during interpersonal interactions, behavioural disengagement may be a useful cognitive strategy that allows individuals to manage dissonance and avert negative consequences of displaying unfelt emotion. Moral disengagement occurs when individuals respond to conflicts with their personal moral standards (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996), by distancing themselves from the implications of behaving in a manner that is contrary to their self-concept (Bandura, 1999). An example of this

is in the case of Nazi prison commandants who divested themselves of personal responsibilities for the atrocities of the WWII by claiming that they were simply following orders. Research has shown that emotional labour requires individuals to behave in a way that may conflict with personal norms (Syed, 2008). Individuals who identify positively with their work role may be able to reduce the negative effects of cognitive dissonance by engaging in a process of moral (or behavioural) disengagement (Ashforth & Mael, 1989; Petriglieri, 2011). Within the emotional labour context, organisational display rules may provide the employee with the rationale for divesting themselves of the effort to engage in deep acting, by 'following the orders' of the organisation. In this context, the employees are not engaging in behaviour that is immoral, but behaviour that may conflict with their preferred way of responding. Individuals performing emotional labour may therefore engage in a process of behavioural disengagement when faced with discomfort by referring to their display rules in order to rationalise the display of unfelt emotion. In doing so, the employee replaces their personal behavioural code with that of the organisation in order to validate the display of unfelt emotion and thus distances themselves from the implications of behaving in a manner that may result in psychological discomfort. For these reasons the term 'behavioural disengagement' will be used throughout the thesis.

The link between emotional labour and punishment and reward systems fosters appropriate behaviour by providing organisationally determined norms. The imposition of managed emotional display when performing emotional labour represents the norms that may force individuals to engage in a process of rationalisation in order to validate behaviours or cognitions causing psychological discomfort. When display rules are linked to employee punishment and rewards they may also offer normative validation for engaging in self-contradictory cognitions or behaviours (Bandura, 1999; Bandura, Underwood, & Fromson, 1975; Greenglass & Nash, 2008; Moore, 2008; Mulder, 2008; Tsang, 2002). An example of this is when a service employee is

forced to display a smile during a difficult service transaction because the need for positive emotions is central to their role (Gountas et al., 2013). Behavioural disengagement may make dissonance-inducing conditions tolerable for the purpose of facilitating service interaction and may enable emotional labours to reduce emotional dissonance. For an example, a nurse may manage dissonance associated with dealing with difficult patients by referring to the fundamental values and motivation associated with joining the profession. Additionally, employees may also focus on cognitively reappraising the way the behaviour is viewed through behavioural justification that makes the contradictory conduct personally acceptable. As a dissonance management strategy, behavioural disengagement is proposed to influence the amount of dissonance experienced, with levels of dissonance reducing when levels of behavioural disengagement increase. It is therefore proposed that:

> **H3: Behavioural disengagement will moderate the relationship between surface acting and emotional dissonance.**

In the context of work organisations dissonance is also frequently induced as a result of the inconsistency between cognition and behaviour caused by working hard for little reward (Rosenfeld, Giacalone, & Tedeschi, 1984). When the attractiveness of a task justifies the required efforts, dissonance is reduced or not experienced. Individuals will often enter into an effortful and potentially aversive activity to obtain some predetermined goal (Axsom & Cooper, 1985; Festinger, 1957). In the context of work, individuals are generally required to engage in dissonance inducing activities due to the employment contract. The availability of reward for their efforts is what typically defines the outcomes they experience. When the individual identifies that the consequences of this effort are onerous, they will experience discomfort/dissonance and will be motivated to engage in attitude or behaviour change to restore psychological consistency. For employees engaged in emotional labour-based activities the use of effort justification may allow them to attribute importance to cognitions which in past

encounters have validated their efforts to display unfelt emotions. For example an employee may display unfelt emotion and manage the psychological discomfort experienced by attributing importance to cognitions surrounding pay. Display rules and their associated rewards may, therefore, play a role in justifying the cognition causing dissonance. Employees may refer to cognitions (i.e. pay, promotion) to provide rationale for their efforts displaying unfelt emotion.

While situations that require employees to display unfelt emotion may be onerous, past experiences and relevant occupational information may offer knowledge that can justify the need to surface act. As display rules are linked to the employment contract, employees using effort justification may attribute importance to display rules as pieces of information that justify their effort in continuing the service interaction (and therefore continuing to surface act) with reduced levels of dissonance (Festinger & Carlsmith, 1959; Harmon-Jones & Mills, 1999). In a recent study, Grandey, Chi and Diamond (2013) examined the contribution of financial rewards to job satisfaction for those performing emotional labour. They found that the opportunity for personal financial gain improved satisfaction. The opportunity for personal gain, both financially and altruistically, may assist an employee to rationalise situations in which the felt and required emotions are incongruent. When compliance with emotional job demands is forced, promises of extrinsic rewards may provide sufficient *effort justification* for any discomfort experienced, and reduce the negative consequences that may result. Therefore, as levels of effort justification increase, levels of emotional dissonance, emotional exhaustion, and depersonalisation are proposed to decrease. Therefore, it is proposed that:

> **H5: Effort Justification will moderate the relationship between surface acting, emotional dissonance and (a) emotional exhaustion, (b) depersonalisation, and (c) personal accomplishment.**

The review of emotional labour, cognitive dissonance and coping literature demonstrates that employee responses to display rules and management of dissonance may be more complex than was previously thought. While numerous idiosyncratic variables have been investigated in emotional labour research, scarce evidence exists of their causal influence on employee outcomes. It has been demonstrated that when emotional dissonance is viewed through the lens provided by CDT, the link between emotional labour acting, emotional dissonance and well-being outcomes does become clearer. The following section presents a chapter summary, including a discussion of the model that is proposed to offer a more in-depth account of the emotional labour process.

2.11 Conclusion

Employees perform emotional labour through managed emotional expression in response to job demands. Organisational demands are expressed through emotional display rules which may create situations in which a perceived conflict between felt and expressed emotion exists for the employee. This conflict may lead to the experience of emotional dissonance. In the literature, emotional dissonance is predominantly linked to negative well-being outcomes, but conflicting results have emerged. Research to date has tended to focus on how employees manage emotion to achieve outcomes, rather than on the internal regulatory mechanisms that employees use to manage the performance of emotional labour during interactions with customers. When managing emotional display for organisational purposes employees choose to either surface or deep act. Surface acting is displaying emotions that are unfelt whereas deep acting is the management of experienced emotion to be the same or similar as the required emotion. An employee's response to display rules is proposed to be the result of a preferred coping style. Individuals who use proactive coping strategies will engage in deep acting, whereas those who use reactive coping strategies will surface act.

CDT provides a framework that illustrates ways in which emotional dissonance may be managed. Cognitive dissonance occurs when conflicting cognitions or incongruence between thought and behaviour create a state of psychological discomfort (dissonance). Alternatively, CDT identifies that incongruence between felt and expressed emotion may not always induce dissonance and as dissonance can be managed through cognitive reappraisal. Dissonance is dependent on the number and importance of cognitions that are in conflict with a previously held value, attitude, belief or behaviour. As emotional labourers are forced to comply with display rules, these rules may act as pieces of knowledge that can be used by the employee to alleviate or

prevent the experience of psychological discomfort when displaying unfelt emotion. Thus, as an outcome of surface acting, emotional dissonance is proposed to mediate the relationship between surface acting and job burnout. Furthermore, the relationship between surface acting, emotional dissonance and job burnout is proposed to be moderated by cognitive reappraisal techniques effort justification and behavioural disengagement.

In this chapter an in-depth examination of the academic literature of emotional labour, cognitive dissonance, coping, and job burnout was presented. It was identified that future research is needed to operationalise the precise nature of emotional dissonance and its contribution to employee burnout. Research to data has identified a number of pre-established relationships regarding the causal links between emotional labour, emotional dissonance and job burnout. This current research seeks to further examine the causal emotional labour sequence by examining cognitive reappraisal techniques of behavioural disengagement and effort justification as mechanisms for dissonance management. The relationships between independent and dependent variables of interest in the present study are represented in Figure 2.2. The hypotheses for the current research are as follows:

H1a, b, c:	Proactive coping techniques (proactive, preventive and reflective) will predict engagement in deep acting.
H2:	Reactive coping techniques (avoidance) will predict engagement in surface acting.
H3:	Behavioural disengagement will moderate the relationship between surface acting and emotional dissonance.
H4a, b, c:	Emotional dissonance will mediate the relationship between surface acting and the experience of job burnout outcomes emotional exhaustion, depersonalisation, and personal accomplishment.
H5a, b, c:	Effort Justification will moderate the relationship between emotional dissonance and job burnout outcomes emotional exhaustion, depersonalisation, and personal accomplishment.

The following chapter presents the general methodological approach undertaken to address the research aims.
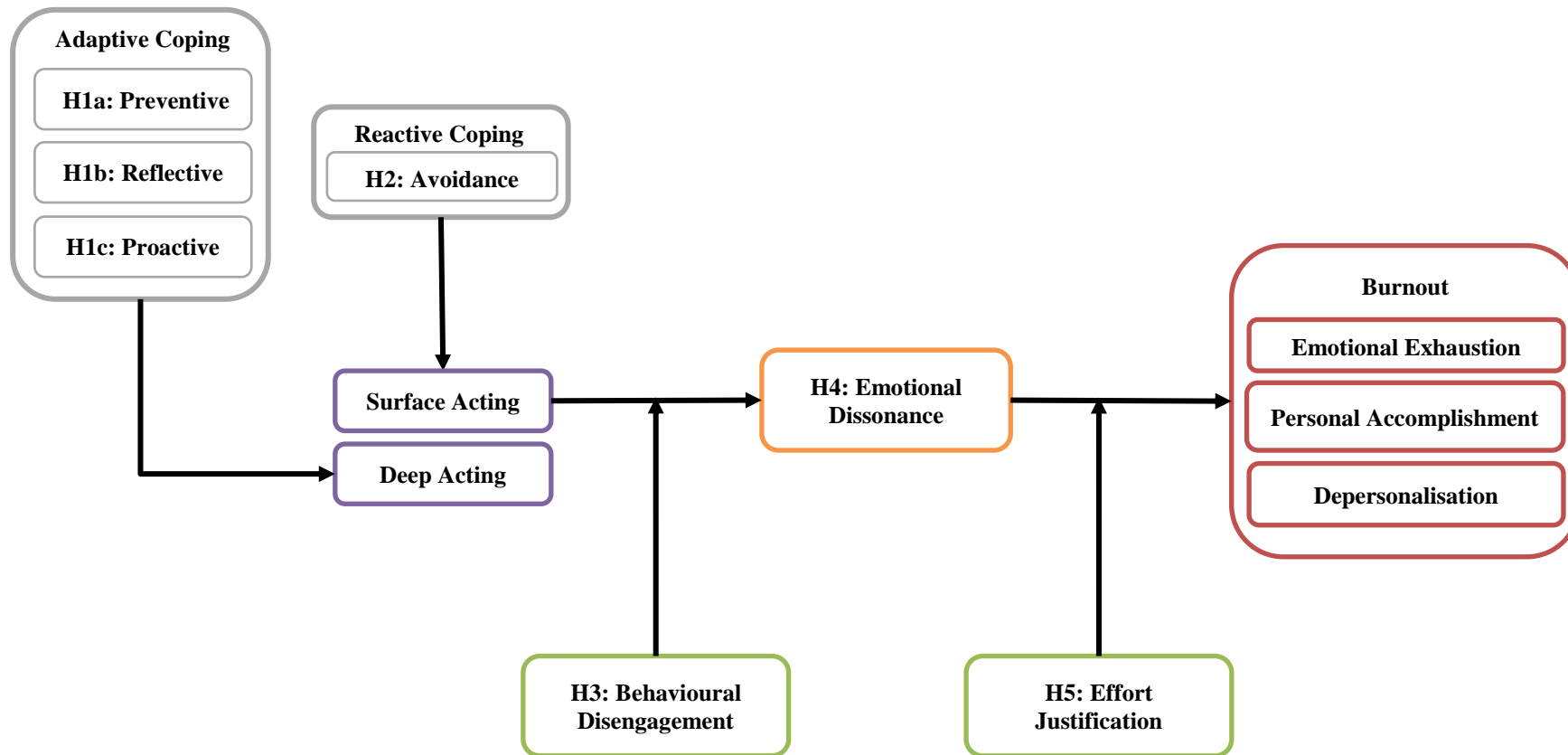
Figure 2.2: Proposed Model of Emotional Labour, Emotional Dissonance and Job Burnout

Chapter 3 General Methodology

3.1   Introduction

Chapter Two provided an analysis of extant literature to develop a theoretical model of emotional labour, emotional dissonance and individual well-being outcomes, incorporating perspectives derived from cognitive dissonance and coping theories. In order to explore employee perceptions of emotional dissonance and mechanisms they use to manage its experience, the positivist paradigm is the paradigm most relevant for directing the quantitative purposes of the current research (Denzin & Lincoln, 2011). The current research, however, combines qualitative techniques with quantitative techniques adopting a mixed methods approach to address these aims. The aims of the current research are as follows:

1.   To explore employees' perceptions of emotional dissonance management in the context of customer service (*Study One*).
2.   To develop and test context specific measures of emotional dissonance, behavioural disengagement and effort justification (*Study Two*).
3.   To test the proposed model in an applied setting (*Study Three*).

The chapter provides a detailed discussion of the methodological framework that will be used to examine the mechanisms by which individuals manage the experience of emotional dissonance during interaction with customers. The chapter begins with a discussion of the research paradigm, research design, and the methodological issues associated with research using mixed methods approaches.

3.2   Research Paradigm

Paradigms are the basic belief system or worldviews that direct researchers in investigations, not only in relation to methodology, but to the ontological and epistemological consideration relevant to any research study (Guba & Lincoln, 1994). Generally, research in the social sciences is either positivist or constructivist (Easterby-Smith, Thorpe, & Lowe, 2002). Positivistic enquiries are based around the notion that concepts existing in reality can be measured, understood, and governed by a series of scientific rules (Hansen, et al., 2005; Teddlie & Tashakkori, 2011). Constructivist enquiries allow for the uncovering of meanings through exploration of individual perspectives where reality is constructed as a result of a system of shared meanings or beliefs (Creswell & Miller, 2000; Hansen et al., 2005). Research in organisational behaviour is traditionally positivistic and facilitates the need for an investigation of human and social behaviour in order to address the current research aims.

The nature of reality, its form, and how it is shaped through relationships is known as ontology (Ponterotto, 2005). Positivistic research is often ontologically shaped by representationalism; the view that the real world can be exemplified through miniature internal representation (Easterby-Smith et al., 2002). The aim of the current research is to examine the relationship between the constructs of interest, with particular emphasis placed on how study participants respond to these constructs. Specifically, the current research explores how the relationship between the constructs interact during an individual's management of emotional dissonance by using objective evaluations of respondent's perceptions and their understandings of the explored phenomenon, in order to further inform the model developed in Chapter Two.

An epistemology is a general set of assumptions that distinguishes the best methods of enquiry for evaluation. Adopting a particular epistemology leads the researcher to use certain methodologies (Easterby-Smith, Golden-Biddle & Locke, 2008). The focus of the positivistic researcher is to recognise that reality exists externally and that measurement of properties should be done through objective measures (Easterby-Smith et al., 2008). As an extensive body of knowledge exists concerning the emotional labour phenomenon, the intention of the current research is to test and not build theory. Thus, the aim of the current research is to extend current knowledge by developing and testing of a number of theoretically relevant hypotheses (Easterby-Smith et al., 2008). Previous research in the domains of emotional labour, coping and cognitive dissonance theories has informed propositions regarding how employees manage emotional dissonance (Greenglass & Nash, 2008; Hochschild, 1983; Hülsheger & Schewe, 2011; Pugh et al., 2011; Van Dijk & Kirk-Brown, 2006, 2007). The objective of the current research is to test these proposed relationships, through the use of a mixed methods approach using both qualitative and quantitative techniques to examine the psychological dynamics of the emotional labour construct.

Though research conducted from the positivistic perspective is typically quantitative, mixed methods techniques will be used to address the aims of the current research. Mixed methods researchers have 'multiple ways' of viewing a phenomena, using multiple standpoints and methods of enquiry and analyses over the course of the research process (Hansen et al., 2005; Teddlie & Tashakkori, 2011). Utilising this approach ensures that a variety of perspectives are solicited in refining and testing the theoretical model proposed in Chapter Two. There is some debate as to the paradigmatic stance for research conducted in the mixed methods domain, but Teddlie and Tashakkori (2011) suggest that a degree of paradigmatic pluralism and methodological eclecticism is an essential characteristic of the mixed methods researcher. The

issue associated with mixed methods research are further discussed in Section 3.4. The following section will present an outline the research design adopted in the current research, and discuss the need for mixed methods approach to address the aims of the current research.

3.3   Research Design

Though research in organisational behaviour is traditionally quantitative, contemporary perspectives use a combination of qualitative and quantitative data gathering techniques (Teddlie & Tashakkori, 2009, 2011). In the current research a combination of inductive and deductive techniques is used to examine the mechanisms by which individuals manage the experience of emotional dissonance (Creswell, 1998; 2011; Hansen, et. al, 2005). A variety of research designs have been used to examine the emotional labour phenomenon since Hochschild's (1989) initial study, including diary studies (Holman & Totterdell, 2003; Judge, et al., 2009), interviews (Hochschild, 1983), retrospective survey data (Grandey, 2000; Holman, Martinez-Iñigo, & Totterdell, 2008; Liu et al., 2008; Zapf, 2002), and laboratory studies (Gross, 1998, 1999). The combination of qualitative and quantitative techniques presented in the current research assists further examination of the causal inferences, processes and pathways presented in the emotional labour literature (Hülsheger & Schewe, 2011).

The use of qualitative data in *Study One* allows for the exploration of the relationships proposed in Chapter Two in an applied setting. Findings from *Study One* inform the utility of the proposed model and the psychometric measures to be used in the proceeding stages of data collection. *Study Two* involves two phases of research using quantitative techniques on two undergraduate student samples to develop emotional labour-specific measures of effort justification, behavioural disengagement, as well as a new measure of emotional dissonance. *Study Three* uses an explanatory hypothetico-deductive research design to evaluate the proposed theoretical model. There are five sequential stages associated with deductive research; (1) deducing a

hypothesis from theory; (2) expressing the hypothesis in operational terms by proposing a relationship between two (or more) variables of interest; (3) testing the hypothesis using empirical inquiry; (4) examining the specific outcome of the inquiry; and if findings are inconsistent with theory then (5) modify theory in light of new findings (Robson, 1993). It is acknowledged within the hypothetico-deductive approach that it is impossible to show that an independent variable is the sole factor contributing to changes in the dependent variable, with the chance that other variables can contribute to changes in the dependent variable. Figure 3.1 provides an overview of the methodological processes and decisions adopted within the current research.

The following section will discuss mixed methods research, specifically highlighting the importance of using multiple methods to elicit data from participants in the current research to test the proposed model.
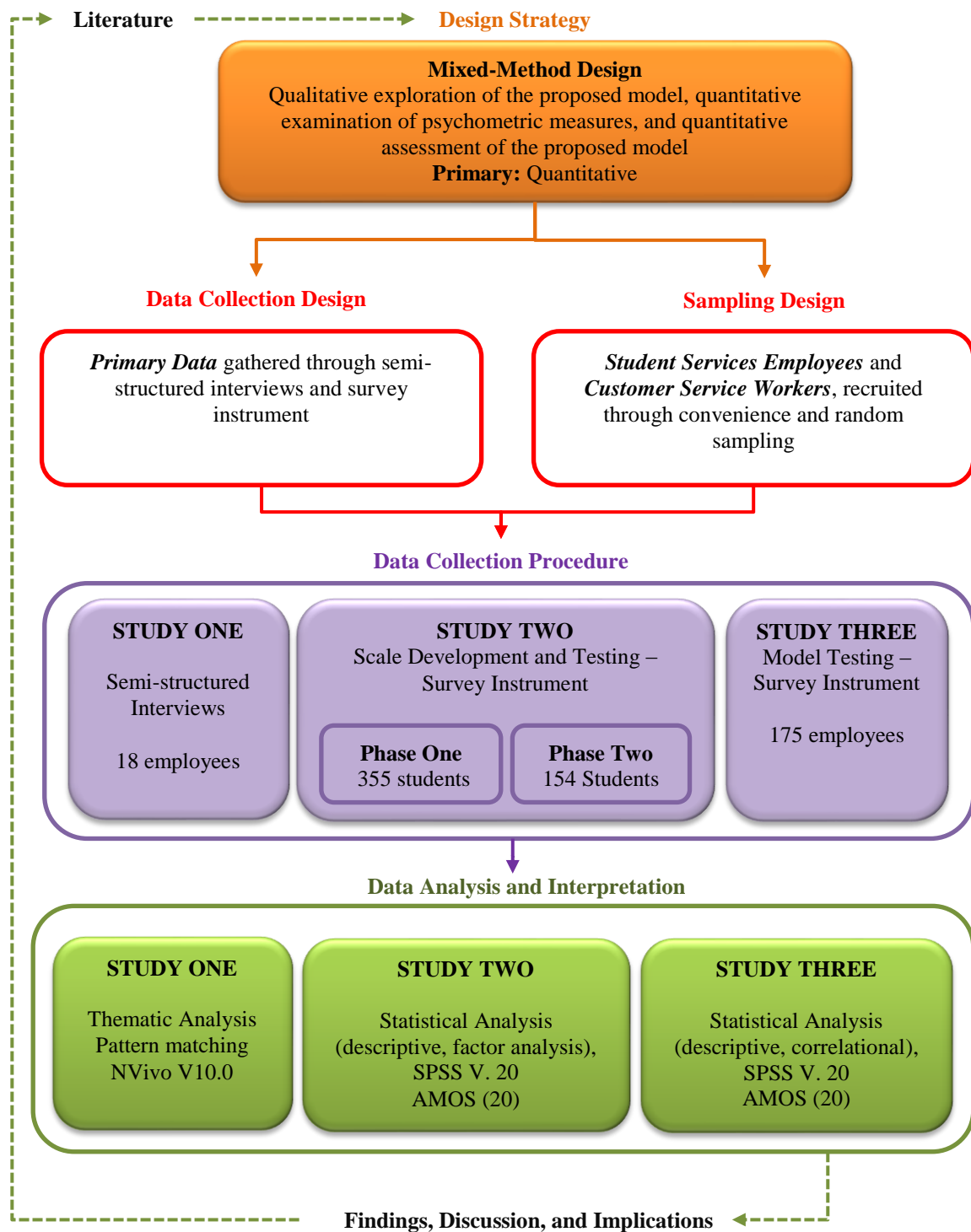
Figure 3.1: Research Design

3.4   Mixed Methods Research

Variously described as the third research path (Gorard & Taylor, 2004), other paradigm (Johnson, Onwuegbuzie, & Turner, 2007; Onwuegbuzie, Johnson, & Collins, 2009) or alternative methodological movement (Teddlie & Tashakkori, 2009, 2011), mixed methods research has increased in popularity over the last 25 years due to its pragmatic approach to social enquiry (Creswell, 1998; 2011; Hansen, et. al, 2005). Defined mixed method research, or MMR, is a "type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches … for broad purposes of breadth and depth of understanding and corroboration" (Johnson et al., 2007, p. 123). Though there is still much conjecture surrounding the theoretical framework of MMR, it often enriches results, providing a holistic view of a phenomenon through "the use of two or more methods that draw on different meta-theoretical assumptions" based on "standard positivistic-quantitative and interpretive-qualitative components" (Moran-Ellis et al., 2006, p. 46).

There is a major advantage associated with using a mixed methods research design in the current research. MMR allows the researcher flexibility to address a range of confirmatory and exploratory questions by using combinations of qualitative and quantitative approaches (Teddlie & Tashakkori, 2009, 2011). The primary aim of the current research is to develop and test a proposed theoretical model of emotional labour, emotional dissonance and individual well-being outcomes. The emphasis is on the identification of the mechanisms by which individuals manage emotional dissonance. Qualitative inductive techniques will be used to explore the relationships proposed in Chapter Two, and quantitative deductive techniques will be used to examine, refine and test the proposed relationships in the model. The combination of techniques aims to ensure that the proposed theoretical model of emotional labour, emotional dissonance and individual well-being outcomes is representative of the social world in which the phenomenon operates. A

noted disadvantage of MMR for research using a concurrent approach is that it can often be difficult to switch between perspectives when using multiple methods. Thus, a sequential approach is adopted in the current research. Table 3.3 provides a summary of the key differences and characteristics of qualitative, quantitative and mixed methods.

Table 3.1: Methodological Characteristics

Dimensions of Contrast	Qualitative Position	Mixed Methods Position	Quantitative Position
Researchers	QUALs	Mixed methodologists	QUANs
Paradigm	Constructivism (and variants)	Pragmatism; transformative perspective	Post-positivism; Positivism
Research Questions	QUAL research questions	MM research questions (Quan plus Qual)	QUAN research questions; research hypotheses
Form of Data	Typically narrative	Narrative plus numeric	Typically numeric
Purpose of research	(Often) exploratory plus confirmatory	Confirmatory plus exploratory	(Often) confirmatory plus exploratory
Role of theory; logic	Grounded theory; inductive logic	Both inductive and deductive logic; inductive-deductive research cycle	Rooted in conceptual framework or theory; hypothetico-deductive model
Typical studies or designs	Ethnographic research designs and others (case study)	MM designs, such as parallel or sequential	Correlational, survey; experimental; quasi-experimental
Sampling	Mostly purposive	Probability; purposive; mixed	Mostly probability
Data Analysis	Thematic strategies; categorical and contextualising	Integration of thematic and statistical; data conversion	Statistical analyses: descriptive and inferential
Validity/ trustworthiness issues	Trustworthiness; credibility; transferability	Inference quality; inference transferability	Internal and external validity

Source: Teddlie and Tashakorri (2009)

Mixed methods research has been criticised for its lack of philosophical orientation, with some researchers adopting a pragmatic approach. Searle (2002), for example, stated that there is no

need to acknowledge philosophical disputes when conducting mixed methods research. Mixed methods studies are not mixtures of paradigms of inquiry, but are a paradigm reflected in the techniques researchers' use, why they use them and why they choose to combine them. This concerns purist qualitative and quantitative researchers, yet mixed methods researchers also advocate that "the complexity of human phenomena mandates more complex research designs" (Sandelowski, 2000, p. 246). The use of MMR in the current research will allow for a more holistic understanding of the mechanisms of dissonance management than can be provided by a single method. As data collection and analysis techniques are not linked to paradigms, mixed methods researchers adopt a paradigmatic pluralism, in that there is a level of interchangeability in the way that data is treated (Teddlie & Tashakkori, 2011). Many types of mixed methods research designs exist, and a sequential design rather than a concurrent design will be adopted to refine and test an emerging theory (Hansen et al., 2005). Sequential MMR designs are suitable for investigations that explore relationships when study variables are not known, for refining and testing an emerging theory, and when generalising qualitative findings to a specific population (Hansen et al., 2005).

There are particular evaluation criterions that are relevant to the qualitative and quantitative domains. MMR integrates techniques from both approaches (i.e. statistical and thematic techniques), as well as other unique strategies, such as triangulation (Tashakkori & Teddlie, 2011). Triangulation involves combining and comparing multiple data sources, data collection processes and analysis procedures to draw inferences about the story evident in the data. In the current research sequential triangulation will be used. Sequential triangulation involves a chronological process from one method to another, where it is important to carry out the first method in order to conduct the second (Morse, 2003). To address any concerns associated with triangulation the inductive-deductive research cycle will be followed in the current research (see

Tashakkori & Teddlie, 2011). A detailed description of the data collection and sampling design for each study is provided in the respective Methods Section. The following sections will provide an overview of qualitative and quantitative research and discuss the techniques used to collect data in the current research.

3.5   Qualitative Research

Qualitative research is particularly relevant when examining the social world, as constructs in the field often take different forms from those conceptualised in theory (Huberman & Miles, 1998). The current research applies exploratory qualitative research techniques in examination of customer service workers emotional experiences at work. In an applied setting *Study One* aims to identify the mechanisms that employees use to manage the experience of emotional dissonance during interactions with customers in order to validate or refine the proposed theoretical model presented in Chapter Two. One way to uncover people's perspectives of a phenomenon is through interview-based research.

Interviews are social conversations with a purpose, allowing researchers to examine peoples' subjective experiences (i.e. emotions, feelings, behaviours or attitudes) or the functions of organisational, social or cultural exchanges (Wengraf, 2001). Through interviews researchers attempt to extract information about the phenomena of interest from the perspective of the respondent. The current research aims to uncover employees' perspectives of emotional dissonance in order to clarify mixed understandings regarding its conceptualisation and operationalisation. Though numerous interview techniques exist, semi-structured interviews (SSI's) will be utilised to collect data in *Study One*. SSIs have a propensity to amass and uncover rich and multifaceted information about social interactions that cannot be gained from observations (Patton, 2002). An advantage of SSI's is that they facilitate rapport, creating an

atmosphere of confidentiality and honesty that can lead to greater co-operation from respondents (Kvale, 2006). Though they may be criticised for their subjective nature and potential biases, semi-structured interviews are suitable in instances where a pre-established knowledge of the phenomena of interest exists, allowing researchers to captures the interviewee's perspective, including discovery the meanings behind certain actions (Morse & Richards, 2002; Wengraf, 2001).

An issue with conducting qualitative research as a larger mixed methods investigation concerns the assessment of quality or 'goodness' of the data. Under constructivism, two sets of criteria are used: trustworthiness and authenticity. Similar to the concepts of reliability and validity in quantitative research, trustworthiness accounts for the credibility (internal validity), transferability (external validity), dependability (reliability) and confirmability (objectivity) of the data. To address these concerns Lincoln and Guba (1985) suggest a member checking to establish credibility, peer auditing procedures to address dependability concerns, confirmability through self-auditing processes of how the research process was performed. As "the most crucial technique for establishing credibility" (Lincoln & Guba, 1985 p. 314), member checks establish a dialogue between the researcher and participants to ensure the interpretation of the final narrative is from the respondents' perspectives' (Creswell & Miller, 2000). When considering authenticity, Guba and Lincoln suggest that the assumption of multiple 'truths' must be addressed and in doing so the researcher must reveal that multiple realities have been represented (fairness), that the research; has contributed to a more complex understanding of the phenomena (ontological authenticity), has presented diverse views (educative authenticity), has stimulated some form of discussion (catalytic authenticity), and has empowered participants (tactical authenticity). *Study One* will utilise the evaluation criteria discussed by Lincoln and Guba (1985).

A major concern identified by mixed methods researchers is that qualitative techniques play a subsidiary role to that of quantitative techniques. Teddlie and Tashakkori (2011), however, identified that mixed methods studies that emphasise the detailed interpretation of human perceptions and their outcomes are often the most valuable. The current research uses a "qual + QUAN design", with methodological and theoretical importance placed on the qualitative stages in providing validation to the model proposed in Chapter Two. The results of the qualitative data analysis will inform the development and testing of measures in the remaining studies. The following section provides an account of the quantitative research, and the techniques to address the overall research aims of the current research.

3.6   Quantitative Research

Quantitative research is based around the notion that social phenomenon can be observed, quantified, measured and expressed numerically, allowing researchers to explore a concept of interest through mathematical and statistical techniques (Black, 1999). Typical of research conducted in the behavioural sciences, quantitative research aims to examine the invisible aspects of the social world. The quantitative methods used in the current research aim to develop, test, refine and explain the model revealed in Chapter Two. The use of explanatory techniques, in combination with qualitative exploratory techniques, will assist in examining and providing understanding of the proposed causal relationships between the variable of interest in the current research. A typical technique used to collect data in quantitative research is surveys. The aims of using survey in the current research are twofold: (1) to develop contextually relevant measures and (2) to test the proposed theoretical model.

Widely used in psychological research, survey-based research aims to examine respondents' perspectives of their unique experiences regarding a phenomenon of interest. Surveys typically

examine the 'hidden' world, exploring issues such behaviour, values, beliefs, attitudes and emotions (marsh, 1984). One of the major drawbacks to survey-based research concerns issues of reliability and validity and the survey instrument. Developing a survey can be quite a simple process, but developing a survey that is reliable, valid and useable is often a complex task (de Vaus, 1991). In quantitative research, validity concerns the purpose of the survey and assesses whether the survey measures the constructs for which it is designed. Reliability is a measure of the accuracy of the instrument through assessment of the consistency of responses to questions. Ensuring that measures used within a survey are valid is important, but no measurement instrument is without flaws and error is associated with all tests (Preacher & Merkle, 2012). To address reliability issues, two questions guide the process of the current research: (1) are the measures giving similar results at different times and (2) will other researchers make the same observations?

To develop contextually relevant measures it is necessary to evaluate the dimensionality of the data. A number of techniques exist to map data dimensionality. The most common approach used in social sciences is factor analysis (FA) (Byrne, 2010). Factor analysis is a mathematical and statistical procedure used to reduce a data set from multiple items to a few meaningful dimensions or factors. A factor is a latent variable that is extracted based on patterns of intercorrelations within a set of items. There are two types of factor analysis, exploratory and confirmatory. Exploratory Factor Analysis (EFA) is a tool that assists in assessing the factors that lie beneath a set of variables and is often used to evaluate the items that should be included when forming a scale (Thompson, 2004). Confirmatory Factor Analysis (CFA) tests a hypothesised factor structure to provide indices of fit to the data to the proposed model.

Many approaches exist to analyse data when examining the relationships between constructs. These include complex and sophisticated techniques such as structural equation modelling (SEM), as well as much simpler techniques such as the tests for moderation and mediation (Baron and Kenny, 1986; Preacher, & Hayes, 2004; Zhao, Lynch, & Chen, 2010). The major advantage these techniques have over other statistical methods, such as regression, is that they allow for a complex array of structure-analysing procedures to be conducted in order to identify the interrelationships between sets of variables, then to reduce the data to a smaller set of dimensions or factors with common characteristics (Pett, Lackey, & Sullivan, 2003). As the aim of the current research is to test the proposed theoretical model, the following sections will discuss structural equation modelling and its relevance to the current research.

3.6.1. Structural Equation Modelling

Structural Equation Modelling, or SEM, is a theory-driven confirmatory approach to data analysis tool that provides graphical descriptions of the pattern of correlations between a set of variables in order to test pre-established relationships (Mulaik et al., 1989). The use of SEM has increased in interest and importance amongst researchers since it was developed to address a lack of approaches to path analysis, particularly when dealing with complicated diagrams. As a computer-driven technique, SEM has two major advantages over other methods. Firstly, it allows for the solving of complex problems without the need for a statistical specialist (Hooper, Coughlan, & Mullen, 2008). Secondly, it allows for the specification of patterns of relationships prior to data being analysed. As SEM is essentially a flexible and powerful extension of general linear modelling, the standard assumptions of linear modelling apply (e.g. multivariate normality; additivity, linear responses).

To conduct SEM analysis ten steps are followed. The steps involve: (1) stating the research question; (2) formulation of SEM model to address the research questions; (3) examination of the model estimates; (4) if necessary, reformulation of the model in order to make estimates; (5) data collection and estimation of model; (6) examination of computer outputs; (7) if necessary, modification of the model based on computer output interpretation; (8) provisional acceptance of the model; (9) testing of the model on new data; and (10) acceptance or rejection of the model (Byrne, 2010; Hooper et al., 2008). Additionally, there are two phases associated with SEM. The first involves testing a measurement model. The measurement model describes the relationships between the latent variables and their indicators, identifies markers for the constructs in question and assesses the reliability of the model. The second tests predictions about the relationships in the structural model.

Although no single statistical analysis technique for SEM exists, there is a range of descriptive indicators that evaluate the degree to which the data fits the proposed model and assist the researcher in measuring acceptability, strength and proposed predictions in the model. Fit concerns the model's ability to reproduce the data, and a good fitting model is one that is reasonably consistent with the data (Byrne, 2010). A good fit to the data does not establish the acceptability of the model as a whole, but does validate the data's support for the model. When testing the measurement model, the factors are first estimated and then the correlation or covariance matrix between factors acts as an input to estimate the structural coefficients between the latent variables. The structural model then examines the causal and correlational relationship between the theoretically derived variables of interest. In actuality, when using the AMOS computer program, both models are estimated simultaneously.

One of the most frequently used methods of fit is the Likelihood Ratio Test or chi-squared statistic. Most commonly expressed as χ2, the Likelihood Ratio Test assesses the fit of two models, the null model and the alternative model (Byrne, 2010). There are, however, a number of issues associated with the Likelihood Ratio Test, due to its sensitivity to sample size and need for central distribution, assuming that the model fits perfectly to the population. For sample sizes less than 200, the chi-square statistic provides a reasonable measure of fit. For cases larger than this, the chi-square is limited, as the reliability of the sample is reported to decline (Iacobucci, 2010). To address the issues associated with the Likelihood Ratio Test, a number of alternative fit indices have been developed, resulting in a number of fit indices 'clusters'. The first set assesses the 'goodness' of fit between predicted and observed matrices. The next set uses a baseline comparison and is considered incremental or comparative. One cluster focuses on the root mean square error of approximation, and the other takes model parsimony into consideration. The next cluster provides non-centrality parameter estimates. In the next cluster the criteria addresses the issue of parsimony considering the statistical goodness of fit as well as the number of estimated parameters. The final two clusters consider cross-validation across similar sized samples and Hoelter's (1983) Critical N.

Within the first cluster of fit indices are The Goodness-of-Fit Index (GFI), the Adjusted and the Goodness-of-Fit Index (AGFI). The Goodness-of-Fit Index (GFI) contrasts the sum of squares of the residuals from the model to the sum of squares from the data. The Adjusted Goodness-of-Fit Index (AGFI) is an extension of the GFI that considers the parsimony of the model and adjusts the GFI by the degrees of freedom (Iacobucci, 2010). Both the GFI and AGFI are considered as absolute indices of fit, as they compare the hypothesis model with no modal at all (Byrne, 2010). The indices have a range from zero to 1.0 (poor to perfect fit). Thus, a reported fit of .9 for both indices would indicate that 90 per cent of the sum of squares of the measured covariance was

decreased by the proposed model (Medsker, Williams, & Holahan, 1994). A GFI value of .9 is deemed to indicate a good model fit, values between .8 and .9 suggests an acceptable model and anything lower than .8 indicates a poor model fit (Pedhazur & Schmelkin, 1991). Whereas, reported AGFI values above .8 indicate a good fit, between 0.7 and 0.8 an acceptable fit and anything below .7 a poor model fit. These fit indices, like the chi-square, have been suggested to be sensitive to sample size (Sivo, Fan, Witta, & Willse, 2006).

Included within the first cluster is the Root Mean Square Residual (RMR). This value presents the average residual value derived from the fitting of variance covariance matrix for the hypothesised model to the variance-covariance matrix of the sample data. An issue associated with this technique is that because the variances are relative to the sizes of the observed variances and co-variances they are often difficult to interpret (Byrne, 2010). Thus, researchers suggest that they are best interpreted in the metric of the correlation matrix, with the then standardised residual representing the average value across all standardised residuals, with values range from zero to 1.00. The value of a well-fitting model will be small (0.5 or less) (Sivo et al., 2006). For smaller sample sizes a number of incremental fit indices exist. These are the Comparative Fit Index (CFI) and the Incremental Fit Index (IFI). The CFI was derived from studies that revised the Normed Fit Index (NFI) in order for it to consider sample sizes (Bentler, 1990). Values for the NFI and CFI range from zero to 1.00, with values greater than .95 representing a well-fitting model (Fan et al., 1999). Of the two indices of fit the CFI is suggested to be the better (Iacobucci, 2010). The Relative Fit Index (RFI), a derivative of the NFI, reports coefficient values range from zero to 1.00 with .95 indicating a superior fit. The IFI was developed to consider some of the parsimony and sample size issues associated with the NFI. Whilst similar to the NFI and CFI, the IFI takes computation to an additional level by

considering the degrees of freedom. The specific fit indices that will used to asses model fit in the current research will be discussed in further detail in Chapter Seven.

3.7   Conclusion

This chapter has provided a comprehensive discussion of the research methods used in the current research project to achieve the three key objective of this research, discussed in the introduction to this chapter. The overarching research design was then introduced, followed by a discussion of the specific research design for the three sequential studies in the current research. Each chapter will contain a methods section specific to the aims of the study. The following chapter will present the findings of *Study One*, including a discussion of the analytical technique use to assess the data collected from an applied setting. The current research uses four phases to address the key research objectives. *Study One* uses qualitative techniques to contextually evaluate the constructs within the theoretically derived model. *Study Two* emerged from the results of *Study One*, identifying a need to develop context specific measures of behavioural disengagement and effort justification. *Study Three* then incorporates the emotional dissonance, behavioural disengagement and effort justification scales with previously established measures in order to evaluate the proposed theoretical model on an applied sample.

Chapter 4 Study One

4.1   Introduction

The aim of *Study One* is to explore employees' perceptions of the management of emotions in the context of customer service. More specifically, the aim is to assess whether the constructs proposed to influence individual well-being outcomes of performing emotional labour (emotional dissonance, coping styles, cognitive reappraisal mechanisms) are representative of the customer service context. Qualitative research is particularly relevant when examining the social world, as constructs in the field often take different forms from those conceptualised in theory (Huberman & Miles, 1998; Miles & Huberman, 1994). Qualitative inductive techniques are used to explore the experiences of student service employees for evidence of the constructs proposed within the theoretical model proposed in Chapter Two, whereas quantitative deductive techniques will be used to examine, refine and test the proposed relationships between the constructs in the model in *Studies Two and Three*. In *Study One* evidence is sought for employee use of different coping styles; for the performance of deep and surface acting; for the experience of emotional dissonance; and for the use of cognitive re-appraisal mechanisms. In particular evidence is sought on the management of emotional dissonance by employees who engage in surface acting. The sample for the present study is drawn from Student Services personnel from a Higher Education institution engaged in providing emotional labour-based customer services. This chapter will begin with an overview of the methodology, followed by analysis of the data and presentation of the findings. Finally, a discussion of the results and implications for the current research will be provided.

4.2   Methodology Overview

4.2.1. Research Design and Approach

The present study is conducted using a constructivist/interpretivist approach to support/refine the theoretical model proposed in Chapter Two. The aim of qualitative studies is to describe and explain a pattern of relationships (Mischler, 1990). For the purpose of the current study, this approach facilitates an examination of employee perspectives of emotional experiences at work when engaging in emotional labour. Using semi-structured interviews with Student Services personnel, the current study will examine participants' perspectives of emotional labour, experiences of emotional dissonance and the strategies used to manage that emotional dissonance. The following sections will discuss the method of data collection and analysis used in the present study in more detail.

4.2.2. Research Site

The research site used to collect data in *Study One* is Monash University, a Higher Education institution in Australia. Monash University offers a range of educational, research and training services to students, customers and affiliate organisations. Student Service staff engage with students on a number of levels, including course advice and planning, dealing with personal issues, and responding to general student enquiries. The student services environment requires staff to manage emotional expression in accordance customer-service expectations and organisational requirements, and therefore presents a suitable context for the current study. In directing employee emotional expression, Monash has strict "protocols" that direct face-to-face, voice-to-voice and online interactions (Monash University, 2013). Table 4.1 provides examples of behavioural guidelines (display rules) used to direct employees' emotional display.

Table 4.1: Summary of Display Rules within the Research Site

Interaction Type	Interaction Context	Behavioural guideline
Face to Face	Be there for your customer	- Aim to talk and engage 'with', and not 'through' them - Take the opportunity to address your customer by name
Face to Face	When things go wrong	- Keep calm and professional - Don't become angry - Listen to what the customer is saying - Don't fail to acknowledge a customer's frustration
Telephone	Show empathy	- Show empathy by putting yourself in the customer's shoes and seeing it from their point of view
Online	Courtesy and Politeness	- Use courteous language to show respect to your customer

Adapted from Monash (2013)

4.2.3. Research Sample and Procedure

The current research is bound by the ethical standards and procedures set by Monash University's Standing Committee of Ethics on Research Involving Humans (SCERH). Approval for data collection was obtained, adhering to the privacy, confidentially and consensual requirements of these guidelines. A convenience sampling approach was used to generate a pool of potential respondents. Participants were recruited on a voluntary basis through the use of organisationally sponsored posters, fliers and at staff meetings. To participate in the project participants had to fulfil the key criteria of being employed in a role that has direct interaction with service receivers, and being over eighteen years of age. Participants who met the criteria and wished to participate in the study were invited to contact the primary investigator. Volunteers were provided with an explanatory statement that assured them of anonymity and confidentiality and the right to withdraw from the project at any time (Appendix A). The final

sample consisted of 18 employees, 16 (89%) females and 2 (11%) males. The female to male ratio is representative of the total population of Student Services staff at Monash. On average participants had been employed in their role for 3.5 years and had been at Monash University for an average of 7.8 years.

Table 4.2: Participant Work Roles

Work Role	Number of Interviewees
Student Services Officer	3
Student Services Manager	4
Student Administrative Officer	5
Administrative Assistant	1
Senior Administrative Officer	1
Academic and Student Services Manager	1
Coursework Officer	1
Student and Programs Coordinator	1
Graduate Student Office Team Leader	1
Total	**18**

4.2.4. Data Collection

A series of face-to-face semi-structured interviews were used to collect data for the present study. Interviews were conducted on-site, 20-60 minutes in duration, digitally recorded, and transcribed verbatim. A pilot test of the interview schedule was conducted using two subject matter experts and three student services employees. After the pilot was conducted minor amendments were made to the interview schedule. During the interviews participants were asked questions that broadly related to their emotional experiences at work. Interview questions were designed to explore four key areas associated the current research: (a) emotional labour-based activities, (b) preferred coping styles, (c) emotional dissonance, and (d) cognitive re-appraisal mechanisms used to manage emotional dissonance. The interview questions are displayed in Table 4.3. A final version of the interview questionnaire is presented in Appendix A. Field

summary notes and observations were also recorded by the researcher in order to identify emerging themes and make inferences from the data (Miles & Huberman, 1994). An example of the current study's field notes is also presented in Appendix A. The three-step procedure recommended by Miles and Huberman (1994) was used to analyse the data collected using the interview questions. These three steps are described in the following section.

Table 4.3: Study One Interview Questions

Interview Questions
What constitutes a good/bad day emotionally at work?
How does it make you feel if you have to hide your true feeling or act differently to the way you want to when interacting with student? Faking it?
Are there any situations where you are required to act towards students (e.g. display emotions) in a way that's different to how you feel? (Explain)
Do you find that you are reminding yourself to keep the 'act up'? How do you do this?
What strategies do you use when interacting with students
Are organisational guidelines, rules or expectations helpful when you don't feel like displaying the right emotions or interacting with students?

4.3   Study One Findings

4.4   Step One-Data Reduction

Data reduction is 'a process of selecting, focusing, simplifying, abstracting and transforming' data collected from transcriptions and observational notes by classifying data into manageable categories (Miles & Huberman, 1994; pg. 10). Data reduction began at the completion of each interview through researcher field notes and summaries. This assisted in the preliminary categorisation of the data prior to a more structured analysis in relation to the predetermined codes, themes and relationships outlined in the research objectives (Miles & Huberman, 1994; Strauss & Corbin, 1990, 1998; Yin, 1989). The review of literature presented in Chapter Two provides a theoretical framework from which codes were developed to assist in the data reduction process (Miles & Huberman, 1994). Transcribed interview data were converted to a format suitable for the qualitative data analysis software package NVivo (Version 10). As a qualitative software package, NVivo facilitates the coding of written data enabling the categorisation of data that builds upon, or establishes, theory (Richards, 1999). Data was coded into relevant categories or *nodes* consistent with the research framework. Initial categorisation of the data was coded under *free nodes*, prior to exploring any relationships in the data. Further categorisation of the data into *tree nodes* allowed for categories to be further defined. The codes that represented *tree nodes* were derived from the relevant theories discussed in Chapter Two and were established under four broad categories; *Emotional Labour*, *Consequences of Emotional Labour*, *Coping Strategies* and *Cognitive Re-Appraisal Mechanisms*. Examples of codes used to analyse the data are presented in Tables 4.4 and Table 4.5. Table 4.4 presents codes derived from emotional labour theory, whereas Table 4.5 represents codes drawn from cognitive dissonance and coping theories.

Table 4.4: Codes Consistent with Display Rules and Emotional Labour

Code	Category
SA	Surface Acting: Displaying unfelt organisationally required emotion
DA	Deep Acting: Attempting to display authentic organisationally required emotion
DR	Display Rules: Organisational norms for emotional expression
ED	Emotional Dissonance: Feelings of Psychological Discomfort

Table 4.5: Codes Consistent with Cognitive Dissonance and Coping Theories

Code	Category
EJ	Effort Justification: A person's tendency to engage in an effortful activity to obtain or acquire a certain goal.
BD	Behavioural disengagement: A process disengaging from the responsibility for engaging in non-preferred behaviour.
ProCop	Proactive Coping: A 'glass half full' coping mentality where the coping response happens prior to the stressor occurring.
PrevCop	Preventive Coping: Efforts to reduce or lessen the impact of stress in the future.
PreCop	Reflective Coping: Efforts to build a general resistance to stress in the future.
AvoCop	Avoidance Coping: Efforts to avoid dealing with the stressor.

Both inductively and deductively derived categories were used to analyse interview data and explore employee emotional experiences at work. Themes were deductively derived from emotional labour theory, cognitive dissonance, and coping theories. The use of inductive and deductive techniques allows for identification of emerging patterns while matching emergent themes with theoretical concepts (Huberman & Miles, 1998; Miles & Huberman, 1994).

4.5   Step Two-Data Display

Once data was coded it was then displayed in tables in order to ensure the reliability of the researcher's interpretation through inter-coder reliability checks (see Table 4.6 for an example of a subset of coded data or Appendix A for a more comprehensive version). Two subject matter experts were provided with a random subset of data to objectively code and compare their results

to those of the researcher. Each inter-coder was provided with a list of the codes selected by the researcher and a brief summary of what the codes represent. The level of agreement amongst inter-coders was determined by dividing the number of agreements by the sum of the total number of the subset coded data (Tinsley & Weiss, 2000). The first inter-coder agreed with 92.4% of the categories selected by the researcher. The second inter-coder agreed with 90.5% of the categories selected by the researcher. The high level of agreement between inter-coders demonstrates the suitability of the data for further analysis.

Table 4.6: Example of a Subset of Coded Data for Inter-coder Reliability Rating

Interview Data	Code
"These days I just brush it off … I might come away from the window and [venting sound] and then that is it, it is gone I don't let it affect me"	AvoCop
"I am happy when they are happy I don't like seeing students upset…"	EJ
"I am here to do a job and that is part of my job so when I walk away I leave it behind"	BD
"It can be challenging sometimes."	ED
"I guess like I want to punch them…"	ED
"…you have to withhold your personal reaction and personal opinion and that can be uncomfortable"	ED

4.6   Step Three-Conclusion Drawing/Verification

This section presents and discusses the results of the final stage of data analysis proposed by Miles and Huberman (1994). In the final stage of analysis, four steps were taken when drawing conclusions from the data. The first step was to examine the data in order to identify examples of the performance of emotional labour in response to organisational requirements. The data were also examined for evidence in support of the theoretically derived (from coping theory) predictors of emotional labour-based acting proposed in Chapter Two. The second step of data analysis was to identify employees' perceived negative outcomes of surface acting. Third, where surface acting was found to be associated with negative employee outcomes the data were examined for evidence of the experience of emotional dissonance (psychological discomfort). Finally, techniques adopted by individuals to manage emotional dissonance were examined for evidence of the cognitive reappraisal mechanisms proposed in Chapter Two.

4.7   Examples of Emotional Labour

This section presents the findings in relation to emotional labour-based acting. Here examples are given that first demonstrate employee awareness of the need to manage emotions in response to organisational display rules. This is followed by examples of employees engaging in either deep or surface acting in respose to these role demands.

In the context of the present study, the face-to-face and voice to voice interactions Student Services staff had with students and other staff members satisfied the conditions necessary for an emotional labour-based interaction. In the following example the employee identified a need to manage his or her own emotions (hide emotions) and display required emotions through the performance of emotional labour in order to satisfy role expectations.

> "…this person is coming in and they need assistance and whether I am overworked or I have had a fight with the dog or whatever is irrelevant to them so those personal things have to be put aside as much as possible. It is a little bit like you don the mask" (Participant 1).

The following examples illustrate employee awareness of, and response to, organisational expectations. In the first example, reference is made to the behavioural guidelines (see Table 4.1) for 'when things go wrong'. In the second example the employee draws from the requirement to 'be there for your customer' in order to maintain the appropriate disposition toward the students. In both examples employees refer to display rules in order to manage their own emotional state/response. These examples illustrate the use of display rules as reference points to manage their emotional labour-based responses to the interaction.

> "…we are supposed to stay impartial and not get too involved in whatever the student issues are so you must not get mad you must not get upset and you try not to make anything personal with the student" (Participant 4).
>
> "We are always supposed to put on a pleasant front I guess we want to be helpful I mean I don't think we have to put a front on that is what we are here for we are here to help the students" (Participant 5).

Evidence presented in the interview data supported the view that Student Services employees engage in emotional labour in response to display rules. The following sections present examples of both deep and surface acting.

4.7.1. Examples of Deep Acting

Deep acting is an employee's attempt to regulate feelings in order to appear authentic during customer service provision and is a process where the employee attempts to modify, regulate and generate inner feelings to the display required emotions (Hochschild, 1983; Kruml & Geddes, 2000a; Van Dijk & Kirk-Brown, 2007). The following examples of deep acting emerged after

employees were asked how they 'keep up the act'. The employees responded in a manner that indicated the display of emotion was not an act, and described the process by which they managed their emotional response. In the first example the employee draws upon past experiences (active/reflective imagination) (Grandey, 2000; Hochschild, 1983) through which they 'just slip into' displaying the required emotion. In the second statement reference is made to the anticipation of a good experience. This anticipation is also indicative of a trained imagination that enables the employee to develop strategies to display the correct emotions.

> "No you sort of slip into quite easily I think after doing it a long time you can just slip into it very easily" (Participant 7).
>
> "…it is more in anticipation of a good experience putting it on a positive note because that tends to be how I am with people because I like people." (Participant 2).

The evidence presented not only supports the use of deep acting as an emotional labour-based strategy but also supports the role of adaptive coping techniques in predicting deep acting. In these examples the employees demonstrated that they employ the cognitive effort to manage felt emotion to be the same/ or close to the expected emotional display (deep acting). The following section will discuss examples of surface acting evident in the interview data, followed by examples of coping techniques associated with the use of surface acting.

4.7.2. Examples of Surface Acting

Surface acting is the display of organisationally appropriate emotions through careful presentation of verbal and non-verbal signals (Hochschild, 1983). Evidence presented in the interview data revealed a number of situations where employees displayed unfelt emotions in response to job demands. The employee in the first example indicates that feigned emotional expression is required in order to adhere to the behavioural guidelines of their role in situations

that are 'beyond the pale'. The employee in the second example discusses a conscious effort to display the required emotion ('keep professional'), while simultaneous being genuinely concerned for the student's welfare. The conscious process undertaken to display unfelt emotions is elaborated on in the third example of employee data, where the worker reports a conscious effort to fake the appropriate emotions 'by 'showing a smiley face' instead of appearing unhappy.

> "…sometimes someone is going to come with something that is very unreasonable or just something that is silly…you can't sort of show that you feel that what they are coming to you with is just beyond the pale…" (Participant 4).
>
> "…especially when students are suffering from mental illness…I feel like going oh my god you poor thing but I try and keep professional…concentrate on the process rather than the symptoms that the student is experiencing" (Participant 11).
>
> "…sometimes I might realise that I am not looking happy. So you have to sort of go oops not really showing the smiley face…" (Participant 9).

Additional examples in the data also provide instances where employees suppressed their felt emotions in order to act in accordance with display rules. In the first example, the participant identifies a situation that elicits negative feeling. To manage the negative feeling the employee undertakes a conscious process to suppress negative emotions they feel towards the customer in order to maintain a professional demeanour. The second example of data illustrates that in order to maintain customer service expectations the employee suppresses the negative emotion (frustration) felt towards the customer. The need to suppress emotions as a component of the work role is further emphasised in the final example of employee data where the employee identifies the need to supresses their felt emotions prior to coming to work and 'don the mask' for the purposes of providing a service experience.

"…I have been here for 40 minutes helping you with something that … you are meant to be able to do … I had to sort of smile … and sort of act all professional and that is quite hard when someone is clearly insulting you and your colleagues and that is sort of a bit difficult but you just have to smile and go 'oh well here's what you can do?" (Participant 9).

"Yes I can't really tell you what I think sometimes. Yeah the expression on my face I have to try and be like you are not annoying me type look to the student like I sort of even though they ask maybe the same questions over and over you have to sort of still remain calm yeah you can get really frustrated" (Participant 8).

"…this person is coming in and they need assistance and whether I am overworked or I have had a fight with the dog or whatever is irrelevant to them so those personal things have to be put aside as much as possible. It is a little bit like you don the mask" (Participant 3).

The data obtained for the purposes of the current research indicate that at times, Student Service employees provide customer service through surface acting in response to the display rules of the organisation. Surface acting is central to the current research as it represents the situations most likely to lead to emotional dissonance. The following section will discuss the findings in relation to the proposed antecedents of surface acting followed by findings in relation to the consequences of surface acting.

In Chapter Two it was proposed that an emotional labourer whose preference is to use reactive (avoidance) coping may not exert the cognitive effort to manage felt emotion to be the same as is expected (deep acting) and, therefore, is more likely to choose surface acting as their preferred emotional labour-based response to display rules. Here the data are first examined for evidence of reactive coping responses by employees engaging in surface acting. In the first example the employee engages in venting in order to manage the consequences of displaying unfelt emotion in the delivery of their role. In the statement, the employee implies a state of discomfort that 'is over' after they seek support from a colleague. In the second statement the employee uses recreational activity to reduce experienced stress. In the final two examples the employees avoid student contact to seek support, or delay the conversation in order to manage their affective

reaction to emotional labour. In each example the employees avoid the cognitive or behavioural effort required to display the appropriate emotion and limit the difficulty associated with surface acting, instead choosing a 'reactive' coping technique whereby they vent or engage in recreation after the event, or to withdraw temporarily from the interaction in order to manage the effort/consequences (McCance, Nye, Wang, Jones & Chiu, 2013).

> "When they walk away we …have a session with each other like that was blah, blah, blah back again can you believe that and it's over" (Participant 1).

> "…[on student's issues] it's not good to take those things home but sometimes you just can't help it and so when I did take it home I would go for a walk and clear my mind of things" (Participant 14).

> "If I am having one of those days where I am exhausted had enough have got a lot to do rather than risk bad interaction with students…I will avoid student contact and I say look I haven't got time I'll put in an appointment time to talk to you..." (Participant 1).

> "…I had a student very upset and very aggressive over the phone and I paused the conversation for a bit and I talked to my colleague and we talked about options that I could offer to the student and we continued the conversation…" (Participant 13).

Once the data were examined for evidence of coping styles associated with surface acting, the proposed relationship between surface acting and negative work outcomes was explored. The following section presents the findings in regard to the negative consequences of surface acting.

4.8   Consequences of Surface Acting

In this section the data are examined for evidence of the proposed negative consequences of surface acting, which are emotional dissonance and burnout.
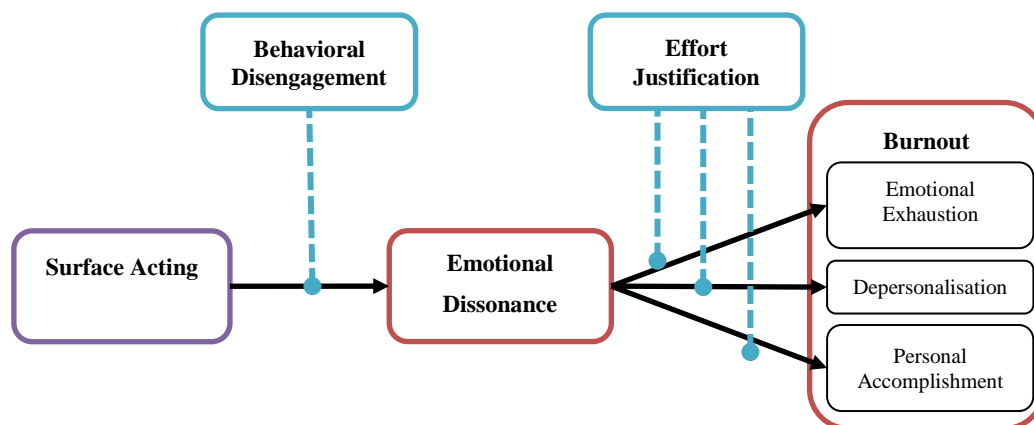
Figure 4.1: Proposed Relationship between Emotional Labour-Emotional Dissonance-Employee Well-Being Outcomes

4.8.1. Emotional Dissonance

The following examples of employee outcomes associated with surface acting illustrate the impact of emotional dissonance on the employee. The employees were asked questions in relation to how displaying unfelt emotion made them feel. Participant statements presented in this section indicated that some employees experience emotional dissonance as a consequence of surface acting.

In the first participant statement a state of tension is evident. The employee demonstrates that the requirement to display emotions that they do not feel leads to a state of tension that makes them feel like they are going to 'explode all over everybody'. An example of unease is provided in the second employee statement where the need to display unfelt emotion make them feel

'frustrated'. The final examples point to challenging psychological states that are indicative of emotional dissonance. In the third statement the employee expressed that they were 'emotionally shaken' illustrating an enduring ('does still impact on me') severe psychological reaction to the tensions of surface acting. In the final example the employee declared that there were times that surface acting made them 'want to cry'.

> "…you have to withhold your personal reaction and personal opinion and that can be uncomfortable" (Participant 1).
>
> "…you feel a little more frustrated but I still think that you have got to be calm and clear and explain an outcome to them" (Participant 8).
>
> "Yeah I can still be emotionally shaken by an experience … and go and have a break get away from work for a bit so definitely it does still impact on me..." (Participant 1).
>
> "It can be quite hard. There are times when you just want to cry because it is hard…" (Participant 9).

These employee statements support the proposition made in Chapter Two that surface acting can result in the emotional labourer experiencing emotional dissonance as psychological discomfort, tension or a sense of harm (Festinger, 1957; Van Dijk & Kirk-Brown, 2006, 2007). Key words were drawn from these employee statements (Table 4.7), in conjunction with examples from cognitive dissonance and emotional labour research (Elliot & Devine, 1994; Festinger, 1957; Hochschild, 1983; Van Dijk & Kirk-Brown, 2006, 2007), to inform the development of items that were the basis for the development of the Emotional Dissonance Scale (EDS) in *Study Two* (Section 5.3.1).

Table 4.7: Key words for Emotional Dissonance from Study One

Key words to inform item generation
"put on a mask"
"Challenging"
"annoyed"
"hard"
"feel like a fraud"
"guilty"

Once examples of emotional dissonance were identified in the data, further examination of those and similar examples were used to identify the use of the cognitive reappraisal mechanisms, identified in Chapter Two (*Behavioural Disengagement & Effort Justification*), to manage emotional dissonance. The following section presents a discussion of the findings of the interview data examining burnout followed by the role of behavioural disengagement and effort justification in managing emotional dissonance.

4.8.2. Burnout

In the following examples of data, employees appear to experience the effects of job burnout in response to the demand of engaging in emotional labour. Employees make reference to emotional exhaustion and reduced personal efficacy. In the first example, the employee is 'emotionally exhausted'. In the second example, the employee experiences a reduced level of personal accomplishment ('a sense of failure') when they feel they have not satisfied service expectation.

> "Ahh tired. So you kind of feel like you need to continuously go out for coffees because you are just exhausted…" (Participant 9).

> "I think there is an element that I have failed if it doesn't work and they continue to be difficult I do feel that and it may not have been my fault but I do feel that I didn't manage that properly and that's failure, and we just love failure" (Participant 11).

The employee statements presented suggest that the effects of the engaging in emotional labour can result in negative work outcomes such as employee burnout. After the data were studied for examples of negative work outcomes the data were examined for examples of emotional dissonance associated with surface acting.

4.9   Managing Emotional Dissonance through Cognitive Reappraisal

In this section the data are examined for evidence of the use of behavioural disengagement and effort justification as cognitive reappraisal mechanisms used to manage the aversive effects of emotional dissonance (see Figure 4.3). Examples in the data emerged in relation to questions regarding employee motivations to display the organisationally appropriate emotions.
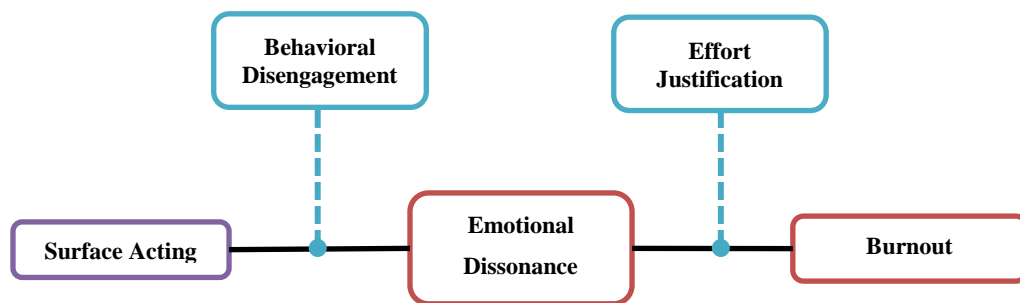
Figure 4.2: Proposed Role of Cognitive Reappraisal in Managing Emotional Dissonance

From the perspective of CDT (cognitive dissonance theory), behavioural disengagement allows individuals to distance themselves from behaviours they engage in due to a lack of 'free choice' (Bandura, 1999). In the context of emotional labour, individuals may use display rules to cognitively reappraise situations when displaying emotions they do not feel and may result in negative affective outcomes such as emotional dissonance (i.e. feeling like a fraud) (Greenglass & Nash, 2008). The following employee statement reveals how the employee attempts to

manage the potential for emotional dissonance by focusing on cognitions related to a threat of punishment if they deviate from required emotional display. In order to 'disengage' from the responsibility of behaving (surface acting) in a manner that is potentially causing psychological discomfort, the employee reappraises the situation as one that they have no choice.

[In regards to displaying felt emotion] "But because I am at work I know that I can't and if I did I know that she could write a complaint about me and then would be hearing from (my boss)" (Participant 3).

4.9.1. Managing Emotional Dissonance through Behavioural Disengagement

Further examination of employee statements was conducted to determine more specific behavioural disengagement mechanisms to manage potentially dissonance inducing states. Consistent with CDT, examples of *Displacement of Responsibility* and *Behavioural Justification* were found in the data. Displacement of responsibility occurs when the individual shifts direct responsibility to another source (Bandura, 1999). Behavioural justification occurs when the individual repositions the dissonance inducing behaviour in light of their preferred responses (Greenglass & Nash, 2008).

Displacement of Responsibility

In the first and second employee statements the employees devolve responsibility to organisational policy. The employee in the third example is able to distance themselves from the potentially dissonance inducing behaviour by focusing on the student as the cause of the difficulty. Though the employees in each example may experience potentially dissonance inducing situations, they are able to manage them by cognitively reappraising the situation using displacement of responsibility.

"It is not my fault that the policy is bad it does make me sort … a bit annoyed, or misdirect my annoyance at the student…" (Participant 12).

"They seem to be genuine but there is red tape its policy …and that is all you can do… the way around of being gentle about it is kind of like oh sorry its policy and you have to go and do this" (Participant 1).

"So I guess you do, do a little bit of processing of it and I didn't like if they were upset, I felt like it was personal, I didn't like it if they were upset with me now I realise that they are more upset because I can't give them what they want, it's not actually about me at all" (Participant 10).

Behavioural Justification

The following set of employee statements provides examples of the use of behavioural justification as a cognitive reappraisal technique to manage the potential for emotional dissonance. In the first example the employee refers to the plight of the student. The employee is able to manage potential dissonance by placing emphasis on the needs of the student and reducing the relevance of their own feelings. Similarly, in the second example the employee makes reference to sympathising with the student in order to facilitate proactive management of a potentially toxic situation. Taking the student's perspective allows the employee to take the focus off their own response and put themselves in the student's shoes in order to manage any potential discomfort.

"I put in my mind that...that I am here for the students I am here to support them and I just forget about how I am feeling so I will put my feelings aside to put their feelings first and their problems first to be able to solve their problems…" (Participant 2).

"I can … sympathise ... the whole point is to look like I really understand what you are feeling and I understand that this must be a terrible thing for you but I think that is reading the person and working your way through what you need to get so you get them to a point where they are not going to drag you through a window and throttle you or something. I mean I find if I can do that to me is rewarding" (Participant 4).

4.9.2. Managing Emotional Dissonance through Effort Justification

In this section the data are examined for evidence of effort justification, where the employee is focussing on the benefits of displaying unfelt emotion in the presence of emotional dissonance. The following examples of effort justification emerged in response to questions in relation to strategies employees have when required to manage unfelt emotional display and dissonance. In the first example the employee is able to cognitively reappraise the situation and the emotional dissonance by focusing on a sense of achievement (elevate the importance of achievement).

> "…I am a little bit enjoying it because it is problem solving and it is like how can I make this person do what I need them to do and not sort of yell at me, you know and sort of feel like they have gotten a bit out of it as well" (Participant 12).

In the next two examples the participants were able to justify their efforts by referring to service success. As a job demand, service success allows the employees to manage discomfort by increasing the relevance of cognitions related to service provision. In the first example the employee is able to manage the discomfort through referring to the opportunity to meet job requirements by resolving a student's issue. Similarly, the employee in the second example derives a sense of satisfaction by knowing that they have been able to reach a desired outcome for the student. Achieving role outcomes validates the need to display the contextually appropriate emotions as well as manage any resulting feelings of discomfort.

> "I just think that it is just knowing that if do all the right things both of us are going to walk away with the answers sort of thing I mean I am going to walk away knowing that I have done what I need to, that the person has understood what I am getting at and hopefully the other person has got a resolution to whatever it what that they came to sort out, so I think that is really the only motivation, is to provide that service" (Participant 4).

> "…the way you motivate yourself is by knowing that you get a good outcome out of helping them in the end because it really that they need help with their courses and because we know how to give them that help it give us the satisfaction that we have helped this person" (Participant 13).

Additionally, employees were found use effort justification by referring to other intrapersonal factors when reappraising emotional dissonance. In the first example the need to be a 'people pleaser' is adequate justification for the employee's efforts to display organisationally required emotions. In the final example, the employee refers to the challenge a student issue presents and though the interaction may be considered 'annoying' it is used by the employee to alleviate boredom.

> "I guess at the end of the day I am a little bit of a people pleaser I love it when they are happy, satisfied doing well the good things. I do also get thank you emails and students who do appreciate the job that you do I love to see them succeed and I like it to be happy neat organised tidy I like things to have good outcomes" (Participant 1).

> "If it is annoying… I do enjoy the difficult ones because they break up the day… it is kind of like when you are on a plane and it is a really long flight and it is really boring and then there is just a little bit of turbulence not enough to actually scare you but just a little so you feel like oh ok something new is happening, it just breaks up the day and you know you kind of feel more awake, exhilarated" (Participant 12).

The following section will discuss the results from the data analysis and the study's contribution to the present research.

4.10 Discussion

Service employees who engage in emotional labour at times experience emotional dissonance as psychological discomfort. To manage the negative affective state of emotional dissonance, employees use a range of coping strategies and cognitive reappraisal mechanisms. While previous research has identified a range of coping options available to manage emotional labour demands (Van Dijk & Kirk-Brown, 2006), the current study is the first to examine the potential role of an individual's preferred coping style (reactive or proactive) in relation to deep and surface acting. Examples of employee use of proactive coping techniques when deep acting were consistent with the propositions made in Chapter Two. These propositions will be tested in *Study Three*. Some employees engaged in a conscious proactive process, by which they drew from past experience, or a trained imagination to generate organisationally required emotions. The findings also support the proposition that reactive coping techniques (avoidance) were associated with surface acting (Van Dijk, 2006; Van Dijk & Kirk-Brown, 2006). Avoidance coping is the failure to deal with stress causing events at the time they occur and include such things as such as avoiding or withdrawing from service encounters, venting, or recreational activities.

Employees' management of emotional dissonance may also be determined by an individual's ability to manage the potential for dissonance occurring, or by managing the intensity of emotional dissonance once it has occurred. Employees who manage dissonance appeared to do so by engaging in cognitive reappraisal mechanisms (*Behavioural Disengagement* & *Effort Justification*). Consistent with CDT, employees generally referred to organisational expectations (emotional display, policy, reward or punishment) when adding consonant cognitions, removing dissonant cognitions, reducing the importance of dissonant cognitions, or increasing the relevance of consonant cognitions (Harmon-Jones & Mills, 1999).

4.11 Conclusion

The findings of the current study provide support for the emotional labour management constructs within the proposed theoretical model. This is the first study to specifically examine the potential role of preferred coping styles and cognitive reappraisal mechanisms in the management of emotional labour outcomes. Measurement of these constructs will be the focus of *Study Two* (Chapter Five).

Chapter 5 Study Two

5.1   Introduction

The aim of this chapter is to present the findings of tests conducted to psychometrically evaluate contextually relevant measures of emotional dissonance, behavioural disengagement, and effort justification. This chapter begins with the rationale for the need to construct a measure of emotional dissonance and emotional labour-specific measures of cognitive reappraisal mechanisms (behavioural disengagement & effort justification). Next, an overview of the methodology for the current study will be presented, including a discussion of the research design, sample, analytic procedure and an overview of the process undertaken in constructing items for the relevant scales. The chapter then presents the results of the tests associated with the construction of the emotional dissonance scale (EDS), behavioural disengagement scale (BDS), and the effort justification scale (EJS). The chapter concludes with a summary of the results.

5.1.1. Rationale for Development of Emotional Labour-Based Scales

Researchers in emotional labour have noted that associated constructs are best studied in the specified context in which they function (Härtel, et al., 2002; Van-Maanen & Kunda, 1989). Consistent with this view, the current study presents the development of measures of emotional dissonance, behavioural disengagement and effort justification in an emotional labour-based customer service context. Although the three scales examined in the present study have not been used in applied settings such as the current research, they offer a useful template for item generation (Axsom, 1989; Bandura, 1996; Elliot & Devine, 1994).

Emotional Dissonance: The lack of a consistent measure of emotional dissonance is a major contributing factor to the lack of clarity surrounding emotional dissonance and associated work outcomes. Emotional dissonance is often measured as the discrepancy between felt and displayed

emotions in emotional labour research (Adelmann, 1995; Härtel et al, 2001). As was discussed in Chapter Two (Section 2.7), this view of emotional dissonance as simply the difference between felt and displayed emotion has theoretical and methodological limitations as it captures the conditions for dissonance elicitation and not the affective qualities of emotional dissonance that have been linked to negative work outcomes (Härtel et al, 2001, 2002; Pugh, et al., 2011; Van Dijk & Kirk-Brown, 2006, 2007). The results of *Study One* provided further support for the conceptualisation of emotional dissonance as a form of psychological discomfort experienced as unease, tension or harm as a result of displaying unfelt emotions (Pugh, et al., 2011; Van Dijk & Kirk-Brown, 2006, 2007). There is currently no emotional labour specific instrument that measures emotional dissonance as a form of psychological discomfort. The single measure that most closely captures dissonance as discomfort is that of Elliot and Devine's (1994) *Psychological Discomfort Index.* The *Psychological Discomfort Index* was used in an experimental examination of the motivational qualities of cognitive dissonance but may be limited in its application in field-based emotional labour research.

Behavioural disengagement: Evidence presented in Chapter Four *Study One* also identified that individuals were able to cognitively reappraise the potential for dissonance by using behavioural disengagement (Section 4.9.1). Individuals were able to focus on cognitions related to job requirements, and consequences of not satisfying these requirements (e.g. student needs, punishment, organisational policy) in order to manage emotional dissonance. These individuals attempted to reduce the importance, or decrease the relevance of, cognitions causing discomfort by disengaging from the responsibility for the behaviour leading to dissonance.

The original measure of disengagement upon which the current scale is based is Bandura's (1996) Mechanisms of Moral Disengagement that assesses an individual's general propensity for

engaging in self-justification in order to alleviate the negative consequences of mandated actions (Bandura, 1999; Bandura, et al., 1996). As noted in section 2.10 employees in a service context are not engaging in behaviour that is immoral, but behaviour that may conflict with their preferred behavioural response. Employees in *Study One* used behavioural disengagement with reference to role-specific obligation and displacement of responsibility to the organisation.

Effort Justification: Evidence presented in *Study One* supported the use of effort justification by employees in response to emotional labour demands (Section 4.9.2). Employees in *Study One* used reappraisal mechanisms related to display rules to provide justification for their efforts when displaying unfelt emotions. To manage psychological discomfort employees referred to specific cognitions related to their job role that allowed them to add, or increase the importance of, cognitions in order to alleviate the emotional burden of displaying unfelt emotion. These examples of employee data referred to factors related to reward, or benefits in order to validate the behaviours leading to emotional dissonance. These examples support the rationale for developing an emotional labour-based measure of effort justification.

Measures of effort justification evident in the cognitive dissonance literature are experimentally focused; examining an individual's perceived effortful involvement in a task for a pre-determined reward (Axsom, 1989; Axsom & Cooper, 1985; Bryant, Mitcham, Araiza, & Leung, 2011; Rosenfeld et al., 1984). An individual is evaluated based upon their performance in a manipulated task and then compared to other participants in order to determine their level of effort justification. For example, in a classic dissonance theory experiment by Festinger and Carlsmith (1959) subjects in the study were paid either $1 or $20, depending upon whether they were in the control group or not, to engage in in discrepant behaviours. In laboratory settings individuals are generally assessed on three key aspects of effort justification; the individual's

perception of their effort in a given task (*perceived effort*); the individual's perceptions of the quality of performance in a given task (t*ask performance*); and the individual's perceptions of the rewards associated with a given task (*anticipated rewards*).

5.2   Methodology Overview

5.2.1. Research Design and Approach

In accordance with the mixed method research design adopted for the current research, in the first study the theoretical model was derived from previous research and refined using an inductive approach. In this stage of research, two phases of investigation will be conducted using quantitative techniques to develop, test and validate measures of emotional dissonance, effort justification, and behavioural disengagement for further use in Chapter Six *(Study Three)*. This section provides a discussion of the data collection methods and approaches utilised to construct these emotional labour-specific measures.

An essential characteristic of scientific research in the natural, social or health sciences is the art of measurement (Streiner & Norman, 2008). It is through measurement that the researcher is able to acquire knowledge about people, objects, events or processes, providing researchers with a way in which to 'quantify' a particular phenomenon (Streiner & Norman, 2008). Psychometrics is the form of measurement applicable to the behavioural and social sciences, allowing researchers to measure psychological and social phenomenon (DeVellis, 2003). In social research, psychometrics measure concepts derived from theory, often focusing on narrowly defined phenomena. Researchers must, therefore, have an understanding of the subtleties of the theory under investigation (DeVellis, 2003).

A survey method will be utilised to collect the data required to address the aim of the current study. Surveys are a popular data collection method in business and management research, providing researchers with an opportunity to gather sophisticated information from a sizeable population in an economical manner (de Vaus, 1991; Marsh, 1984). They are particularly useful when needed to gather complex data in order to test hypotheses, study causal relationships between variables and when using complex methods, such as multiple or logistic regression, analysis of variance and hierarchical analysis (Preacher & Merkle, 2012). The concepts of interest were informed by previous research and rationale presented by respondents in *Study One*. Two different survey instruments were used for the purposes of the present study. The first survey, utilised in Phase One, aimed to examine the item and factor structures of the three proposed measures. The second survey used the results of Phase One to construct the psychometric scales with a survey instrument in order to replicate the findings of Phase One. The survey instrument used in the current study is presented in Appendix B.

5.2.2. Sample and Data Collection Procedure

Studies in emotional labour have tended to include multiple populations in single studies (e.g. Kruml & Geddes, 2000a). To control for occupational differences when developing the three scales, participants from a single undergraduate student population were targeted. University students present a relevant sample for examining the psychometric properties of the three proposed as they are employed in customer service roles during the course of their studies. The sample populations for both phases of investigation were derived from university students across four of Monash Universities Australian campuses. Permission was sort from appropriate faculty staff members prior to distributing the measures during lecture times or after tutorials. Prior to receiving the survey students were informed that to participate they needed to have worked in a customer service role, either past or presently, and were asked to recall a customer service

experience that required them to manage emotional expression. Prior to filling out the survey, students were provided with an explanatory statement, informed of the research purpose, the voluntary nature of the participation, and ensured that all information collected will be confidential and anonymous. Consent was implied by participating in the research. Demographic statistics on the respondents' age, gender and length of employment were collected through the survey instrument.

5.2.3. Analytic Procedure and Techniques

The aim of the analyses was to determine the best possible solution that is representative of emotional dissonance, behavioural disengagement and effort justification in the context of emotional labour (Tabachnick & Fidell, 2007). This section presents a discussion of the analytic procedure and techniques used to examine the data collected from the two undergraduate samples of focus in the current study. Stage One of *Study Two* involved two sequential phases of analysis on a single student population (N=354). In the first phase exploratory factor analyses (EFA) were conducted through principal components analysis (PCA) using SPSS version 20. The aim of the EFA was to evaluate the initial item pools for each of the measures in order to identify problematic items. In the second phase, confirmatory factor analysis (CFA) techniques were used to confirm the proposed item and factor structures using AMOS (20). In *Stage Two* this process was replicated on a different student population (N=154). The aim of Stage Two was to replicate the findings of Stage One regarding the proposed item structures for the EDS, EJS, and BDS. Replication not only allows the researchers to gather data in different populations but facilitates an understanding of the scale that does not only relate to contextual factors.

To commence analysis of the three new measure Pallant's (2011) three stage decision making procedure for PCA was followed. First, the data set's suitability for factor analysis was assessed.

This involves an assessment of the data's distribution, sample size and the strength of relationship among variables. Pallant (2011) suggests is that the best indication of normality is through by reviewing the shape of the distribution. As PCA is susceptible to measurement error and generalizability when small samples are used (Snook & Gorsuch, 1989), it is generally recommended that that ratio of participants to items is consistent with the five to one ratio generally recommended (Tabachnick & Fidell, 2007). To assess the strength of the inter-correlations amongst items, researchers need to consider three major values; those reported in the correlation matrix; the value of Kaiser-Meyer-Olkin's Measure of Sampling Adequacy (KMO); and; the value reported by Bartlett's Test of Sphericity (Tabachnick & Fidell, 2007). The correlation matrix should be inspected for values of 0.3 and above. The KMO index ranges from 0 to 1, with the recommended value for factor analysis 0.6 or above (Pallant 2011; Tabachnick & Fidell, 2007). If Bartlett's test of sphericity demonstrates statistical significance ($p < .05$), the data is suitable for factor analysis.

Once the data was deemed suitable the second step involved factor extraction in order to refine the scales items structures. The aim was determine the smallest number of factors that best represented the interrelationships between the variables of interest in order to find a solution that has as few components or 'factors' that explain as much of the variance in the data as possible. The final stage of PCA involves factor rotation and interpretation. During factor rotation the underlying solution does not change, but the patterns of loadings are clumped together in order to present the data in a way that is easier to interpret (Pallant, 2011). Two major approaches to rotation exist, orthogonal (uncorrelated) or oblique (correlated). Although differences exist regarding data interpretation and reporting, both produce similar results, particularly when the patterns of relationships between variables are clear (Tabachnick & Fidell, 2007). For the

purpose of the present study both rotation approaches will be utilised in SPSS, through Varimax and Direct Oblimin techniques.

In *Phase Two* of the analyses, CFA techniques were to confirm the proposed measurement models. This was performed through the use of one-factor and two-facto congeneric models were used. One-factor congeneric models are simple measurement models that provide scores on a number of observed variables, which are combined to provide a weighted score to measure a latent variable (Byrne, 2010). As a subset of confirmatory factor analysis, congeneric models are a form of latent factor modelling. An advantage of using congeneric models when constructing scales is the use of *a priori*. The aim of one-factor congeneric modelling is to test and refine item structures for each part of the structural model, identify valid items and generate weightings to create composite scores and to the build input elements required for the structural model. In these models a considerable number of variables can be reduced to a single combined scale.

To commence analysis of the congeneric models, the covariance matrices produced by the three measures were first inspected. In examining model fit, the maximum likelihood method was used. This method has been demonstrated to be a robust method when using small to medium samples (Jöreskog & Sörbum, 19). The standard root mean residual (SRMR); comparative fit index (CFI); the Incremental Fit Index (IFI); Normed Fit Index (NFI) Lambda (λ) and critical ratio results, were used to assess how well each measurement model fits the data. The critical ratio in AMOS is similar to that of t or z-value in that it is the coefficient divided by its standard error. The model fit criterion used in to assess model fir in the current study is displayed in Table 5.1.

Table 5.1: Goodness of Fit Criterion

Goodness-of-Fit Index	Good	Acceptable	Poor
SRMR	< .06	< .08	>.1
CFI	>.90	-	-
IFI	>.90	-	-
NFI	>.90	-	-
GFI	>.90	.80 to .895	<.80
AGFI	>.80	.70 to .795	<.70
RMSR	>.100	.105 to .12	>.12

5.3   Scale Construction

In developing the measures Hinkin's (2012) five phase scale development process was followed. The process involves (1) item generation; (2) questionnaire administration; (3) item reduction; (4) confirmatory factor analysis; (5) convergent/discriminant validity; and (6) replication. The first four stages will be achieved in stage one of *Study Two*, whereas the need for replication will be addressed in stage two of *Study Two*. The generation of items is considered the most important factor in developing psychometrically sound measures (Bagozzi, Yi, & Phillips, 1991; Hinkin, 1998). To assist the item generation process definitions derived from the relevant academic literatures have informed the development of the respective measures.

> **Emotional dissonance** is *a motivational affective state of psychological discomfort, unease or tension (Van Dijk & Kirk-Brown, 2006; 2007; Pugh, et al, 2011).*
>
> **Behavioural disengagement** is *a person's tendency to distances themselves from objectionable acts by constructing rationalizations (Bandura, 1996).*
>
> **Effort justification** is *"the consequences of engaging in an effortful activity in order to obtain some goal" (Axsom & Cooper, 1985, pg. 315).*

A deductive approach was initially used to generate items for the emotional dissonance, behavioural disengagement and effort justification scales. The following sections discuss the procedure undertaken in constructing items for each of the respective measures.

5.3.1. The Emotional Dissonance Scale

Existing theory and research conducted in *Study One* provided rationale for considering emotional dissonance as psychological uncomfortable state experience as harm, unease or

tension (Van Dijk & Kirk-Brown, 2006). The new measure of emotional dissonance is an extension of Elliot and Devine's (1994) Psychological Discomfort Index. The original items were supplemented with items derived from employee statements presented in *Study One*, which were consistent with cognitive dissonance theory, emotional labour research and the general properties for psychological discomfort (Table 5.2). This approach yielded 15 items to the next stage of item analysis.

Table 5.2: Emotional Dissonance Keywords

Key words to inform item generation	
Key words derived from Cognitive Dissonance theory	
unease	Elliot & Devine (1994)
bothered	Elliot & Devine (1994)
uncomfortable	Elliot & Devine (1994); Van Dijk & Kirk-Brown (2007)
Key words derived from Emotional Labour theory	
tension	Hochschild (1983); Abraham (1999)
guilty	Van Dijk & Kirk-Brown (2007)
frustrated	Van Dijk (2006)
drained	Van Dijk (2006)
strain	Hochschild (1983)
Key words derived from Study One	
put on a mask	Study One
challenging	Study One
annoyed	Study One
hard	Study One
feel like a fraud	Study One
guilty	Study One

Once an item pool was generated, items were then subject to rigorous assessment of their content validity by subject matter experts (n=3) and evaluated against current theory. Items that best reflected emotional dissonance as a form of psychological discomfort were identified, selected and adapted to fit the customer service context. Only minor amendments were made to a few of the items regarding clarity and form prior to the measures undergoing pre-testing. A more comprehensive account of the item generation process is displayed in Appendix C. The final pool consisted of eight items focused on the varying degrees that displaying unfelt emotions

made employees feel affective discomfort and is displayed in Table 5.3. To respond to the EDS participants were asked to recollect on previous customer service experiences and to indicate their level of agreement with each item on a six-point Likert scale from (1) Does not apply at all to (6) Applies very much. Participant recollection of experiences has been identified as a useful method for examining psychophysiological responses to an original behaviour (Tarrant, Manfredo, & Driver, 1994). The scenario given to participants was as follows:

> *In your interactions with customers you are required to display emotions in order to fulfil your job requirements. There may be interactions that require you to display emotions that are different to how you feel. This may be particularly difficult when there are problematic or aggressive customers, you are tired, frustrated, or when there are other problems at home or at work. This may require you to act out the required emotion, or supress how you are feeling.*

Table 5.3: Emotional Dissonance Scale Items

1. It makes me feel uncomfortable when I hide how I feel in order to provide a 'service with a smile' during interactions with customers.

2. It makes me feel frustrated when I hide how I feel in order to appear 'happy' and 'cheerful' with customers.

3. When I have to deal with problematic customers it makes me feel tense when I hide how I feel personally.

4. Displaying the' right emotions' when interacting with difficult customers makes me feel uncomfortable.

5. It makes me feel uneasy when I supress my own emotions.

6. I feel guilty when I display emotions that I don't feel when interacting with customers.

7. It makes me feel like a fraud when I 'put on a mask' whilst interacting with customers.

8. It bothers me when I suppress what I feel during interactions with customers.

5.3.2. The Effort Justification Scale

As current measures of effort justification are suited for experimental manipulation, both inductive and deductive methods were utilised. In generating items for the EJS, data from *Study One*, and theory from cognitive dissonance and emotional labour literature was examined. Items that clearly represented the three distinct dimensions of effort justification were identified selected and adapted to the focal population, grounded in empirical data. Items derived from *Study One* data and previous research were developed and selected for their relevance in examining the three dimensions of effort justification: task performance; perceived effort; anticipated rewards. *Task Performance (TP)* concerns individual perceptions of the quality of performance in a given task. *Perceived Effort (PE)* involves individual perceptions of the generic effort involved in completing a given task. *Anticipated Reward (AR)* involves the individual perceptions of the goal or the means of achieving the goal associated with a given task. For example, items were developed such as "It ok to express unfelt emotion if I am getting paid to do it" "It is alright to express genuine emotion if I am not going to get punished" and "It's important to display organisationally appropriate emotion when interacting with customers". This resulted in an item pool of 15 items. To protect against possible confounds due to item-wording, the pool of items were compared to scales measuring similar constructs.

While effort justification has not been examined in emotional labour research, a number of complimentary scales have been utilised in this context to examine the link between emotional labour employee well-being (Lewig & Dollard, 2003; Zapf, 2002). For example, the display rule enforcement scale (Barger, 2009), job demand-control model (Karasek Jr, 1979); effort-reward imbalance model (Siegrist et al., 2004); work preference inventory (Amabile, Hill, Hennessey, & Tighe, 1994) and job-demand resources (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001)

have been used to examine the factors that characterise the job motivations of emotional labourers and provide a conceptual base to develop items relevant to effort justification in the context of emotional labour. Items that echoed the relevant dimensions were identified, adapted and refined to reflect the respective dimensions of effort justification. 4 items from the Work preference inventory, 3 items from the JDR measure, and 5 items from the ERI measure were identified. Whilst most items were included without modification, some items from the measures needed slight rewording to reflect the context of the present study. An item of the work preference inventory was modified to reflect the customer service environment from "I am concerned about how people are going to react to my ideas" to "I am concerned about how other people are going to react to my emotional displays". This resulted in 46 conceptually relevant items.

To reduce the item pool, items were then subject to content evaluation by subject matter experts (N=3). In this process items were compared to existing theory and *Study One* findings to determine those that best reflected effort justification as a tool for dissonance management. The final pool of items consisted of eighteen items measuring the three identified dimensions of effort justification consistent with CDT (Table 5.4). The items were assessed on a 6-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree).

Table 5.4: Items for Three Dimensions of Effort Justification

Dimension	Item	Item No.
Perceived Effort	The more difficult an interaction with the customer, the more I enjoy the challenge	1
	The quality of interactions with customers is important to me.	4
	I am motivated to display the emotions expected in my job role no matter how hard an interaction is with a customer.	8
	My emotional efforts at work reflect the challenging nature of my role.	12
	It can be challenging when I am sometimes required to display emotions that I do not feel.	14
Task Performance	When performing my job role I am concerned about how customers are going to react to my emotional displays.	3
	When interacting with customers I am more concerned with how my emotions are perceived rather than what I get for doing it.	5
	Displaying unfelt emotion is necessary when performing customer service work.	7
	When I hide my true emotions I am just being professional.	13
	It is necessary in my job role to display the right types of emotions when interacting with customers.	15
	I sometimes have to fake emotion (e.g. happiness, joy) in order to perform my job well.	10
Anticipated Rewards	I am motivated to display the 'right types' of emotions to customers by the recognition I can earn for doing a good job.	2
	Displaying emotions that I do not feel is OK, as long as I am doing what I enjoy.	6
	Displaying emotions that I do not feel is OK as long as my emotional efforts are formally recognised.	9
	Being able to help a customer whilst displaying unfelt emotion is rewarding.	11
	In order to display fake emotions when interacting with customers I have to feel as though I am earning something for what I do.	16
	I feel satisfied when I provide friendly, cheerful service to customers even when I do not feel that way.	17
	The effort of displaying emotions that I do not feel is worthwhile, as long as I receive the respect I deserve when interacting with customers.	18

5.3.3. The Behavioural Disengagement Scale

As the measure of Moral Disengagement developed by Bandura (1996) is a generic, context-specific measure, the emotional labour-based measure of behavioural disengagement has to consist of items reflective of display rules, such as punishment, identity and interpersonal job demands and responsibilities and emotional labour outcomes. As only three of the original eight dimensions of moral disengagement were found to be relevant to dissonance management in *Study One*, were developed around the dimensions of *moral/behavioural justification*, *displacement of responsibility* and *dehumanization*. The original items within the respective dimensions provided a template for emotional labour-specific items for behavioural disengagement. Items which were originally worded to suit a generic context were converted to suite emotional labour-based instances of behavioural disengagement. For example, items such as; 'It is alright to fight to protect your friends' and 'It is ok to treat badly someone who behaved like a "worm' were reworded to 'It is alright to fake emotion to protect your job' and 'It is OK to think of customers as children to make it easier to display the right emotions when they treat you badly'. This resulted in an initial pool of 30 items to the next phase of item analysis.

In the next stage of item analysis the 30 items were then subject to evaluation by a panel of faculty staff members. This ensured that the items were representative of their respective subscales and were adapted to suit the customer services context. These items were then compared to existing emotional labour theory to reflect instances of dissonance management relative to the three dimensions. The final pool of items selected consisted of seventeen items across the three subscales consistent with Bandura (1996). The focus of the items was employee management of experienced through behavioural justification (9 Items), displacement of responsibility (4 Items) and dehumanization (4 items) (See Table 5.5).

Table 5.5: Proposed Items in the Development of the BDS

Dimension	Item	Item No.
Behavioural Justification	It is alright to fake emotion to protect your job.	1
	It is OK to fake emotional expression to take care of the organisation's needs.	4
	It is OK to act out the organisationally required emotional expression because that is what is expected of me in my job role.	8
	It is sometimes necessary to display fake emotions to make customers feel good.	7
	My job role sometimes requires me to 'fake it' when interacting with customers, even though I am not being true to myself.	9
	I would be punished if I did not display the 'right' emotions although I feel like a fake.	12
	I am OK with supressing how I feel during interactions with customers when in a bad mood as it is what is expected of me.	13
	It is my responsibility to make customers feel good through positive emotional displays (even though I may not feel that way).	14
	I have to display the appropriate emotion when with customer as it is an expected part of my performance reviews.	17
Displacement of Responsibility	I don't feel bad when I display fake emotion whilst interacting with customers because my organisation expects me to do this.	2
	Even though I feel like a fraud, I have to display emotions that the organisation expects me to when interacting with customers.	5
	I will be punished at work if I do not provide friendly, cheerful service (even though I may not feel that way) to customers.	11
	Even though I feel as though I am being dishonest with myself I don't mind faking emotion if it is part of my job requirements.	16
Dehumanization	I prefer to treat obnoxious customers as a number in order to make it easier to manage how I feel.	3
	When dealing with aggressive customers it is sometimes necessary to treat them as a work task so I don't display the wrong emotions.	6
	It is OK to think of customers as children to make it easier to display the right emotions when they treat you badly.	10
	It is sometimes necessary to think of obnoxious customers as 'just another customer' in order to get through the interaction.	15

Once a scale is constructed it needs to undergo analyses to assess its psychometric properties and reliability (Hinkin, 1998). First, the survey instrument was subject to pilot testing in order to assess content validity and form on academic staff members (N=10) and university students (N = 50). The purpose of the pilot test was to assess the clarity of items, and to determine whether the data collected will address research aims. Minor amendments were made to a few of the items in each measure regarding clarity and form prior to the measures undergoing pretesting. It is in this stage that the initial design decision are evaluated by assessing the sampling frame, questions and then testing items to examine how well the overall process is functioning.

5.4   Results

5.5   Stage One

This section will discuss the findings of the first stage of analysis conducted to develop and test measures of emotional dissonance, effort justification, and behavioural disengagement. The analysis in this section was performed using SPSS Version 20 and AMOS (20). The section will begin with an overview of the demographic data obtained for stage 1 of *Study One*. Next, the results from the tests conducted in construction of the three scales will presented.

5.5.1. Demographic Data

The newly developed scales that made up the survey instrument used in Stage One were administered to a convenience sample of undergraduate students at Monash University (N = 355). Out of a possible 403 cases, 6 surveys were not returned with 30 determined unusable due to inadequate information, a response rate of 88.08%. Participants included 202 females and 152 males (1 of the participants did not respond to this question). The mean age of participants was 20.31 years of age and participants have been employed in a customer service role for an average of 3.09 years.

Table 5.6: Demographic Data

	Female	Male	Minimum	Maximum	Mean
Gender	202	152			
Age			18 years	25 years	20.31
Tenure			3 month	8 years	3.09

5.5.2. Data Screening

On screening the data, 32 cases of missing data were located across 43 items. There were no more than 5 cases of missing data across any individual item in the 355 cases. For the EDS, 8 cases of missing data were detected and the relevant cases were removed. For the EJS, 14 cases of missing data were detected and the relevant cases were removed. For the BDS, 10 cases of missing data were detected and the relevant cases were removed. Once data screening was completed it was then necessary to construct the scale in order to assess the data's suitability for conducting factor analysis. Table 5.7 and Figures 5.1, 5.2 and 5.3 presents the data for evaluation of normality, internal reliability and suitability for factor analysis.

Table 5.7: Descriptive Statistics for the Proposed EDS, BDS and EJS

Descriptive Statistics	EDS	BDS	EJS
N	347	345	341
Mean	23.86	73.37	79.00
Median	23.00	73.00	76.70
Variance	70.79	100.65	8.76
Std. Deviation	8.41	10.03	54.00
Minimum	8.00	46.00	99.00
Maximum	46.00	98.00	45.00
Range	12.00	52.00	12.50
Interquartile Range	38.00	14.00	-.101
Skewness	.255	-.039	-.329
Kurtosis	-.557	-.298	78.41
KMO	.896	.838	.780
Bartlett's Test of Sphericity	.000	.000	.000
Alpha Coefficient	.91	.84	.76

The data collected to examine the three proposed scales adhered to factor analyses assumptions discussed by Pallant (2011). A significant KMO value for each scale was reported and Bartlett's test of sphericity reached significance (Table 5.6). A slight leptokurtic distribution was evident for the EDS. The distribution of the BDS was normal, but indicated slight positive skew. For the d EJS slight deviation from the normal curve for skewness and kurtosis was also evident. Although each scales normal curve deviated slightly from the requirements, there was not enough to warrant transformation.
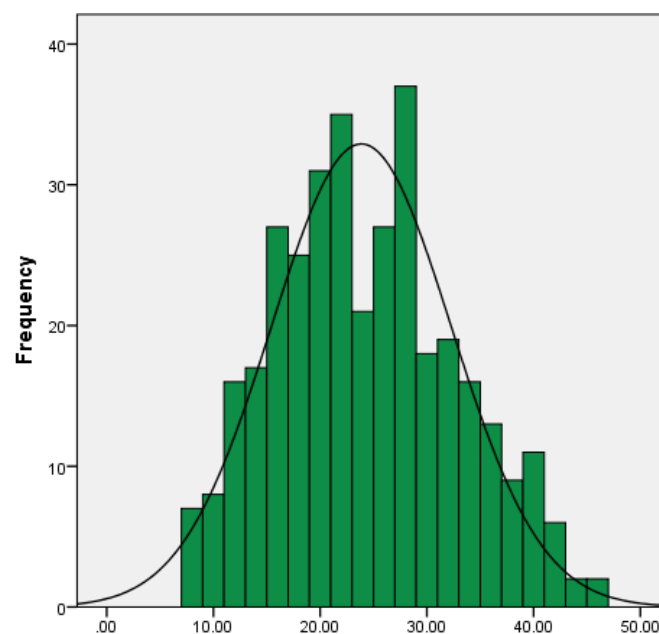
Figure 5.1: Emotional Dissonance Histogram
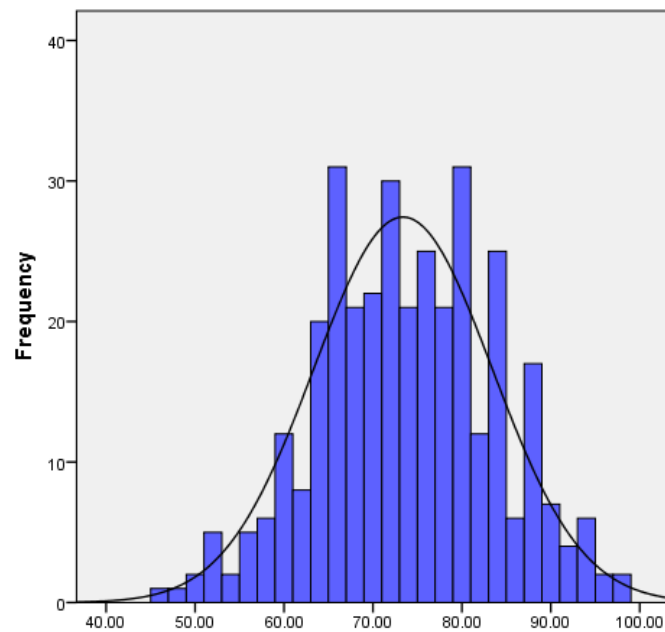
Figure 5.2: Behavioural Disengagement Histogram
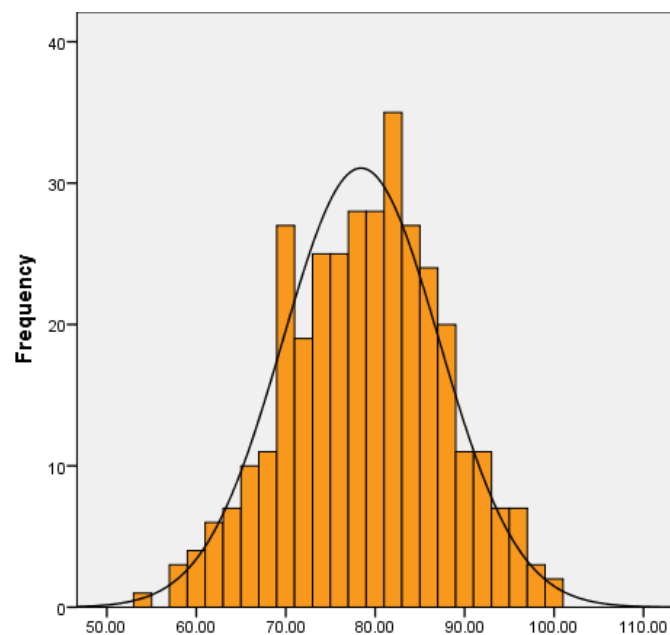
Figure 5.3: Effort Justification Histogram

5.5.4. Emotional Dissonance Scale

Initial PCA of the EDS revealed two components with eigenvalues exceeding 1 that explained 40.64% and 13.57% of the variance respectively. Additionally, the correlation matrix did not reveal any values .3 or below (Table 5.8). Further inspection of the data uncovered a strong positive correlation between the two factors (r = .69), possibly indicating that one-factor solution is best suited. Castell's (1966) scree test indicated a break at the first component. This result was confirmed through the Monte Carlo Parallel analysis which revealed only one component with an eigenvalue exceeding the corresponding criterion value for a randomly generated data matrix (8 variables X 347 respondents).

Table 5.8: EDS Correlation Matrix

Item	1	2	3	4	5	6	7	8	Communality Values
1	1.00								0.65
2	0.73	1.00							0.61
3	0.57	0.61	1.00						0.45
4	0.56	0.53	0.54	1.00					0.58
5	0.60	0.57	0.50	0.63	1.00				0.70
6	0.52	0.45	0.35	0.47	0.59	1.00			0.60
7	0.49	0.46	0.30	0.48	0.64	0.77	1.00		0.62
8	0.61	0.60	0.45	0.60	0.72	0.71	0.78	1.00	0.77

A forced one-factor solution explained a total of 62.345% of the variance, with all items revealing strong loadings. The results displayed in Table 5.9 provide a summary of the items fit to the data, providing support to the validity of the measure. This was supported by an evaluation of the scales reliability with a Cronbach's alpha of .91 reported. The interpretation of the EDS as a one-factor solution is consistent with previous research (Elliot & Devine, 1994) and the aims of

the current study. In examination of the external validity of the measure the data was examined

for the correlations between the EDS and Elliot and Devine's (1994) measure of psychological

discomfort. This revealed a *Pearson's r* of .75 and indicates that they are conceptually similar.

The EDS, however, offers a more contextually sound measure of emotional labour-based

dissonance.

Table 5.9: Summary of 8-Item EDS

Item	Component Matrix	α if item deleted
1. The effort required to display the right emotions when interacting with difficult customers can make you feel uncomfortable.	.80	.90
2. It makes me feel frustrated when I hide how I feel in order to appear 'happy' and 'cheerful' with customers.	.78	.90
3. When I have to deal with problematic customers it makes me feel tense when I hide how I feel personally.	.67	.91
4. Displaying the' right emotions' when interacting with difficult customers makes me feel uncomfortable.	.76	.90
5. It makes me feel uneasy when I supress my own emotions.	.84	.89
6. I feel guilty when I display emotions that I don't feel when interacting with customers.	.77	.90
7. It makes me feel like a fraud when I 'put on a mask' whilst interacting with customers.	.79	.90
8. It bothers me when I suppress what I feel during interactions with customers.	.87	.89

With EFA complete, the next stage of investigation was conducted using CFA techniques using

an *a priori* one-factor measurement model to assess the EDS. Prior to conducting analysis of the

congeneric model the covariance matrix (Table 5.10) was examined. To assess model fit the

maximum likelihood method was used. The items used to measure emotional dissonance were

the random observed variables, with the single dimension of emotional dissonance being the latent variable. Table 5.11 presents the parameter estimates, critical ratio, alpha reliability, factor score regression and incremental fit statistics for the *Emotional Dissonance* measurement model. Each item loads significantly on the latent construct, with all items exceeding the recommended critical ratio value of 2.00. The incremental fit statistics (CFI .84, IFI = .84, NFI = 83 and Standardised RMSR .08) demonstrate that the measurement model revealed a reasonable fit to the data, and thus, the null model can be rejected. The Cronbach's alpha of .88 demonstrates acceptable scale reliability.

Table 5.10: Covariance Matrix for EDS

	1	2	3	4	5	6	7	8
1	1.79							
2	0.94	1.80						
3	0.73	0.70	1.64					
4	0.94	0.90	0.70	1.85				
5	1.05	1.01	0.79	1.01	1.72			
6	1.01	0.97	0.75	0.97	1.08	1.75		
7	1.09	1.04	0.81	1.04	1.17	1.12	1.88	
8	1.17	1.13	0.88	1.13	1.27	1.21	1.30	1.79

[a] **Variances are on the diagonal and co-variances are on the off diagonal**

Table 5.11: Parameter Estimates, Critical Ratio Values, and Fit Statistics for Emotional Dissonance Scale

Emotional Dissonance Scale	Lambda λ	Critical Ratio
1. It makes me feel uncomfortable when I hide how I feel in order to provide a 'service with a smile' during interactions with customers.	.74	42.09*
2. It makes me feel frustrated when I hide how I feel in order to appear 'happy' and 'cheerful' with customers.	.71	42.83*
3. When I have to deal with problematic customers it makes me feel tense when I hide how I feel personally.	.58	51.67*
4. Displaying the' right emotions' when interacting with difficult customers makes me feel uncomfortable.	.70	43.27*
5. It makes me feel uneasy when I supress my own emotions.	.81	42.74*
6. I feel guilty when I display emotions that I don't feel when interacting with customers.	.77	37.34*
7. It makes me feel like a fraud when I 'put on a mask' whilst interacting with customers.	.80	35.69*
8. It bothers me when I suppress what I feel during interactions with customers.	.89	37.91*
CFI = .84	IFI = .84	Standardised RMR = .08	NFI = .83	α = .88

*<.001

5.5.5. Behavioural Disengagement

Examination of the seventeen items BDS began with an inspection of the PCA output which revealed four components explaining 29.46%, 10.4%, 8.6% and 6.5% of the variance respectively. While the 17-item BDS reported a Cronbach's alpha of .84, a four component solution is not theoretically relevant as only three dimensions of behavioural disengagement were targeted. The solution offered is not reflective of any conceptual framework offered by emotional labour and cognitive dissonance theories. Further inspection of the data revealed a number of values of .3 and below in the correlation matrix suggesting that some items may be irrelevant (Table 5.13). A number of items were identified as potentially problematic in the communalities table, covariance matrix and the factor rotation outputs. The results of the Oblimin output are displayed in Table 5.12. Items that reported a correlation < .1 or >.5 or a communality value < .3 were identified for removal.

Table 5.12: Pattern Matrix, Structure Matrix and Communality Values for the 17-item BDS

Item	Pattern Coefficients				Structure Coefficients				Communalities
	1	2	3	4	1	2	3	4	
1	**0.79**	0.08	0.02	-0.09	**0.78**	0.29	0.13	0.25	0.62
2	**0.77**	-0.03	-0.06	0.09	**0.79**	0.20	0.04	0.39	0.63
3	0.28	-0.03	**0.73**	-0.21	0.28	0.13	**0.74**	-0.03	0.62
4	**0.81**	-0.12	0.12	-0.01	**0.79**	0.13	0.21	0.30	0.65
5	**0.37**	0.33	0.12	0.04	**0.50**	0.47	0.24	0.28	0.38
6	-0.08	0.12	**0.47**	0.50	0.22	0.30	0.53	**0.55**	0.55
7	0.31	0.04	0.01	**0.41**	0.48	0.22	0.10	**0.54**	0.38
8	0.55	0.05	-0.11	0.18	0.63	0.23	-0.01	0.41	0.43
9	-0.03	0.05	**0.75**	-0.05	0.07	0.17	**0.75**	0.02	0.57
10	**0.47**	0.10	0.23	0.19	**0.60**	0.32	0.32	0.43	0.47
11	-0.02	**0.96**	-0.05	-0.08	0.21	**0.92**	0.11	0.12	0.86
12	-0.08	**0.96**	0.01	-0.05	0.18	**0.93**	0.17	0.15	0.87
13	0.04	-0.06	-0.14	**0.64**	0.26	0.07	-0.09	0.63	0.42
14	0.21	0.11	-0.15	**0.45**	0.40	0.24	-0.06	**0.54**	0.36
15	-0.12	-0.01	0.54	**0.59**	0.19	0.20	0.58	**0.60**	0.64
16	0.26	-0.01	-0.04	**0.57**	0.48	0.19	0.05	**0.67**	0.51
17	0.16	0.33	0.02	**0.37**	0.40	0.47	0.14	**0.51**	0.41

Note: Major loadings for each factor are in bold

Table 5.13: Correlation Matrix and Communality Values (CV's) for 17-Item BDS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	1.00																
2	0.52	1.00															
3	0.17	0.16	1.00														
4	0.54	0.55	0.28	1.00													
5	0.29	0.30	0.21	0.31	1.00												
6	0.25	0.17	0.24	0.26	0.31	1.00											
7	0.34	0.35	0.06	0.34	0.28	0.28	1.00										
8	0.38	0.39	0.04	0.36	0.33	0.18	0.35	1.00									
9	0.09	0.03	0.36	0.07	0.09	0.25	0.10	0.07	1.00								
10	0.40	0.39	0.23	0.36	0.37	0.30	0.33	0.41	0.20	1.00							
11	0.26	0.17	0.11	0.10	0.31	0.19	0.17	0.16	0.13	0.18	1.00						
12	0.19	0.13	0.14	0.11	0.31	0.23	0.15	0.15	0.16	0.24	0.80	1.00					
13	0.17	0.29	0.05	0.21	0.13	0.19	0.27	0.23	-0.04	0.18	0.08	0.08	1.00				
14	0.29	0.27	0.03	0.32	0.22	0.20	0.26	0.32	0.00	0.22	0.15	0.17	0.23	1.00			
15	0.18	0.20	0.29	0.22	0.21	0.45	0.27	0.18	0.29	0.31	0.14	0.16	0.18	0.22	1.00		
16	0.31	0.42	0.06	0.33	0.27	0.25	0.32	0.32	0.05	0.41	0.13	0.12	0.32	0.27	0.30	1.00	
17	0.27	0.38	0.12	0.29	0.25	0.29	0.23	0.24	0.07	0.39	0.31	0.32	0.14	0.30	0.29	0.39	1.00
CV's	0.43	0.45	0.11	0.43	0.33	0.29	0.33	0.34	0.06	0.45	0.20	0.21	0.16	0.25	0.26	0.37	0.35

Integrating Perspectives of Cognitive Dissonance and Coping Theories into an Understanding of the Causal Sequence between Emotional Labour, Emotional Dissonance and Job Burnout

As the aim of the current research is to develop a uni-dimensional measure of behavioural disengagement for use in the emotional labour context, a one-factor solution was forced. The forced one-factor solution only explained 29.46% of the variance further indicating the existence problematic or irrelevant items. Items that were identified as problematic were then subject to evaluation from a panel of experts. Any items that reported correlations $< .1 \; or \; > .5$ were removed. Items reporting communality values below .3 were also removed. At this stage, items 3, 5, 6, 7, 11, 12, 14, were totally removed. This included all items developed for dehumanization. This is theoretically relevant as they may represent dissonance induction mechanisms rather than dissonance reappraisal mechanisms. The remaining nine items were then subject to internal reliability analysis. The results of the reliability analysis identified an additional three items that were removed one-by-one. The final item set is displayed in Table 5.14 and included items 2, 4, 8, 10, 16 and 17.

Table 5.14: 6-item BDS

Dimension	Item	α = if item deleted
Behavioural Justification	It is OK to fake emotional expression to take care of the organisation's needs.	.72
	It is sometimes necessary to display fake emotions to make customers feel good.	.74
	My job role sometimes requires me to 'fake it' when interacting with customers, even though I am not being true to myself.	.76
	I have to display the appropriate emotion when with customer as it is an expected part of my performance reviews.	.74
Displacement of Responsibility	I don't feel bad when I display fake emotion whilst interacting with customers because my organisation expects me to do this.	.74
	Even though I feel as though I am being dishonest with myself I don't mind faking emotion if it is part of my job requirements.	.76

Prior to performing analysis on the 6-item BDS, the data's suitability for factor analysis was again assessed. The analysis revealed 4 outliers, which on further inspection were not extreme values ($p < .001$, critical value is 22.46) and may be representative of the student sample. The data demonstrated linearity and normality with a slight negative skew. The KMO value (.822) and Bartlett's Test of Sphericity were statistically significant. Inspection of the correlation matrix revealed numerous values above .3 (Table 5.15). These results support the use of factor analysis techniques. The PCA of the 6-item BDS demonstrated a one-factor solution 48.049% of the variance. The one-factor solution was not a forced solution. This result was supported with the results of the scree plot, revealing a break after the first component, and the Monte Carlo Parallel analysis tool (6 variables X 341 respondents). Table 5.16 displays the final solution, including each items corresponding component matrix value.

Table 5.15: Correlation Matrix, Communality Values and Normal Distribution for 6-Item BDS

Item	2	4	8	10	16	17	Communalities
2	1.00						0.59
4	0.55	1.00					0.49
8	0.39	0.36	1.00				0.42
10	0.39	0.36	0.41	1.00			0.51
16	0.42	0.33	0.32	0.41	1.00		0.48
17	0.38	0.29	0.24	0.39	0.39	1.00	0.40

Table 5.16: Result Summary for 6-item BDS

Item	Component Matrix
2. I don't feel bad when I display fake emotion whilst interacting with customers because my organisation expects me to do this.	.77
4. It is OK to fake emotional expression to take care of the organisation's needs.	.70
8. It is sometimes necessary to display fake emotions to make customers feel good.	.64
10. My job role sometimes requires me to 'fake it' when interacting with customers, even though I am not being true to myself.	.71
16. Even though I feel as though I am being dishonest with myself I don't mind faking emotion if it is part of my job requirements.	.69
17. I have to display the appropriate emotion when with customer as it is an expected part of my performance reviews.	.63

With the item and factor structures examined through EFA, the next phase of analysis used CFA techniques to confirm the proposed one-factor measurement model for behavioural disengagement. The items used to examine behavioural disengagement were the random observed variables, with the single dimension of behavioural disengagement being the latent variable. To commence analysis the covariance matrix for the BDS (Table 5.17) and the maximum likelihood method was used to test the model. Table 5.18 presents the parameter estimates, critical ratio, factor score regression and incremental fit statistics for the *Behavioural Disengagement* measurement model. Each item loads significantly on the latent construct, with all items exceeding the recommended critical ratio value of 2.00. The incremental fit indices (CFI .95, IFI = .95, NFI = .93 and Standardised RMSR .045) indicate that the measurement model demonstrated a good fit to the data, and thus, the null model can be rejected. The Cronbach's alpha of .78 demonstrates good scale reliability.

Table 5.17: Covariance matrix for BDS

	1	2	3	4	5	6
1	1.14					
2	.67	1.53				
3	.23	.25	1.61			
4	.55	.63	.33	.92		
5	.38	.45	.34	.37	1.53	
6	.30	.23	.34	.28	.42	1.26

[7a] Variances are on the diagonal and co-variances are on the off diagonal [s]

Table 5.18: Parameter Estimates, Critical Ratio Values, and Fit Statistics for BDS

Behavioural Disengagement Scale	Lambda λ	Critical Ratio
1. I don't feel bad when I display fake emotion whilst interacting with customers because my organisation expects me to do this.	.73	68.89*
2. It is OK to fake emotional expression to take care of the organisation's needs.	.64	86.63*
3. It is sometimes necessary to display fake emotions to make customers feel good.	.55	104.80*
4. My job role sometimes requires me to 'fake it' when interacting with customers, even though I am not being true to myself.	.62	70.90*
5. Even though I feel as though I am being dishonest with myself I don't mind faking emotion if it is part of my job requirements.	.60	73.20*
6. I have to display the appropriate emotion when with customer as it is an expected part of my performance reviews.	.54	85.08*

CFI = .953	IFI = .954	Standardised RMR = .041	NFI = .936	α = .78

*<.001

5.5.6. Effort Justification

Initial examination using PCA revealed a five factor solution for the 18-item EJS that explained 20.66, 12.13, 7.72, 6.88 and 5.75 of the variance respectively. As a five factor solution is not consistent with current research, further analysis was performed in order to identify a theoretically and empirically relevant solution (Tabachnick & Fidell, 2007). Although a Cronbach's alpha of .76 was reported, inspection of the correlation matrix (Table 5.20) revealed a number of values of .3 and below suggesting that items may be irrelevant. In identifying potential problematic items the communalities table, the covariance matrix and the factor rotation outputs were examined. The results of the Oblimin output are displayed in Table 5.19. Some of the items contained within respective components did not have theoretical rationale and though demonstrating face validity, they were not empirically validated. Items that reported a correlation $< .1$ or $>.5$ or a communality value $< .3$ were identified for removal.

Table 5.19: Pattern Matrix, Structure Matrix and Communality Values for the 18-item EJS

Item	Pattern Coefficients					Structure Coefficients					CV's
	1	2	3	4	5	1	2	3	4	5	
1	0.15	0.26	**0.46**	0.07	-0.57	0.21	0.21	0.35	0.06	-0.60	0.03
2	**0.75**	0.03	0.05	0.16	0.22	**0.69**	0.08	-0.09	0.14	0.06	0.24
3	**0.66**	-0.14	0.06	0.21	-0.15	**0.67**	-0.08	-0.05	0.20	-0.28	0.24
4	**0.74**	-0.14	-0.06	-0.03	-0.05	**0.75**	-0.05	-0.16	-0.04	-0.19	0.30
5	**0.49**	-0.08	0.08	0.00	-0.32	**0.53**	-0.03	0.00	0.00	-0.42	0.17
6	-0.08	**0.72**	0.04	0.04	-0.05	-0.01	**0.71**	-0.11	0.07	-0.09	0.09
7	-0.17	**0.52**	-0.37	-0.01	-0.13	-0.03	**0.60**	-0.47	0.03	-0.14	0.17
8	**0.38**	0.09	-0.21	-0.24	-0.33	**0.49**	0.19	-0.30	-0.22	-0.42	0.31
9	-0.05	**0.77**	0.06	0.11	0.07	-0.01	**0.75**	-0.11	0.13	0.03	0.08
10	-0.01	0.13	**-0.66**	0.12	0.05	0.11	0.28	**-0.70**	0.16	0.02	0.22
11	0.29	**0.42**	-0.10	-0.30	-0.16	0.38	**0.47**	-0.24	-0.28	-0.25	0.26
12	0.00	0.00	-0.21	0.07	**-0.69**	0.19	0.10	-0.24	0.09	**-0.70**	0.17
13	-0.08	0.07	**-0.68**	0.13	-0.19	0.09	0.23	**-0.70**	0.18	-0.21	0.25
14	0.10	-0.09	-0.32	**0.62**	-0.23	0.19	0.03	-0.36	**0.64**	-0.27	0.17
15	0.19	-0.09	**-0.69**	-0.07	0.02	0.30	0.08	**-0.70**	-0.04	-0.04	0.27
16	0.11	0.27	-0.01	**0.75**	0.05	0.12	0.30	-0.13	**0.76**	0.00	0.09
17	**0.60**	0.15	-0.15	-0.24	-0.01	**0.65**	0.23	-0.28	-0.23	-0.14	0.35
18	**0.37**	0.36	-0.25	0.04	0.33	**0.38**	0.43	-0.39	0.05	0.22	0.24

Note: Major loadings for each factor are in bold; CV's= Communality Values

Table 5.20: Correlation Matrix and Communality Values (CV's) for the 18-Item EJS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	1.00																	
2	0.11	1.00																
3	0.13	0.34	1.00															
4	0.17	0.41	0.36	1.00														
5	0.11	0.24	0.44	0.31	1.00													
6	0.11	0.01	-0.06	-0.02	0.04	1.00												
7	-0.03	0.00	-0.01	-0.02	0.06	0.32	1.00											
8	0.18	0.29	0.23	0.31	0.29	0.08	0.14	1.00										
9	0.06	0.06	-0.04	-0.11	-0.04	0.38	0.34	0.10	1.00									
10	-0.07	0.10	0.04	0.11	-0.04	0.16	0.32	0.18	0.15	1.00								
11	0.15	0.12	0.17	0.20	0.15	0.16	0.20	0.22	0.18	0.17	1.00							
12	0.18	0.06	0.17	0.17	0.18	0.06	0.14	0.23	0.03	0.08	0.18	1.00						
13	-0.06	0.10	0.09	0.06	0.05	0.13	0.33	0.17	0.14	0.38	0.20	0.18	1.00					
14	0.03	0.10	0.21	0.16	0.13	0.10	0.13	0.10	0.08	0.22	0.02	0.19	0.26	1.00				
15	-0.11	0.20	0.12	0.24	0.08	0.09	0.17	0.26	0.09	0.36	0.16	0.14	0.33	0.21	1.00			
16	0.09	0.12	0.10	0.04	-0.02	0.11	0.14	-0.01	0.19	0.20	0.08	0.13	0.20	0.28	0.06	1.00		
17	0.12	0.27	0.31	0.43	0.18	0.05	0.10	0.29	0.07	0.13	0.38	0.17	0.18	0.11	0.23	0.01	1.00	
18	-0.11	0.18	0.11	0.18	0.07	0.20	0.25	0.16	0.16	0.24	0.24	0.15	0.17	0.11	0.20	0.20	0.29	1.00
CV's	0.03	0.24	0.24	0.30	0.17	0.09	0.17	0.31	0.08	0.22	0.26	0.17	0.25	0.17	0.27	0.09	0.35	0.24

Integrating Perspectives of Cognitive Dissonance and Coping Theories into an Understanding of the Causal Sequence between Emotional Labour, Emotional Dissonance and Job Burnout

As the current study's aim is to develop uni-dimensional measure of effort justification, to refine the item structure a one-factor solution on the 18-item EJS was forced. The one factor model only explained 20.3% of the variance. This provides further evidence of problematic items. The items identified for potential removal were then subject to assessment on theoretical and conceptual grounds using a panel of experts. The items removed at this stage were items 1, 10, 12, 13, 15, 16 and 18 and these items were then subject to further evaluation based on their contribution to the internal reliability of the scale. Items were removed based on their contribution to the internal reliability of the scale, with items removed one at a time. Items 6, 7, 9, 11 and 14 were removed. The final item set is displayed in Table 5.21.

Table 5.21: 6-Item EJS

Dimension	Item	α = if item deleted
Perceived Effort	The quality of interactions with customers is important to me.	.69
	I am motivated to display the emotions expected in my job role no matter how hard an interaction is with a customer.	.67
Task Performance	When performing my job role I am concerned about how customers are going to react to my emotional displays.	.66
	When interacting with customers I am more concerned with how my emotions are perceived rather than what I get for doing it.	.70
Anticipated Rewards	I am motivated to display the 'right types' of emotions to customers by the recognition I can earn for doing a good job.	.70
	I feel satisfied when I provide friendly, cheerful service to customers even when I do not feel that way.	.69

Prior to performing further analysis on the 6-item EJS, the data was again examined in order to address factor analysis assumptions. This identified the presence of seven multivariate outliers,

which on further inspection were not extreme values but may be representative of the student sample (Mahalanobis distance $p < .001$, critical value is 22.46). A leptokurtic distribution, with slight negative skew was also observed. The KMO value (.771) and Bartlett's test of Sphericity were both statistically significance. Additionally, values above .3 were reported in the correlation matrix and communality values (Table 5.22). These results support the use of PCA for further analysis. The PCA of the 6-item EJS revealed the one-factor with an eigenvalue exceeding 1, explaining 42.864 of the variance. This solution was not a forced solution. This result was supported by both the Catell's (1966) scree test and the Monte Carlo Parallel analysis with only one component with an eigenvalue exceeding the corresponding criterion value for a randomly generated data matrix (6 variables X 341 respondents). Table 5.23 displays the final solution, including the items respective component matrix values.

Table 5.22: Correlation Matrix and Communalities for 6-Item EJS

Item	2	3	4	5	8	17	Communalities
2	1.00						.423
3	.34	1.00					.477
4	.41	.36	1.00				.544
5	.24	.44	.31	1.00			.380
8	.29	.22	.31	.28	1.00		.353
17	.27	.31	.42	.17	.29	1.00	.395

Table 5.23: Result Summary for 6-item EJS

Item	Component Matrix
2. I am motivated to display the 'right types' of emotions to customers by the recognition I can earn for doing a good job.	.65
3. When performing my job role I am concerned about how customers are going to react to my emotional displays.	.69
4. The quality of interactions with customers is important to me.	.75
5. When interacting with customers I am more concerned with how my emotions are perceived rather than what I get for doing it.	.62
8. I am motivated to display the emotions expected in my job role no matter how hard an interaction is with a customer.	.59
17. I feel satisfied when I provide friendly, cheerful service to customers even when I do not feel that way.	.63

Once decision regarding the factor and item structures for the EJS were made using EFA, the second phase of analysis used CFA to confirm the measurement model. The items used to measure effort justification were the random observed variables, with the single dimensions of effort justification being the latent variable. Using AMOS the maximum likelihood method was used to test the model. To commence analyses the covariance matrix for the EJS was obtained (Table 5.24). Table 5.25 presents the parameter estimates, critical ratio, factor score regression and incremental fit statistics for the *Effort Justification* measurement model. Each item loads significantly on the latent construct, with all items exceeding the recommended critical ratio value of 2.00 with values. The incremental fit statistics (CFI .92, IFI = .93, NFI = 90 and Standardised RMSR .04) demonstrate that the measurement model revealed an acceptable fit to the data, and thus, the null model can be rejected. Each item loads significantly on the latent construct, with the critical ratio values significant ($p < .001$).

Table 5.24: Covariance Matric for EJS

	1	2	3	4	5	6
1	.89					
2	.34	1.16				
3	.38	.38	.96			
4	.27	.56	.37	1.43		
5	.29	.26	.32	.36	1.14	
6	.28	.38	.47	.24	.35	1.26

[a] Variances are on the diagonal and co-variances are on the off diagonal [s]

Table 5.25: Parameter Estimates, Critical Ratio Values, and Fit Statistics for EJS

Effort Justification Scale	Lambda λ	Critical Ratio
1. I am motivated to display the 'right types' of emotions to customers by the recognition I can earn for doing a good job.	.56	91.83*
2. When performing my job role I am concerned about how customers are going to react to my emotional displays.	.60	77.16*
3. The quality of interactions with customers is important to me.	.68	94.43*
4. When interacting with customers I am more concerned with how my emotions are perceived rather than what I get for doing it.	.51	62.82*
5. I am motivated to display the emotions expected in my job role no matter how hard an interaction is with a customer.	.48	77.64*
6. I feel satisfied when I provide friendly, cheerful service to customers even when I do not feel that way.	.54	77.14*
CFI = .926	**IFI = .927**	**Standardised RMR = .046**	**NFI = .904**	**α = .73**

*<.001

5.5.7. Two Factor Model for Behavioural Disengagement and Effort

Justification

It is also important to establish that behavioural disengagement and effort justification are independent construct (N=341). While both represent cognitive reappraisal mechanisms, they are focused on intrinsic and extrinsic motivations that provide adequate justification for displaying unfelt emotion. Thus, a two factor model was examined for the relationship between the two developed scales. The results of this analysis are displayed in Table 5.25 and Figure 5.4. The results support the distinction of the measures as separate, but interrelated, cognitive reappraisal mechanisms of dissonance management.

Table 5.26: Two-Factor Model for BDS and EJS

Behavioural Disengagement Scale	Lambda λ	Critical Ratio
1. I don't feel bad when I display fake emotion whilst interacting with customers because my organisation expects me to do this.	.56	91.83*
2. It is OK to fake emotional expression to take care of the organisation's needs.	.59	77.16*
3. It is sometimes necessary to display fake emotions to make customers feel good.	.68	94.43*
4. My job role sometimes requires me to 'fake it' when interacting with customers, even though I am not being true to myself.	.51	62.82*
5. Even though I feel as though I am being dishonest with myself I don't mind faking emotion if it is part of my job requirements.	.48	77.64*
6. I have to display the appropriate emotion when with customer as it is an expected part of my performance reviews.	.54	77.14*
Effort Justification Scale		
1. I don't feel bad when I display fake emotion whilst interacting with customers because my organisation expects me to do this.	.73	68.25*
2. It is OK to fake emotional expression to take care of the organisation's needs.	.64	86.16*
3. It is sometimes necessary to display fake emotions to make customers feel good.	.55	104.37*
4. My job role sometimes requires me to 'fake it' when interacting with customers, even though I am not being true to myself.	.61	70.41*
5. Even though I feel as though I am being dishonest with myself I don't mind faking emotion if it is part of my job requirements.	.60	72.54*
6. I have to display the appropriate emotion when with customer as it is an expected part of my performance reviews.	.53	84.17*

CFI = .94	IFI = .94	NFI = .88	Standardised RMSR = .05

*<.001
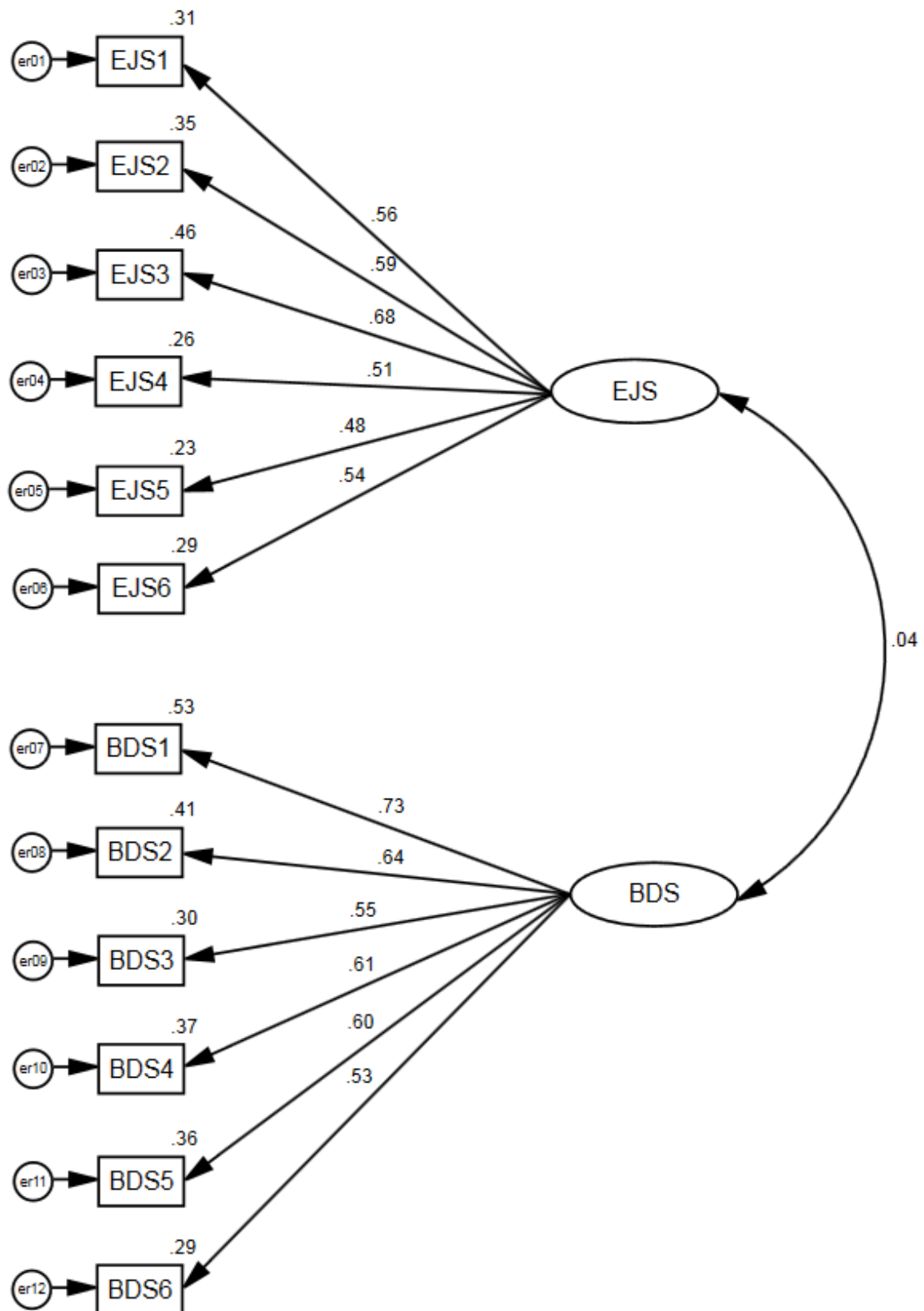
Figure 5.4: BDS and EJS Two-Factor Measurement Model

5.6   Stage Two

This section presents the results from the second stage of analysis conducted to validate the measurement models for the proposed measures of emotional dissonance, behavioural disengagement and effort justification. The analysis in this section was performed using AMOS (20). The section will begin with an overview of the demographic data obtained for stage two of *Study One*. Next, the results from the tests conducted in construction of the three scales will presented.

5.6.1. Demographic Data

The *Stage Two* survey was administered to a convenience sample of undergraduate students (N = 154), which out of 177 cases (15 surveys were unusable, 8 were not returned) indicating a response rate of 87%. Respondents varied in age from eighteen years to forty-two years of age, with a mean age of 21.52 years. Individuals had been employed in customer service roles for 3.84 years on average, with length of tenure ranging from one month to twelve years.

Table 5.27: Demographic Data

	Female	Male	Minimum	Maximum	Mean
Gender	88	66			
Age (years)			18.00	42.00	21.52
Tenure (months)			1.00	12	3.84

Integrating Perspectives of Cognitive Dissonance and Coping Theories into an Understanding of the Causal Sequence between Emotional Labour, Emotional Dissonance and Job Burnout

5.6.2. Data Screening

Phase Two data was first screened and assessed for its suitability for factor analysis. The descriptive statistics used to address these assumptions are presented in Table 5.28. While the present study's sample size (N=154) is not desirable for factor analysis in most cases, the item to factor ratio in each case is adequate (5 cases per factor) (March & Hau, 1999). Figures 5.5, 5.6 and 5.7 display the histogram for the three scales. Whilst the assumption of normality was slightly violated by the BDS, the robust nature of factor analysis means that these deviations were not considered an issue in the present case (Hair et. al., 2006). Once data screening was completed it was then necessary to construct the scale and CFA was conducted.

Table 5.28: Descriptive Statistics for the Proposed EDS, BDS and EJS

Descriptive Statistics	EDS	BDS	EJS
N	154	154	154
Mean	22.90	28.11	27.42
Median	22.50	29.00	28.00
Variance	67.46	26.98	24.22
Std. Deviation	8.21	5.19	4.92
Minimum	8.00	15.00	15.00
Maximum	42.00	36.00	36.00
Range	34.00	21.00	21.00
Interquartile Range	12.00	7.25	7.00
Skewness	0.33	-0.45	-0.41
Kurtosis	-0.68	-0.46	-0.40
Alpha Coefficient	.88	.85	.84
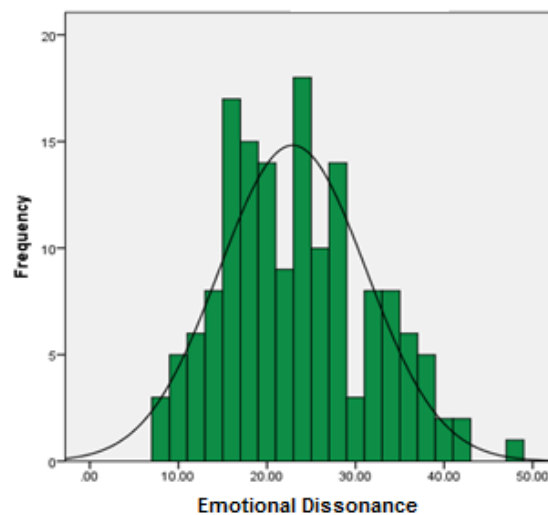
Figure 5.5: Emotional Dissonance Histogram
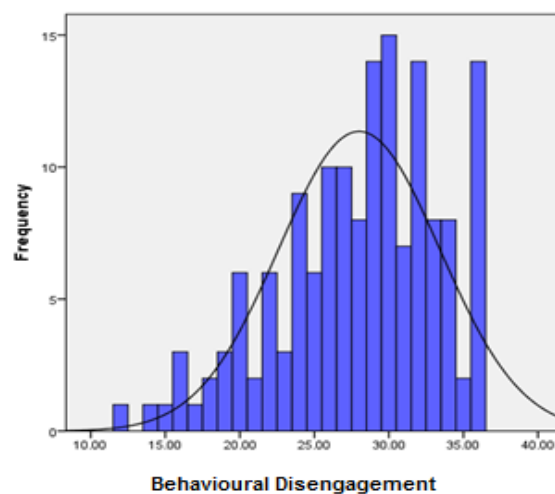
Figure 5.6: Behavioural Disengagement Histogram
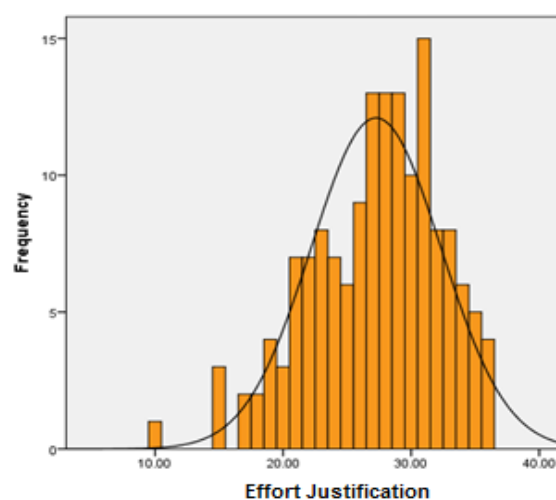
Figure 5.7: Effort Justification Histogram

5.6.3. Emotional Dissonance Scale

Analysis of the 8-item EDS began with an examination of the covariance matrix (Table 5.29). Decisions on model fit were made by examining the parameter estimates, critical ratio, alpha reliability, factor score regression and incremental fit statistics for the *Emotional Dissonance* measurement model (Table 5.30). The incremental fit statistics (CFI .89, IFI = .89, NFI = 87 and Standardised RMSR .06) demonstrate that the measurement model revealed a sound fit to the data, and thus, the null model can be rejected. However, one item (EDS1) did not load on the construct well in this model ($\lambda = .35$). This, however, contrasts slightly to what was found in Phase One. All items exceeded the recommended critical ratio value of 2.00. The Cronbach's alpha of .88 demonstrates strong scale reliability.

Table 5.29: Covariance Matrix for EDS

	1	2	3	4	5	6	7	8
1	3.97							
2	0.56	1.60						
3	0.63	1.01	1.71					
4	0.53	1.08	1.22	1.83				
5	0.60	1.09	1.00	1.03	1.56			
6	0.69	0.93	0.80	0.89	1.06	1.61		
7	0.91	1.00	0.89	0.91	0.97	1.34	1.85	
8	0.92	0.92	0.94	0.92	1.00	1.11	1.29	1.70

ª Variances are on the diagonal and co-variances are on the off diagonal

Table 5.30: Parameter Estimates, Critical Ratio Values, and Fit Statistics for Emotional Dissonance Scale

Emotional Dissonance Scale	Lambda λ	Critical Ratio
1. It makes me feel uncomfortable when I hide how I feel in order to provide a 'service with a smile' during interactions with customers.	.35	18.92*
2. It makes me feel frustrated when I hide how I feel in order to appear 'happy' and 'cheerful' with customers.	.79	29.49*
3. When I have to deal with problematic customers it makes me feel tense when I hide how I feel personally.	.80	29.13*
4. Displaying the' right emotions' when interacting with difficult customers makes me feel uncomfortable.	.77	29.58*
5. It makes me feel uneasy when I supress my own emotions.	.71	29.00*
6. I feel guilty when I display emotions that I don't feel when interacting with customers.	.71	24.73*
7. It makes me feel like a fraud when I 'put on a mask' whilst interacting with customers.	.80	22.81*
8. It bothers me when I suppress what I feel during interactions with customers.	.81	24.19*

CFI = .890	IFI = .892	Standardised RMR = .06	NFI = .867	α = .88

*<.001

5.6.4. Behavioural Disengagement

Analysis of the BDS began with inspection of the covariance matrix (Table 5.31). Table 5.32 presents the parameter estimates, critical ratio, factor score regression and incremental fit statistics for the *Behavioural Disengagement* measurement model. The incremental fit indices (CFI .87, IFI = .88, NFI = 86 and Standardised RMSR .07) indicate that the measurement model demonstrated an acceptable fit to the data, and thus, the null model can be rejected. Each item loads significantly on the latent construct, with the critical ratio values significant ($p < .001$). The Cronbach's alpha of .85 demonstrates strong scale reliability.

Table 5.31: 6-Item BDS Covariance Matrix

	1	2	3	4	5	6
1	1.62					
2	.92	1.57				
3	.75	.82	1.54			
4	.63	.68	.56	.87		
5	.78	.85	.70	.58	1.52	
6	.63	.69	.57	.47	.59	1.42

[a] **Variances are on the diagonal and co-variances are on the off diagonal**

Table 5.32: Parameter Estimates, Critical Ratio Values, and Fit Statistics for BDS

Behavioural Disengagement Scale	Lambda λ	Critical Ratio
1. I don't feel bad when I display fake emotion whilst interacting with customers because my organisation expects me to do this.	.72	43.07*
2. It is OK to fake emotional expression to take care of the organisation's needs.	.80	44.91*
3. It is sometimes necessary to display fake emotions to make customers feel good.	.67	48.11*
4. My job role sometimes requires me to 'fake it' when interacting with customers, even though I am not being true to myself.	.73	65.81*
5. Even though I feel as though I am being dishonest with myself I don't mind faking emotion if it is part of my job requirements.	.69	45.31*
6. I have to display the appropriate emotion when with customer as it is an expected part of my performance reviews.	.58	48.62*
CFI = .878	**IFI = .879**	**Standardised RMSR = .07**	**NFI = .859**	**α = .85**

*<.001

5.6.5. Effort Justification

To commence analysis of the EJS congeneric model the covariance matrix was inspected (Table 5.33). Table 5.34 presents the parameter estimates, critical ratio, alpha reliability, factor score regression and incremental fit statistics for the *Effort Justification* measurement model. The incremental fit statistics (CFI .95, IFI = .95, NFI= .93 and Standardised RMSR .04) demonstrate that the measurement model revealed a sound fit to the data, and thus, the null model can be rejected. Each item loads significantly on the latent construct, with the critical ratio values significant ($p < .001$). The Cronbach's alpha of .84 demonstrates strong scale reliability.

Table 5.33: Covariance Matric for EJS

	1	2	3	4	5	6
1	1.01					
2	.52	1.34				
3	.49	.72	1.25			
4	.42	.73	.79	1.35		
5	.46	.60	.61	.63	1.16	
6	.51	.47	.59	.46	.68	1.42

ᵃ Variances are on the diagonal and co-variances are on the off diagonal

Table 5.34: Parameter Estimates, Critical Ratio Values, and Fit Statistics for EJS

Effort Justification Scale	Lambda λ	Critical Ratio
1. I am motivated to display the 'right types' of emotions to customers by the recognition I can earn for doing a good job.	.58	56.13*
2. When performing my job role I am concerned about how customers are going to react to my emotional displays.	.70	47.06*
3. The quality of interactions with customers is important to me.	.77	53.05*
4. When interacting with customers I am more concerned with how my emotions are perceived rather than what I get for doing it.	.74	46.79*
5. I am motivated to display the emotions expected in my job role no matter how hard an interaction is with a customer.	.72	50.71*
6. I feel satisfied when I provide friendly, cheerful service to customers even when I do not feel that way.	.58	49.63*
CFI = .955	**IFI = .956**	**Standardised RMSR = .046**	**NFI = .930**	**α = .84**

*<.001

5.6.6. Two Factor Model for Behavioural Disengagement and Effort Justification

To replicate *Stage One* results a two-factor model between behavioural disengagement and effort justification was conducted. The results of this analysis, displayed in Table 5.35 and Figure 5.8, supports the distinction of the measures as separate, but interrelated, cognitive reappraisal mechanisms of dissonance management. The incremental fit indices (CFI .89, IFI = .89, NFI = .84 and Standardised RMSR .09) indicate that the measurement model demonstrated an acceptable fit to the data, and thus, the null model can be rejected. The Behavioural Disengagement scale reported a Cronbach's alpha of .85 and the Effort Justification scale reported a Cronbach's alpha of .84.

Table 5.35: Two-Factor Model for BDS and EJS

Behavioural Disengagement Scale	Lambda λ	Critical Ratio
1. I don't feel bad when I display fake emotion whilst interacting with customers because my organisation expects me to do this.	.60	91.83*
2. It is OK to fake emotional expression to take care of the organisation's needs.	.70	77.16*
3. It is sometimes necessary to display fake emotions to make customers feel good.	.76	94.44*
4. My job role sometimes requires me to 'fake it' when interacting with customers, even though I am not being true to myself.	.74	62.82*
5. Even though I feel as though I am being dishonest with myself I don't mind faking emotion if it is part of my job requirements.	.73	77.64*
6. I have to display the appropriate emotion when with customer as it is an expected part of my performance reviews.	.58	77.14*
Effort Justification Scale		
1. I don't feel bad when I display fake emotion whilst interacting with customers because my organisation expects me to do this.	.72	68.26*
2. It is OK to fake emotional expression to take care of the organisation's needs.	.79	86.16*
3. It is sometimes necessary to display fake emotions to make customers feel good.	.67	104.37*
4. My job role sometimes requires me to 'fake it' when interacting with customers, even though I am not being true to myself.	.73	70.41*
5. Even though I feel as though I am being dishonest with myself I don't mind faking emotion if it is part of my job requirements.	.70	72.54*
6. I have to display the appropriate emotion when with customer as it is an expected part of my performance reviews.	.59	84.17*

CFI = .895	IFI = .897	NFI = .837	Standardised RMSR = .09

*<.001
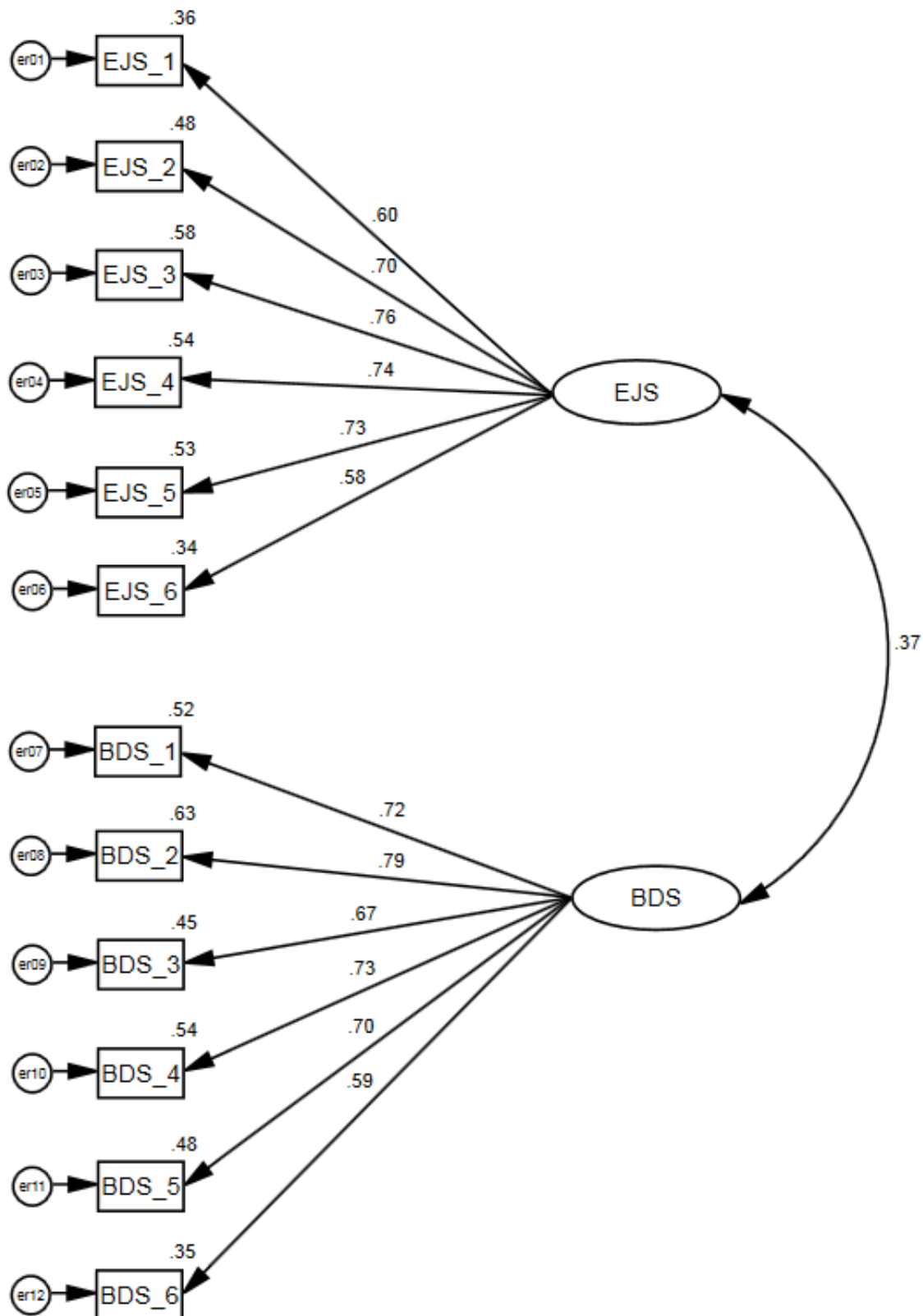
Figure 5.8: BDS and EJS Two-Factor Measurement Model

5.7   Summary of Study Two Results

The results of *Study Two* provide measures of emotional dissonance, behavioural disengagement and effort justification that can be used to examine dissonance management in the context of emotional labour. These measures have been developed in accordance with suggestions for best practices for scale development (Hinkin, 1998; Paullay, Alliger & Stone-Romero, 1994). Items were generated using a deductive and inductive approach that ensured that each scale was guided by theory from development through to validation. These measures will be utilised in *Study Three* to test the proposed model of emotional labour, emotional dissonance and individual well-being outcomes (burnout).

The findings of the two stages of research presented in this chapter provide support to a uni-dimensional 8-item Emotional Dissonance Scale (EDS) that examines the psychological discomfort that results from emotional labour-based activities that is consistent with the framework provided by cognitive dissonance theories. The EDS produced Cronbach's alphas of .91 and .88 in the respective studies demonstrating good internal reliability.

The development and validation of measures of behavioural disengagement and effort justification adds two new constructs that need to be further examined in relation to emotional labour. Although these constructs were discussed by Greenglass and Nash (2008), their utility in examining emotional labour had yet to be examined. The present study provides validation to these measures for further examination in relation to the emotional labour process. The results of the two stages of research presented in this chapter provide uni-dimensional solutions for a 6-item Effort Justification Scale and a 6-item Behavioural Disengagement Scale. The EJS reported Cronbach's alphas of .76 and .84. The BDS reported Cronbach's alphas of .84 and .85.

5.8   Conclusion

In summary, this chapter provides a summary of the two stages of research conducted in constructing emotional labour-specific measures of emotional dissonance, behavioural disengagement and effort justification. Through rigorous statistical evaluation the findings of the current research support the utility of these measures and these measures can now be used to examine the proposed model within the applied research set. The following chapter presents the results of the data analysis using the EJS, BDS and EDS in relation to other variables of interest in the present study.

Chapter 6 Study Three

6.1   Introduction

The results of *Study Two* provided support for the item and factor structures of the emotional labour-focused measures of effort justification, behavioural disengagement and emotional dissonance. In this chapter (*Study Three*) these measures are used to test the proposed theoretical model illustrated in Figure 6.1. Specifically, this model will evaluate the role of cognitive reappraisal mechanisms and preferred coping styles in managing the experience of emotional dissonance during emotional labour-based customer service interactions, using data collected from a sample of University Student Services employees. A range of analytical techniques are used to examine the patterns of relationships between the phenomena of interest. Firstly, an overview of the methodology, including the research design, sampling, and data collection techniques used to address the aims of the present study will be presented. Secondly, the results of the data analysis to test the proposed model will be presented followed by a brief discussion and conclusion. The theoretical model presented in Figure 6.1 illustrates the role of intrapersonal resources in avoiding, reducing or alleviating emotional dissonance and employee burnout.
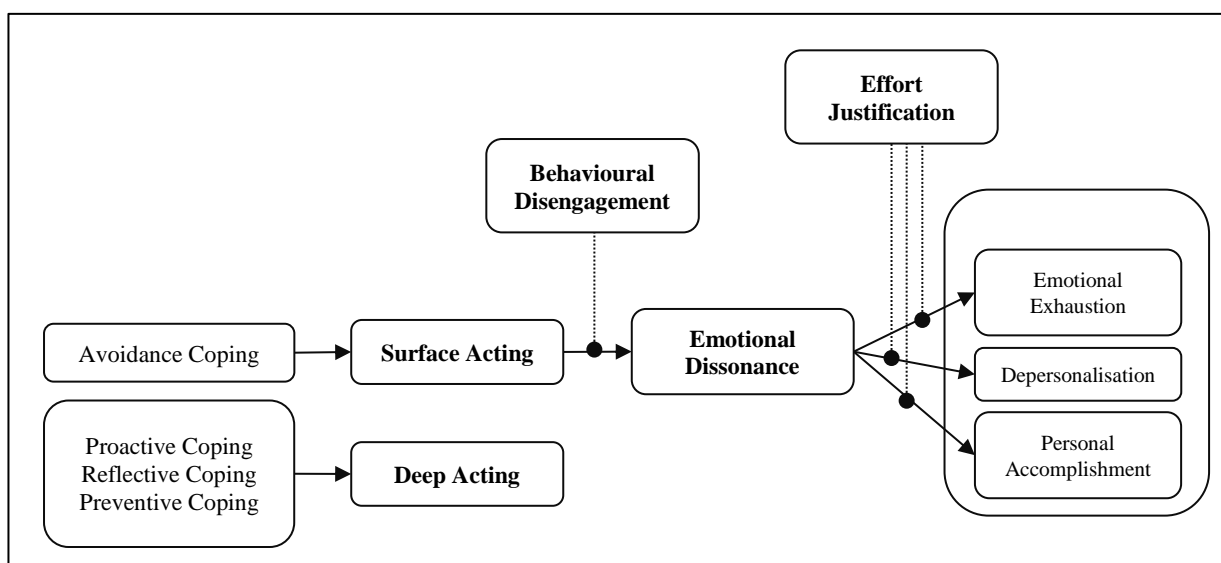
Figure 6.1: Proposed Model of Emotional Labour, Emotional Dissonance and Job Burnout

6.2   Methodological Overview

6.2.1. Sample and Data Collection Procedure

The participants recruited for the present study were Monash University Student Services employees from its Victorian campuses. Permission to seek participants from Student Services was sought from area managers and directors. Potential respondents were recruited through group emails, and recruitment posters, with the requirement that they had to be engaged in roles providing academic student services. Participants were provided with an explanatory statement prior to completing the survey instrument advising them of the voluntary nature of the project, assuring them of anonymity and confidentiality and of the right to withdraw from the research at any time prior to the survey being submitted. The current research is bound by the ethical standards and procedures set by Monash University's Standing Committee of Ethics on Research Involving Humans (SCERH).

6.2.2. Analytic Techniques

The data obtained in *Study Three* was analysed in two stages. The first stage of analysis was used to re-confirm the psychometric properties of the effort justification, behavioural disengagement and emotional dissonance scales using congeneric models prior to use in the evaluation of the theoretical model. This procedure was not required for the remaining scales which have well-established psychometric properties.

In the second stage of analysis the relationships between the phenomena of interest in *Study Three* were assessed using regression-based procedures to examine the proposed moderating and mediating effects. The most common approach to test moderation and mediation is the approach

recommended by Baron and Kenny (1986) which employs a causal step approach to test mediation and uses the separate-group approach to test moderation. Although its use has been prolific amongst researchers, there are many limitations to this approach (Edwards & Lambert, 2007; Preacher, Rucker, & Hayes, 2007; Zhao, Lynch, & Chen, 2010). The major limitations discussed surround the decision making criteria for direct and indirect effects by Baron and Kenny (1986). The need to demonstrate a significant zero-order effect between dependent and independent variable proposed by Baron and Kenny (1986) is now considered too restrictive. Instead, the results need only demonstrate that the indirect effect is significant ($a \times b$) (Zhao et al., 2010). This study, therefore, follows the approach recommended by Preacher, Rucker and Hayes (2007) and uses the PROCESS macro for SPSS developed by Hayes (2013).

The PROCESS macro is a statistical computational tool for the SPSS statistical analysis package and is used for path based moderation and mediation analysis, as well as, conditional process models (Hayes, 2013). Adopting either an ordinary least squares or maximum likelihood logistic regression-based approach, the PROCESS macro contains a number of pre-established models, ranging from 1 – 74, that estimate moderation, mediation, moderated mediation and mediated moderation models with multiple mediators, multiple moderators of individual paths, interactive effects of moderators on individual paths, and models with complex patterns of relationships. The models relevant to the current research are displayed in Appendix E. Rather than testing each path linked to the mediator separately, the indirect path is tested directly and can reduce both type 1 and type 2 errors that may occur using the causal step approach (Hayes, 2009; Preacher & Hayes, 2004). When analysing the moderator, instead of testing the model with two groups divided, an interaction term is created to provide an indication of whether or not the moderating effect is significant.

6.2.3. Control Variables

A number of control variables have been used in emotional labour research. Previous research suggests that higher levels of emotional dissonance are more prevalent in older service employees (Dahling & Perez, 2010; Erickson & Ritter, 2001; Kruml & Geddes, 2000), younger nurses experience greater levels of emotional exhaustion (Maslach & Schaufeli, 2001), and an individual's trait disposition (positive/ negative affect) influences perceptions of display rules when positive emotional display is required (Diefendorff & Richard, 2003; Schaubroek, Ganster & Fox, 1992). In previous research tenure has also been identified as a potential predictor of employee burnout (Grandey et al, 2012). Consistent with previous research, the present study will include age, tenure, gender, and trait affectivity as control variables.

6.2.4. Moderators and Mediators

The aim of *Study Three* is to test the theoretical model by examining a number of proposed moderator and mediator relationships between independent and dependent variables using Hayes' (2013) PROCESS macro tool for SPSS. A moderator variable impacts upon the strength and direction of the relationship between predictor and outcome variables (Figure 6.2). A mediator variable explains the relationship between two variables (Figure 6.3). In a moderated relationship exclusion of the moderator does not determine the relationship between the variables, whereas in a pure mediating relationship, when the mediator is removed the relationship between the variables does not exist, or is significantly reduced when a partial relationship is discovered (Hayes, 2013).
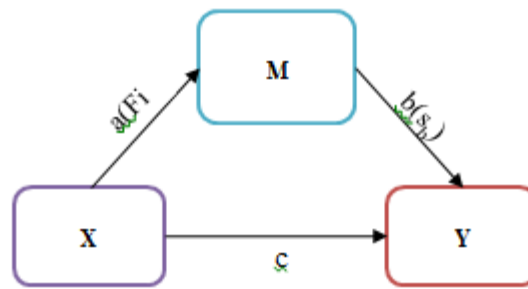
Figure 6.2: Illustration of Mediation (from Preacher & Leonardelli, 2001)
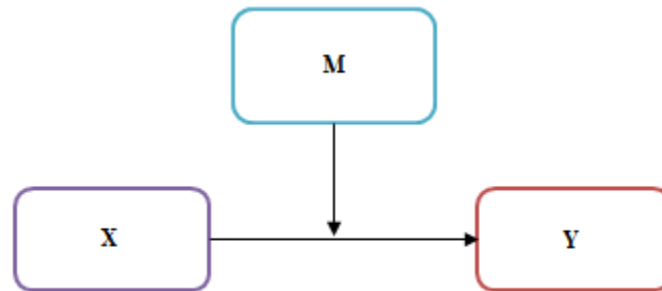
Figure 6.3: Illustration of Moderation

To examine the mediating effect of emotional dissonance on the relationship between surface acting and the three dimension of job burnout (H3a, 3b, & 3c) , Zhao et al.'s, (2010) decision tree for determining the type of mediation or non-mediation will be followed. A summary of this decision making criteria is presented below. In contrast to Baron and Kenny's "three tests + Sobel", Zhou et al (2010) recommend examining the bootstrap test of the indirect effect. Using a bootstrapping approach, a relationship is statistically significant if the upper and lower confidence intervals do not include zero. This approach to mediation does not assume normal distribution and, thus reduces some of the bias associated with Sobel's test (Mackinnon, Lockwood, Hoffman, West & Sheets, 2002). A noted element of Zhao et al (2010) is the use of c' to denote the total effect and c to denote the direct effect.

i.   If $a \times b$ is significant but c is not, you have indirect-only mediation.
ii. If $a \times b$ is not significant but c is, you have direct-only non-mediation.
iii. If neither $a \times b$ nor c is significant, you have no effect non-mediation.
iv. If $a \times b$ and c are significant, determine the sign of $a \times b \times c$ by multiplying the three coefficients, or by multiplying c by the mean value $a \times b$ from the bootstrap output. If $a \times b \times c$ is positive, it is complementary mediation; if $a \times b \times c$ is negative, it is competitive mediation.

The current research seeks to identify the moderating effect of effort justification and behavioural disengagement on dependent variables, between emotional dissonance and the three dimensions of job burnout (H5a, 5b, & 5c). The PROCESS macro uses centred variables, which are created by subtracting the sample mean from the variable resulting in a variable with a zero mean.

6.2.5. Steps One to Four of the Analytic Procedure

The first step in the analysis will be to examine the relative contribution of coping strategies to surface and deep acting. This stage of analysis was performed using four separate hierarchical regression analyses. The present study will incorporate age, tenure, gender, and trait affectivity as control variables. As individual coping styles have been shown to vary according to affective disposition (Greenglass & Nash, 2008), negative affectivity will be included as a control variable for avoidance coping (Hypothesis 1) and positive affectivity will be included as a control variable for preventive, reflective and proactive coping (Hypotheses 2a, b and c). The sections of the proposed model that this set of analyses tests are displayed in Figure 6.4. This stage of analysis tests the hypotheses that examine the predictive utility of preferred coping styles in determining the type of acting strategy selected by employees in response to display rules. It is proposed that avoidance coping will significantly predict the outcome of surface acting (Hypothesis 1), while preventive, reflective and proactive coping will significantly predict the outcome of deep acting (Hypothesis 2a, 2b & 2c).
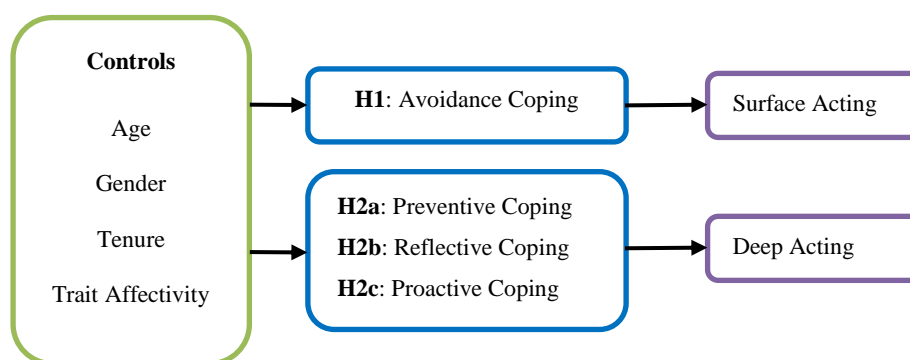
Figure 6.4: Step One: The Antecedent and Control Variables

The second step in the analysis will be to examine the possible moderating role of behavioural disengagement between surface acting and emotional dissonance (Hypothesis 3). This stage of analysis will be performed using the PROCESS macro (Model 1) and tests the proposed model displayed in Figure 6.5.
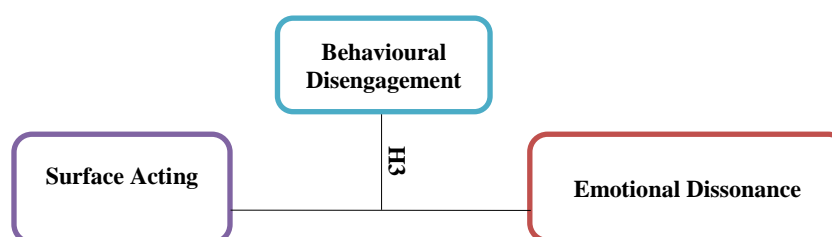
Figure 6.5: Step Two: The Proposed Moderating Relationships of Behavioural Disengagement between Surface Acting and Emotional Dissonance

The third step in the analysis will be to examine the mediating effect of emotional dissonance between surface acting and the three dimensions of employee burnout; emotional exhaustion, personal accomplishment and depersonalisation. This analysis tests the section of the proposed model presented in Figure 6.6. This analyses tests hypotheses 4a, 4b and 4c. To conduct the mediation analysis the variables were entered in to the PROCESS macro (Model 4).
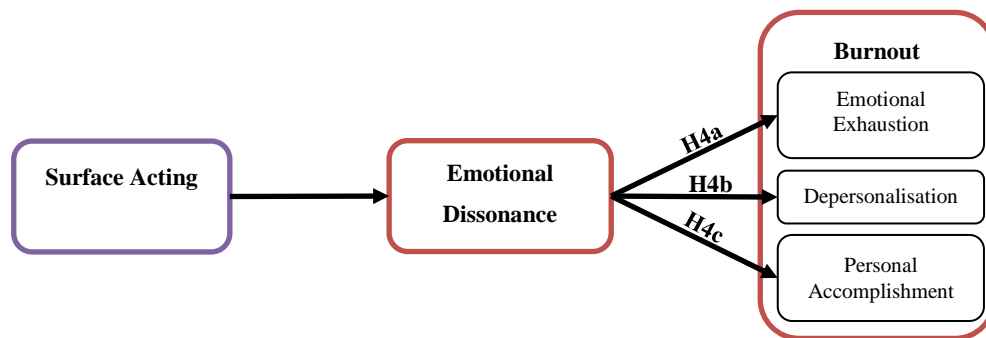
Figure 6.6: Step Three: The Proposed Mediating Relationship for Emotional Dissonance between Surface Acting and Job Burnout

The final step in the testing of the proposed model is to examine the moderating role of effort justification between emotional dissonance and job burnout outcomes; emotional exhaustion, depersonalisation and personal accomplishment. This analysis will be performed using the PROCESS macro (Model 4). The section of the proposed model is presented in Figure 6.7 and will test Hypotheses 5a, 5b and 5c.
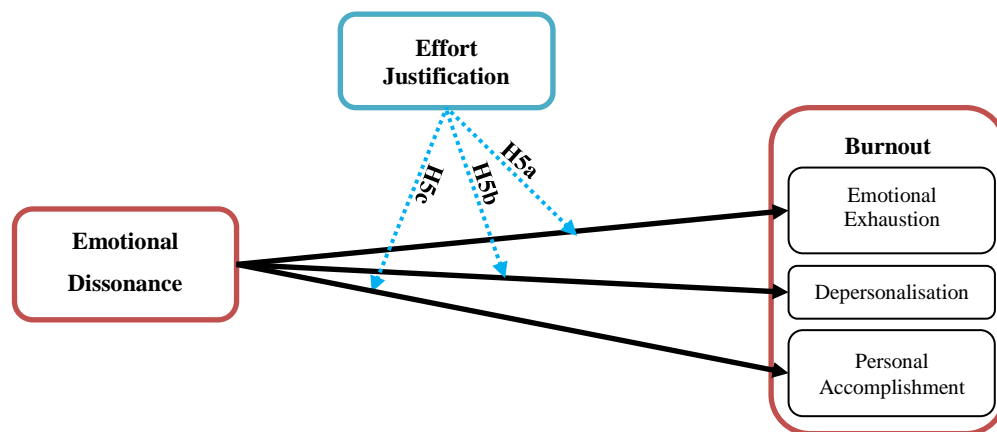
Figure 6.7: Step Four: The Moderating Role of Effort Justification between Emotional Dissonance and Employee Burnout

6.3   Materials

The survey used to collect data for the present research consisted of demographic questions, the newly developed effort justification, behavioural disengagement, and emotional dissonance scales and eleven scales derived from previous research. The following sections describe the survey booklet and the instruments used in the present study.

6.3.1. Survey Booklet

The instruments used in the present study were presented in a survey booklet (see Appendix D). The survey began with demographic questions asking participants' age, tenure and gender. These questions were followed by the deep and surface acting subscales, the four coping subscales from the Proactive Coping Inventory, the three scales contained within Maslach's Burnout Inventory, the PANAS and the three newly developed scales. In responding to the survey instrument respondents were asked to indicate their level of agreement with a particular item or statement on Likert scales developed by the original researchers.

6.3.2. Scales Measuring Each of the Constructs in Study Three

6.3.2.1.   *Emotional Labour Deep and Surface Acting Scale*

Brotheridge and Lee's (2003) Deep Acting and Surface Acting scales will be used in the present study. The scales have been empirically validated reporting good internal consistency; deep acting (α = .83); and surface acting (α =.79) (Brotheridge & Lee, 2003). The psychometric properties have also been confirmed in later research (Bono & Vey, 2005; Pugh et al, 2013; Van Dijk & Kirk-Brown, 2006; 2007).

Table 6.1: Emotional Labour Scale Items

Surface Acting
Hide my true feelings about situations.
Resist expressing my true feelings
Pretend to have emotions that I don't really have

Deep Acting
Make an effort to actually feel the emotions that I need to display to other
Try to actually experience the emotions that I must show
Really try to feel the emotion I have to show as part of my job

6.3.2.2.   The Coping Scales

Subscales of the Proactive Coping Inventory (PCI) will be used to assess individual coping styles (Greenglass, 2005; Greenglass & Fiksenbaum, 2009; Greenglass, et al., 1999). While the full instrument contains seven subscales, only adaptive and reactive strategies relevant to the management of emotional dissonance in the context of emotional labour will be used. The scales have previously demonstrated sound psychometric properties. Of the adaptive scales, the proactive coping subscale consists of fourteen items ($\alpha = .80$), reflective coping consists of 11 items ($\alpha = .80$), the preventive coping scale has 10 items ($\alpha = .83$). The only reactive scale used will be avoidance coping which consists of 3 items ($\alpha = .74$) (Greenglass, 2002).

Table 6.2: Scale Items for Employee Coping Styles

The Proactive Coping Scale
I am a "take charge" person.
I try to let things work out on their own. (-)
After attaining a goal, I look for another, more challenging one.
I like challenges and beating the odds.
I visualise my dreams and try to achieve them.
Despite numerous setbacks, I usually succeed
I try to pinpoint what I need to succeed
I always try to find a way to work around obstacles; nothing really stops me.
I often see myself failing so I don't get my hopes up too high. (-)
When I apply for a position, I imagine myself filling it
I turn obstacles into positive experiences
If someone tells me I can't do something, you can be sure I will do it.
When I experience a problem, I take the initiative in resolving it.
When I have a problem, I usually see myself in a no-win situation.

Reflective Coping
I imagine myself solving difficult problems
Rather than acting impulsively, I usually think of various ways to solve problems.
In my mind I go through many different scenarios in order to prepare myself for difficult outcomes.
I tackle a problem by thinking about realistic alternatives.
When I have a problem with my co-workers, friends or family, I imagine beforehand how I will deal with them successfully.
Before tackling a difficult task I imagine success scenarios,
I take action only after thinking carefully about a problem.
I imagine myself solving a difficult problem before I actually have to face it.
I address a problem from various angles until I find the appropriate action.
When there are serious misunderstandings with co-workers, family members or friends, I practice before how I will deal with them.
I think about every possible outcome to a problem before tackling it

Preventive Coping
I plan for future eventualities.
Rather than spending every cent I make, I like to save for a rainy day.
I prepare for adverse events.
Before disaster strikes I am well-prepared for its consequences.
I plan my strategies to change a situation before I act.
I develop my job skills to protect myself from unemployment.
I make sure my family is well taken care of to protect them from adversity in the future.
I think ahead to avoid dangerous situations.
I plan strategies for what I hope will be the best possible outcome.
I try to manage my money well in order to avoid being destitute in old age.

Avoidance Coping Scale
When I have a problem I like to sleep on it.
If I find a problem too difficult sometimes I put it aside until I'm ready to deal with it.
When I have a problem I usually let it simmer on the back burner for a while.

6.3.2.3.   The Maslach Burnout Inventory

The Maslach Burnout Inventory (MBI) has been widely used to examine job burnout. The MBI is a 22-item instrument consisting of three dimensions; Emotional Exhaustion; Depersonalisation; and Personal Accomplishment. The emotional exhaustion sub-scale consists of nine items demonstrating strong internal consistency in emotional labour research (α = of .91). The depersonalisation sub-scale consists of five items reporting a Cronbach's alpha of .80. The personal accomplishment sub-scale consists of eight items with a Cronbach's alpha of .91 (Brotheridge & Grandey, 2002).

Table 6.3: Dimensions of Burnout

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

Depersonalisation
I feel I treat some people in an impersonal manner.
I've become more callous toward people since I took this job.
I worry that the job is hardening me.
I feel others at work blame me for their problems.
I don't really care what happens to some people I encounter at work.

Personal Accomplishment
I can easily understand how people I work with feel about things.
I deal very effectively with problems people bring me at work.
I feel I'm making a difference in other people's live through my work.
I feel very energetic.
I can easily create a relaxed atmosphere with people at work.
I feel exhilarated after working with people closely on my job.
In my work, I deal with emotional problems very calmly.
I have accomplished many worthwhile things in this job.

6.3.2.4.   *Trait Affectivity*

To assess an individual's trait affectivity, Watson, Clark and Tallegen's (1988) Positive and Negative Affectivity Scale (PANAS) will be used. Often used as a control variable, the PANAS is a twenty-item two-dimensional scale, with 10 items measuring positive affectivity (PA) and ten measuring negative affectivity (NA). The PANAS has reported strong internal consistency with NA (α = of .91), and the PA (α = of .85) (Watson et al, 1988). This has been validated in later research NA (α = of .85), and the PA (α = of .89) (Crawford & Henry, 2004) . The scale has been used to measure affect over different time periods (state affect) or trait affect. For the purposes of the current study the trait affect instruction will be utilised.

Table 6.4: PANAS items

Negative Affectivity	
Afraid	Guilty
Distressed	Irritable
Upset	Ashamed
Jittery	Scare
Nervous	Hostile

Positive Affectivity	
Interested	Attentive
Excited	Active
Strong	Determined
Enthusiastic	Inspired
Proud	Alert

6.3.2.5.   *The Effort Justification Scale*

To examine effort justification as a potential cognitive reappraisal tool for dissonance management, the Effort Justification scale (EJS) developed and tested in *Study Two (Chapter Five)* was utilised. The EJS reported a Cronbach's alpha of .84 during the testing phase of *Study Two*.

Table 6.5: EJS Items

Effort Justification
I am motivated to display the 'right types' of emotions to customers by the recognition I can earn for doing a good job.
When performing my job role I am concerned about how customers are going to react to my emotional displays.
The quality of interactions with customers is important to me.
When interacting with customers I am more concerned with how my emotions are perceived rather than what I get for doing it.
I am motivated to display the emotions expected in my job role no matter how hard an interaction is with a customer.
I feel satisfied when I provide friendly, cheerful service to customers even when I do not feel that way.

6.3.2.6.   The Behavioural Disengagement Scale

To examine behavioural disengagement as a cognitive reappraisal tool for dissonance management, the Behavioural Disengagement scale (BDS) developed in *Study Three* (Chapter Five) was utilised. During the testing phase of *Study Three,* the MDS reported a Cronbach's alpha of .85.

Table 6.6: MDS Items

Behavioural Disengagement
I don't feel bad when I display fake emotion whilst interacting with customers because my organisation expects me to do this.
It is OK to fake emotional expression to take care of the organisation's needs.
It is sometimes necessary to display fake emotions to make customers feel good.
My job role sometimes requires me to 'fake it' when interacting with customers, even though I am not being true to myself.
Even though I feel as though I am being dishonest with myself I don't mind faking emotion if it is part of my job requirements.
I have to display the appropriate emotion when with customer as it is an expected part of my performance reviews.

6.3.2.7.   The Emotional Dissonance Scale

In examining emotional dissonance as a form of psychological discomfort consistent with the framework provided by cognitive dissonance theory, the Emotional Dissonance Scale (EDS) developed and tested in *Study Three* (Chapter Five) was used. The EDS when examined in isolation during the second phase of scale construction reported Cronbach's alpha of .88.

Table 6.7: EDS Scale Items

Emotional Dissonance
It makes me feel uncomfortable when I hide how I feel in order to provide a 'service with a smile' during interactions with customers.
It makes me feel frustrated when I hide how I feel in order to appear 'happy' and 'cheerful' with customers.
When I have to deal with problematic customers it makes me feel tense when I hide how I feel personally.
Displaying the' right emotions' when interacting with difficult customers makes me feel uncomfortable.
It makes me feel uneasy when I supress my own emotions.
I feel guilty when I display emotions that I don't feel when interacting with customers.
It makes me feel like a fraud when I 'put on a mask' whilst interacting with customers.
It bothers me when I suppress what I feel during interactions with customers.

Once survey construction was completed, the survey instrument was then subject to pilot testing with 5 respondents to examine the readability of the survey and to assess the clarity of items. Respondents were employed in customer-service roles. A number of minor styling changes regarding grammar, clarity and form were made following feedback from the pilot study participants.

6.4   Results

Analysis of the data collected for the current research was performed using SPSS for Windows version 20 statistical analysis software package, and the AMOS(20) structural equation modelling software package. AMOS (20) was used to confirm the measurement models of the scales developed in Chapter Four on the applied sample used for the current research. First, demographic data were obtained for the current sample (Table 6.8), followed by the presentation of the descriptive statistics (Table 6.9.) and correlation matrix for the variables of interest (Table 6.10).

6.4.1. Demographic Data

A total of 210 surveys were administered (4 surveys were unusable, 31 were not returned), leaving 175 usable surveys for data analysis. This resulted in a response rate of 85%. Demographic data collected included respondents' age, tenure and gender. Respondents' age varied from eighteen to sixty years of age with a mean of 34 years. Length of tenure ranged from three months to thirty five years, with a mean of 8 .8 years (see Table 6.5).

Table 6.8: Demographic Data

	Female	**Male**	**Minimum**	**Maximum**	**Mean**
Gender	115	60			
Age			21 years	60 years	34 years
Tenure			3 month	35 years	8.8 years

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6.4.2. Data Screening

Prior to performing any analysis, data was screened for any errors and to identify cases of missing data, with only 2 cases of missing data reported on two items. Missing data were replaced with the series mean for that item within the SPSS data set. Once data was screened, individual scales were constructed and assessed for normality and internal reliability. A summary of descriptive statistics for the variables of interest in the present study is displayed in Table 6.9.

Table 6.9: Descriptive Statistics of the Variables of Interest for Evaluation of Normality and Internal Reliability for Scales in Study Three

	Mean	Variance	Standard Deviation	Skewness	Kurtosis	Alpha Coefficient
Surface Acting	10.69	4.27	2.06	-.35	-.42	.60
Deep Acting	9.20	6.77	2.60	-.36	-.02	.75
Emotional Dissonance	22.16	72.76	8.52	.36	-.53	.90
Behavioural Disengagement	24.52	42.01	6.48	-.85	.34	.90
Effort Justification	25.19	25.57	5.05	-.43	.24	.78
Proactive Coping	41.80	37.09	6.09	-.14	.18	.83
Reflective Coping	32.97	21.24	4.61	.33	.24	.81
Preventive Coping	31.36	21.09	4.59	-.86	1.12	.82
Avoidance Coping	7.83	3.56	1.88	-.69	.56	.66
Negative Affect	20.63	71.62	8.46	.75	-.22	.85
Positive Affect	36.45	112.38	10.60	.09	-.52	.91
Emotional Exhaustion	22.76	161.66	12.72	.18	.79	.89
Depersonalisation	9.61	50.89	7.13	.32	-.96	.77
Personal Accomplishment	30.83	87.36	9.35	-.13	-.54	.81

In summary, the Cronbach's alpha coefficients displayed in Table 6.9 indicate acceptable internal reliability for all dependent and independent variables. While some of the scales revealed slight deviation from the normal distribution curve for skewness and kurtosis, it was not enough to warrant transformation. The following section presents the results from the data analyses conducted to assess the psychometric properties of the EJS, BDS and EDS.

Table 6.10: Correlations between Variables of Interest in Study Three

	1	2	3	4	5	6	7	8	9	10	11	12	13
Behavioural Disengagement													
Emotional Dissonance	0.11												
Effort Justification	-0.03	-0.12											
Surface Acting	.48**	.19*	0.05										
Deep Acting	0.09	.16*	0.04	0.08									
Preventive Coping	.18*	0.00	0.14	-0.02	.23**								
Reflective Coping	.27**	-0.06	.24**	0.09	-0.03	.28**							
Proactive Coping	0.07	0.02	.29**	-0.03	0.15	.47**	.32**						
Avoidance Coping	0.12	0.03	-0.04	0.02	-0.02	-0.05	0.09	0.03					
Negative Affectivity	0.07	.36**	-.26**	0.07	-.15*	-.32**	0.02	-.31**	0.11				
Positive Affectivity	0.00	-.30**	.29**	-.15*	0.08	0.13	0.12	.34**	-0.03	-.34**			
Emotional Exhaustion	.21**	.50**	-0.12	.26**	-0.01	-.17*	-.16*	-.18*	0.12	.48**	-.30**		
Depersonalisation	.25**	.48**	-.23**	.33**	-0.03	-0.11	-0.06	-.21**	0.05	.57**	-.32**	.68**	
Personal Accomplishment	-0.03	0.07	0.13	0.03	.18*	.18*	-0.02	.37**	.16*	-.31**	.39**	-0.01	-0.11

*<.05; **<.01

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6.5   Psychometric Assessment of Scales in Study Three

Prior to use in examining the relationships between the variables of interest, it was first necessary to establish the psychometric properties of the emotional dissonance, effort justification, and behavioural disengagement scales in an applied setting by subjecting the scales to the same rigorous examination using the same SEM techniques applied during the development of the scales (Chapter Five). Although the sample size (N=175) is considered small in relation to SEM techniques, the item to factor ratio in each case is adequate (5 per factor) (March & Hau, 1999). The maximum likelihood method was used. The statistics used to estimate model fit were the parameter estimates (λI), critical ratio values and goodness of fit indices. The critical ratio in AMOS is similar to the t-value in that it is the coefficient divided by its standard error, which helps to determine whether the Lambda Coefficient is statistically significant. The incremental fit indices used to estimate and assess model fit in the current research were the CFI, IFI, NFI and SRMR. The following sections present the results from confirmatory factor analysis of the measurement models.

6.5.1. One Factor Congeneric Model for Emotional Dissonance

Tables 6.11 and 6.12 presents the results from the analysis of the EDS. Table 6.12 presents the parameter estimates, critical ratio, alpha reliability, factor score regression and incremental fit statistics for the *Emotional Dissonance* measurement model. The incremental fit statistics (CFI .82, IFI = .82, NFI = .81 and Standardised RMSR .09) demonstrate that the measurement model revealed an acceptable fit to the data. All items exceeded the recommended critical ratio value of 2.00, with values ranging from 8.89 to 15.75. The Cronbach's alpha of .90 demonstrates strong scale reliability.

Table 6.11: Covariance Matrix for 8 Item EDS

	1	2	3	4	5	6	7	8
1	1.78							
2	0.78	2.07						
3	0.77	0.86	2.11					
4	0.86	0.96	0.95	2.16				
5	0.70	0.78	0.77	0.86	1.82			
6	0.85	0.95	0.94	.1.043	0.85	1.62		
7	0.96	1.07	1.06	1.18	0.96	1.17	1.79	
8	1.02	1.14	1.13	1.26	1.02	1.24	1.41	1.75

[a] **Variances are on the diagonal and co-variances are on the off diagonal**

Table 6.12: Parameter Estimates, Critical Ratio Values, and Fit Statistics for Emotional Dissonance Scale

Emotional Dissonance Scale	Lambda λ	Critical Ratio
1. It makes me feel uncomfortable when I hide how I feel in order to provide a 'service with a smile' during interactions with customers.	.63	8.89*
2. It makes me feel frustrated when I hide how I feel in order to appear 'happy' and 'cheerful' with customers.	.65	9.306*
3. When I have to deal with problematic customers it makes me feel tense when I hide how I feel personally.	.64	9.030*
4. Displaying the' right emotions' when interacting with difficult customers makes me feel uncomfortable.	.70	10.248*
5. It makes me feel uneasy when I supress my own emotions.	.62	8.743*
6. I feel guilty when I display emotions that I don't feel when interacting with customers.	.80	12.382*
7. It makes me feel like a fraud when I 'put on a mask' whilst interacting with customers.	.86	13.877*
8. It bothers me when I suppress what I feel during interactions with customers.	.92	15.751*

CFI = .82	IFI = .82	Standardised RMR = .09	NFI = .81	α = .90

*$p < .01$

6.5.2. Two Factor Model for Behavioural Disengagement and Effort Justification

In the next analysis of the EJS and MDS, a two-factor model was examined (Figure 6.8) order to ensure that the proposed cognitive reappraisal mechanisms were independent of one another. The results of this analysis, displayed in Table 6.13 and Figure 6.8, demonstrate that these constructs are independent of one another. The incremental fit statistics (CFI .88, IFI = .88, NFI = .84 and Standardised RMSR .08) demonstrate that the measurement model for the two-factor model revealed an acceptable fit to the data. The results also provide further support for the distinction of behavioural disengagement and effort justification as independent, but related, cognitive reappraisal mechanisms with a small negative correlation evident between in the two factors.

Figure 6.8: BDS and EJS Two-Factor Measurement Model
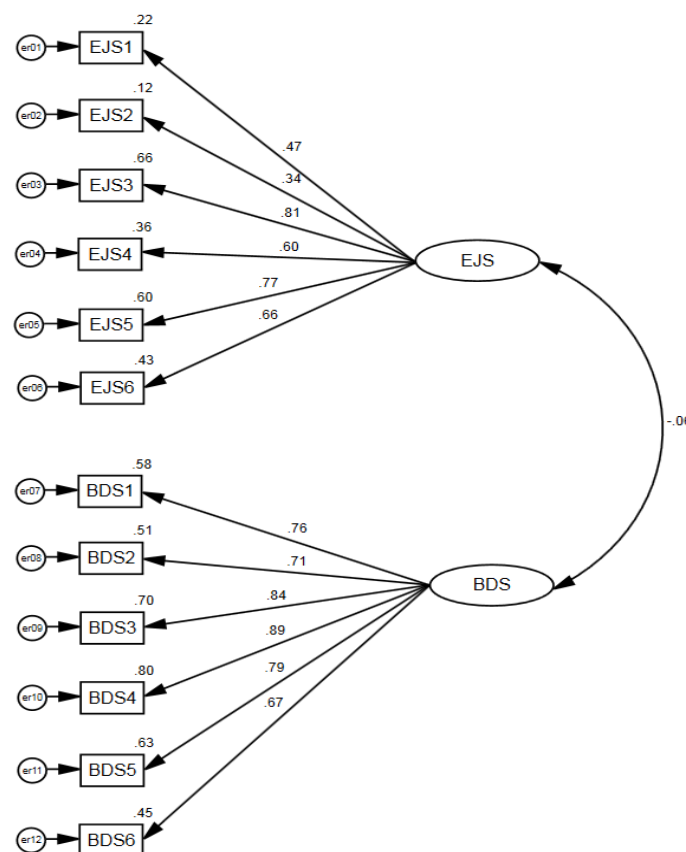
Table 6.13: Two-Factor Model for BDS and EJS

Behavioural Disengagement Scale	Lambda λ	Critical Ratio
1. I don't feel bad when I display fake emotion whilst interacting with customers because my organisation expects me to do this.	.47	41.29*
2. It is OK to fake emotional expression to take care of the organisation's needs.	.34	40.89*
3. It is sometimes necessary to display fake emotions to make customers feel good.	.81	51.85*
4. My job role sometimes requires me to 'fake it' when interacting with customers, even though I am not being true to myself.	.60	40.04*
5. Even though I feel as though I am being dishonest with myself I don't mind faking emotion if it is part of my job requirements.	.77	45.92*
6. I have to display the appropriate emotion when with customer as it is an expected part of my performance reviews.	.66	54.62*
Effort Justification Scale		
1. I don't feel bad when I display fake emotion whilst interacting with customers because my organisation expects me to do this.	.76	37.73*
2. It is OK to fake emotional expression to take care of the organisation's needs.	.71	43.44*
3. It is sometimes necessary to display fake emotions to make customers feel good.	.84	42.80*
4. My job role sometimes requires me to 'fake it' when interacting with customers, even though I am not being true to myself.	.89	47.44*
5. Even though I feel as though I am being dishonest with myself I don't mind faking emotion if it is part of my job requirements.	.79	33.86*
6. I have to display the appropriate emotion when with customer as it is an expected part of my performance reviews.	.67	42.94*
CFI = .88	IFI = .88	NFI = .84	Standardised RMSR = .08

*$p < .01$

6.6   Model Analyses – Testing the Hypotheses

6.6.1. Hypothesis 1

This section presents the results from the analyses conducted to examine the relative contribution of individual coping styles to the decision to engage in emotional labour acting strategies, beyond the variance explained by the control variables of age, tenure, gender, and trait affectivity. Hypothesis 1 stated that avoidance coping will predict engagement in surface acting beyond that explained by the control variables. Hypothesis 2 stated that adaptive coping strategies (preventive, reflective and proactive) predict engagement in deep acting beyond that explained by the control variables.

Hypothesis 1 was tested using a hierarchical regression analysis. Entered into the first step of the analysis were the control variables of age, tenure, gender, and negative affectivity. Avoidance coping was entered into the second step of the regression analysis to assess its relationship with surface acting. From Table 6.14 it can be seen that the first ($F = 1.15$; $p = .33$) and second model ($F = .92$; $p = .46$) in the regression analysis did not reach statistical significance. Hypothesis 1 was not supported.

Table 6.14: Model Summary and Results of the Regression Analysis of Control Variables and Avoidance Coping Predicting Surface Acting

	Model 1					Model 2				
	Outcome Variable: Surface Acting					Outcome Variable: Surface Acting				
	b	SE	*p*	LLCI 95%	ULCI 95%	*b*	SE	*p*	LLCI 95%	ULCI 95%
Gender	-.036	.341	.916	-.709	.637	-.041	.344	.906	-.721	.639
Tenure	.000	.002	.971	-.004	.004	.000	.002	.973	-.004	.004
Negative Affectivity	.002	.020	.930	-.039	.042	.002	.021	.941	-.039	.042
Age	-.033	.020	.098	-.072	.006	-.033	.020	.101	-.072	.006
Avoidance Coping						.009	.084	.914	-.157	.176

$R^2 = .026, F(7,167) = 1.156, p = .33$ $\qquad$ $R^2 = .027, F(7,167) = .922, p = .46$

6.6.2. Hypothesis 2

Hypothesis 2a proposed that individual levels of preventive coping would predict the extent to which an individual engages in deep acting above and beyond the variance explained by the control variables. The analysis was performed using a hierarchical regression analysis. Entered into the first step of the analysis were the control variables age, tenure, gender, and positive affectivity. In the second step preventive coping was entered in order to assess its relationship with deep acting. From Table 6.15 it can be seen that the first model was non-significant ($F = 1.35$; $p = .25$). The second model was statistically significant ($F = 2.89$; $p = .01$) explaining an additional 4.8% of variance in deep acting. Of the variables entered, tenure ($b = -.049$; $p = .04$) and preventive coping ($b = .126$; $p = .00$) explained statistically significant variance in deep acting.

Table 6.15: Model Summary and Results of the Regression Analysis of Control Variables and Preventive Coping Predicting Deep Acting

	Model 1					Model 2				
	Outcome Variable: Deep Acting					Outcome Variable: Deep Acting				
	b	SE	*p*	LLCI 95%	ULCI 95%	*b*	SE	*p*	LLCI 95%	ULCI 95%
Gender	.152	.420	.718	-.677	.981	.032	.413	.937	-.782	.847
Tenure	-.051	.025	.042	-.100	-.002	-.049	.024	.045	-.097	-.001
Negative Affectivity	.003	.003	.249	-.002	.008	.003	.003	.244	-.002	.008
Age	.030	.019	.129	-.009	.068	.023	.019	.240	-.015	.060
Preventive Coping						.126	.042	.003	.042	.209
	$R^2 = .031, F(7,167) = 1.354, p = .252$					$R^2 = .079, F(7,167) = 2.89, p = .016$				

Hypothesis 2b proposed that reflective coping would predict the extent to which an individual engages in deep acting above and beyond the variance explained by the control variables. To test this hypothesis, a hierarchical regression analysis was conducted. In the first block, the control variables of age, tenure, gender, and positive affectivity were entered in the model predicting engagement in deep acting. In the second block, reflective coping was entered. From Table 6.16 it can be seen that the first model ($F = 1.35$; $p = .25$) and second model were not statistically significant ($F = 1.55$; $p = .34$). Hypothesis 2b was not supported.

Table 6.16: Model Summary and Results of the Regression of Control Variables and Reflective Coping Predicting Deep Acting

	Model 1					Model 2				
	Outcome Variable: Deep Acting					Outcome Variable: Deep Acting				
	b	SE	*p*	LLCI 95%	ULCI 95%	*b*	SE	*p*	LLCI 95%	ULCI 95%
Gender	.152	.420	.718	-.677	.981	.144	.421	.734	-.688	.975
Tenure	-.051	.025	.042	-.100	-.002	-.051	.025	.043	-.100	-.002
Negative Affectivity	.003	.003	.249	-.002	.008	.003	.003	.301	-.003	.008
Age	.030	.019	.129	-.009	.068	.031	.020	.115	-.008	.070
Reflective Coping						-.024	.044	.593	-.111	.064

$R^2 = .031, F(7,167) = 1.354, p = .252$ $R^2 = .033, F(7,167) = 1.55, p = .353$

Hypothesis 2c proposed that proactive coping would predict the extent to which an individual engages in deep acting above and beyond the variance explained by the control variables. To test this hypothesis a hierarchical regression analysis was conducted. In the first block, the control variables age, tenure, gender, and positive affectivity were entered in the model predicting engagement in deep acting. In the second block, the proactive coping variable was entered. From Table 6.17 it can be seen that the first model ($F = 1.35$; $p = .25$) and second model were non-significant ($F = 1.29$; $p = .26$).

Table 6.17: Model Summary and Results of the Regression Analysis of Control Variables and Proactive Coping Predicting Deep Acting

	Model 1					Model 2				
	Outcome Variable: Deep Acting					Outcome Variable: Deep Acting				
	b	SE	*p*	LLCI 95%	ULCI 95%	*b*	SE	*p*	LLCI 95%	ULCI 95%
Gender	.152	.420	.718	-.677	.981	.153	.420	.717	-.676	.982
Tenure	.003	.003	.249	-.100	-.002	-.047	.025	.062	-.097	.002
Negative Affectivity	.030	.019	.129	-.002	.008	.003	.003	.246	-.002	.008
Age	-.051	.025	.042	-.009	.068	.021	.021	.314	-.020	.063
Proactive Coping						.039	.038	.303	-.036	.114

$R^2 = .031, F(7,167) = 1.354, p = .252$ $R^2 = .037, F(7,167) = 1.298, p = .267$

6.6.3. Hypothesis 3

This section presents the results from tests conducted in order to examine the moderating effect of behavioural disengagement between surface acting and emotional dissonance. In hypothesis 3 it is proposed that behavioural disengagement will moderate the relationship between surface acting and emotional dissonance. It is proposed that that as levels of behavioural increase, levels of emotional dissonance will decrease. This stage of analysis was conducted using the PROCESS macro for SPSS (Model 1). The regression model included the control variables, surface acting, behavioural disengagement and the interaction between the two terms. The unstandardized coefficients are displayed in the output produced by the PROCESS macro.

From Table 6.18 it can be seen that the final model examining the moderating effect of behavioural disengagement explained 25.2% of variance in emotional dissonance ($F(7,167) = 8.02, p < .01$), with the interaction between behavioural disengagement and surface acting explaining an additional 2.6% of variance in emotional dissonance ($b = .109; p = .01$). Each of the control and independent variables, and the interaction term, contributed statistically significant variance ($< .05$) to emotional dissonance. The contribution of negative affectivity to the relationship between behavioural disengagement and emotional dissonance must also be noted ($b = .324; p = .00$) as it illustrates the potential influence affective disposition may have on emotional labour outcomes. In order to illustrate the interaction effect of surface acting and behavioural disengagement the data for surface acting and behavioural disengagement were divided into high and low categories using a median split. These scores were used to graphically represent the interaction effect of behavioural disengagement (Figure 6.9).

Table 6.18: Results of the PROCESS analysis of the Moderating Role of Behavioural Disengagement between Surface Acting and Emotional Dissonance

	Model 1				
	Outcome Variable: Emotional Dissonance				
	b	SE	P	LLCI 95%	ULCI 95%
Gender	2.84	1.29	.029	.289	5.41
Tenure	.017	.007	.019	.002	.031
Negative Affectivity	.324	.075	.000	.176	.473
Age	-.252	.075	.001	-.399	-.104
Surface Acting	3.35	1.19	.005	.996	5.70
Behavioural Disengagement	.987	.409	.017	.178	1.79
Interaction (SAxBD)	-.109	.044	.014	-.196	-.022

$$R^2 = .252, F(7,167) = 8.02 \; P = .00$$
$$R^2\Delta \text{ due to interaction } = .026$$
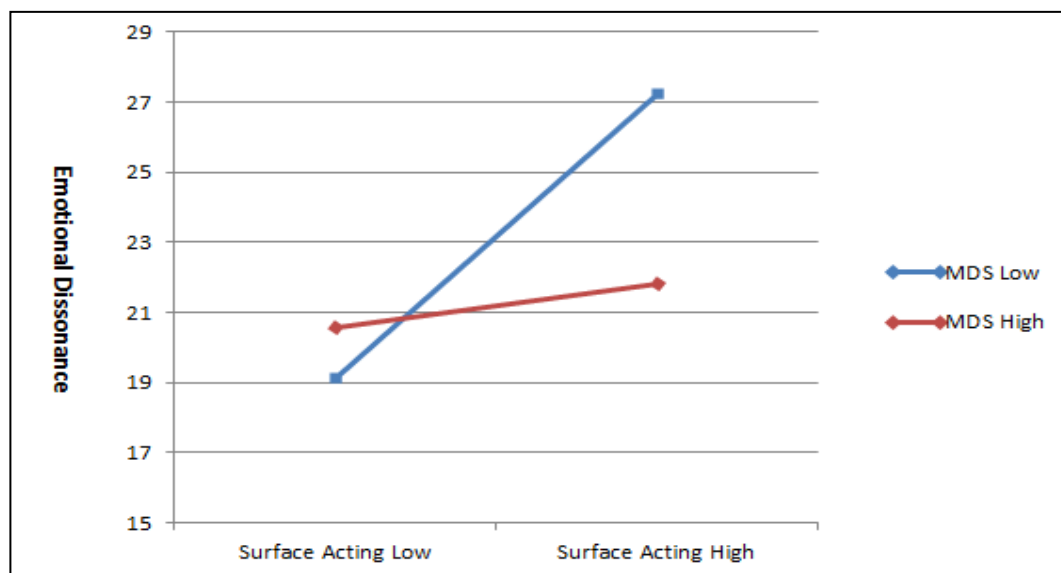
Figure 6.9: Conditional Effect of Behavioural Disengagement on the Relationship between Surface Acting and Emotional Dissonance

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6.6.4. Hypothesis 4

This section presents the results from the analyses conducted to test hypothesis four which proposes a mediating role for emotional dissonance in the relationship between surface acting and the job burnout dimensions of emotional exhaustion, depersonalisation and personal accomplishment. The unstandardized coefficients are displayed (*b*). The regression model included the control variables of surface acting, emotional dissonance and the respective outcome variables.

In order to test hypotheses 4a, b and c, Zhou et al. (2010) decision tree for assessing mediation analysis was used incorporating the output from the PROCESS macro (Model 4). The requirements for informing mediation decisions are detailed in Section 6.2.4. The first step in the analysis determined whether there was a significant relationship between surface acting and emotional dissonance beyond that explained by the control variables. From Table 6.19 it can be determined that a statistically significant relationship between surface acting and emotional dissonance exists. The second step in each analysis examined the influence of the control variables on the dependent variable. The final step examined the mediating effect of dissonance for each of the respective burnout outcomes, emotional exhaustion, personal accomplishment and depersonalisation.

Table 6.19: Results of the PROCESS analysis of Surface Acting Predicting Emotional Dissonance

Outcome Variable: Emotional Dissonance					
	b	SE	p	LLCI 95%	ULCI 95%
Gender	2.17	1.26	.085	-.307	4.65
Tenure	.016	.008	.049	.000	.032
Negative Affectivity	.330	.073	.001	.180	.480
Age	-.251	.076	.000	-.396	-.106
Surface Acting	.571	.284	.046	.010	1.132

$$R^2 = .221, F(5,169) = 9.590, P = .000$$

Hypothesis 4a proposed that emotional dissonance would mediate the relationship between surface acting and emotional exhaustion. The results of the analysis presented in Table 6.20 and 6.21 provide support for this hypothesis. In the indirect path, displayed in Table 6.20, a unit increase in surface acting increases emotional dissonance by a = 1.03; b = 0.51. So holding surface acting constant, a unit increase in emotional dissonance increases emotional exhaustion by .51 units on a 0 to 1 scale. The direct effect of surface acting was also statistically significant ($c = 1.33, p = .001$). Table 6.21 demonstrates that the mean indirect effect for emotional dissonance between surface acting and emotional exhaustion is also statistically significant ($a \times b \times c = .29$), using a 95% bootstrapped confidence interval with 5,000 resamples. Since $a \times b \times c$ is positive and significant, the results of the analysis demonstrate complementary mediation, which is similar to Baron and Kenny's partial mediation. The results also pass Baron and Kenny's need to determine the significance of the effect to be mediated ($c' = 1.03, p = .00$).

Table 6.20: Model Summary and Results of the PROCESS analysis of the Mediating Relationship of Emotional Dissonance between Surface Acting and Emotional Exhaustion

| | Model 1 | | | | | Model 2 | | | | |
| | Outcome Variable: Emotional Exhaustion | | | | | Outcome Variable: Emotional Exhaustion | | | | |
	b	SE	p	LLCI 95%	ULCI 95%	b	SE	p	LLCI 95%	ULCI 95%
Gender	-1.25	1.74	.471	-4.70	2.18	-2.42	1.54	.118	-5.48	.62
Tenure	.020	.012	.092	-.003	.044	.012	.011	.311	-.011	.036
Negative Affectivity	.658	.101	.000	.457	.857	.485	.102	.000	.282	.686
Age	-.212	.093	.024	-.396	-.028	-.085	.089	.338	-.259	.089
Surface Acting	1.33	.401	.001	.538	2.12	1.03	.392	.009	.259	1.81
Emotional Dissonance						.515	.090	.000	.337	.694
	$R^2 = .305, F(5,169) = 22.56, P = .000$					$R^2 = .398, F(6,168) = 35.85\ P = .000$				

Table 6.21: Bootstrap Results of Tests of Mediation for Emotional Dissonance between Surface Acting and Emotional Exhaustion

| | Data | Boot | Bias | SE | Bias Corrected CI | |
					Lower	Upper
Emotional Dissonance	.294	.293	-.0008	.148	.017	.613

Hypothesis 4b proposed that emotional dissonance would mediate the relationship between surface acting and personal accomplishment. The results of the analysis displayed in Tables 6.22 and 6.23 provide support for this hypothesis. In the indirect path, displayed in Table 6.22, a unit increase in surface acting increases emotional dissonance by a = .10; b = .22. So holding surface acting constant, a unit increase in emotional dissonance decreases personal accomplishment by .22 units on a 0 to 1 scale. The direct effect of surface acting was not statistically significant ($c = .24, p = .43$). Table 6.23 demonstrates that the mean indirect effect for emotional dissonance between surface acting and personal accomplishment was also statistically significant

$(a \times b \times c = .13)$, with a 95% confidence interval excluding zero. Since $a \times b$ is significant yet c' is non-significant this indicates indirect-only mediation (Zhao et al., 2010). Indirect-only mediation is similar to Baron and Kenny's full mediation ($c' = .11$; $p = .71$).

Table 6.22: Model Summary and Results of the PROCESS analysis of Control Variables, Surface Acting and Emotional Dissonance Predicting Reduced Personal Accomplishment

	Model 1					Model 2				
	Outcome Variable: Personal Accomplishment					Outcome Variable: Personal Accomplishment				
	b	SE	*p*	LLCI 95%	ULCI 95%	*b*	SE	*p*	LLCI 95%	ULCI 95%
Gender	-1.99	1.35	.143	-4.66	.680	-2.50	1.34	.065	-5.16	.161
Tenure	.009	.008	.298	-.007	.025	.005	.008	.545	-.012	.022
Negative Affectivity	-.439	.085	.000	-.531	-.196	-.439	.088	.000	-.612	-.265
Age	-.036	.081	.661	-.197	.125	.019	.084	.816	-.146	.185
Surface Acting	.236	.304	.438	-.364	.836	.108	.081	.714	-.474	.690
Emotional Dissonance						.224	.081	.006	.064	.384
	$R^2 = .127, F(5,169) = 5.13, P = .0002$					$R^2 = .163, F(6,168) = 5.56, P = .000$				

Table 6.23: Bootstrap Results of Tests of Mediation for Emotional Dissonance between Surface Acting and Personal Accomplishment

	Data	Boot	Bias	SE	Bias Corrected CI	
					Lower	Upper
Emotional Dissonance	.128	.128	.000	.081	.012	.342

Hypothesis 4c proposed that emotional dissonance would mediate the relationship between surface acting and depersonalisation. The results of the analysis displayed in Tables 6.24 and 6.25 provide support for hypothesis 4c. In the indirect path, displayed in Table 6.24, a unit increase in surface acting increases emotional dissonance by a = .79; b = .21. So, holding surface acting constant, a unit increase in emotional dissonance increases depersonalisation by .21 units

on a 0 to 1 scale. The direct effect of surface acting on depersonalisation is also significant ($c = .92, p = .00$). Table 6.25 demonstrates the mean indirect effect for emotional dissonance between surface acting and depersonalisation ($a \times b \times c = .12$), with a 95% confidence interval excluding zero. Since $a \times b \times c$ is statistically significant and positive, this indicates complementary mediation, which is similar to Baron and Kenny's partial mediation. The results also pass Baron and Kenny's X-Y test ($c' = .79, p = .00$).

Table 6.24: Model Summary and Results of the PROCESS analysis of Control Variables, Surface Acting and Emotional Dissonance Predicting Depersonalisation

	Model 1					Model 2				
	Outcome Variable: Depersonalisation					Outcome Variable: Depersonalisation				
	b	SE	*p*	LLCI 95%	ULCI 95%	*b*	SE	*p*	LLCI 95%	ULCI 95%
Gender	-1.79	.868	.041	-3.51	-.079	-2.27	.837	.007	-3.93	-.625
Tenure	.008	.005	.150	-.003	.018	.005	.005	.392	-.006	.015
Negative Affectivity	.385	.052	.000	.282	.487	.313	.053	.000	.209	.417
Age	-.187	.051	.000	-.287	-.087	-.135	.049	.007	-.233	-.036
Surface Acting	.919	.195	.000	.533	1.30	.797	.189	.000	.424	1.16
Emotional Dissonance						.213	.051	.000	.113	.313
	$R^2 = .472, F(5,169) = 30.25, P = .000$					$R^2 = .522, F(6,168) = 30.64, P = .000$				

Table 6.25: Bootstrap Results of Tests of Mediation for Emotional Dissonance between Surface Acting and Depersonalisation

	Data	Boot	Bias	SE	Bias Corrected CI Lower	Upper
Emotional Dissonance	.121	.121	-.0011	.068	.017	.300

The results of the analysis presented in this section indicate that emotional dissonance does partially mediate the relationship between surface acting and the burnout dimensions of emotional exhaustion, personal accomplishment and depersonalisation, providing supporting for hypotheses 4a, 4b and 4c (Table 6.20, 6.22 and 6.24). In each of the models, emotional dissonance explains a statistically significant amount of variance for the burnout dimensions. Emotional dissonance was found to explain additional variance, beyond that explained by the control variables. According to Cohen's (1992) effect sizes emotional dissonance explained, a medium amount of variance in emotional exhaustion (13%), a small amount of variance in personal accomplishment (4%), and a small amount variance in depersonalisation (5%).

6.6.5. Hypothesis 5

This section presents the results from tests conducted in order to examine the moderating effect of effort justification between emotional dissonance and job burnout. Hypothesis 5 proposed that effort justification will moderate the relationship between emotional dissonance and the burnout dimensions of emotional exhaustion, depersonalisation and personal accomplishment. This stage of analysis was conducted using the PROCESS macro for SPSS (Model 1). This analysis was performed through the use of centred variables. The unstandardized coefficients are displayed (*b*).

In hypothesis 5a it is proposed that effort justification will moderate the relationship between emotional dissonance and emotional exhaustion. From Table 6.26 it can be seen that when the interaction term was not significant in the final model, only accounting for an additional 1% of incremental variance in emotional exhaustion. The overall final model was significant, with the variables of negative affectivity ($b = .47, p = .00$), and emotional dissonance ($b = 1.36, p = .00$) explaining variance in emotional exhaustion.

Table 6.26: The Proposed Moderating Relationships of Effort Justification between Emotional Dissonance and Emotional Exhaustion Including the Control Variables

	Model 1				
	Outcome Variable: Emotional Exhaustion				
	b	**SE**	**p**	**LLCI 95%**	**ULCI 95%**
Gender	-2.32	1.71	.175	-5.69	1.05
Tenure	.014	.011	.218	-.008	.035
Negative Affectivity	.477	.109	.000	.262	.693
Age	-.138	.105	.191	-.346	.069
Emotional Dissonance	1.36	.524	.010	.326	2.396
Effort Justification	.713	.425	.095	-.127	1.55
Interaction (EDxEJ)	-.031	.019	.119	-.069	.008

$$R^2 = .38, F(7,167) = 14.73, P = .00$$
$$R^2\Delta \text{ due to interaction } = .009$$

In hypothesis 5b it is proposed that effort justification will moderate the relationship between emotional dissonance and personal accomplishment. From Table 6.27 it can be seen that the final model included the interaction term and explained 6% additional variance (small effect size). The variables contributing to personal accomplishment were negative affectivity ($b = -.45$, $p = .00$), emotional dissonance ($b = 1.64$, $p = .00$), effort justification ($b = 1.14, p = .00$) and the interaction variable ($b = -.05$, $p = .00$). To further illustrate the interaction effect of effort justification on the personal accomplishment dimension of burnout, the respective data for effort justification and emotional dissonance were divided into high and low categories using a median split. High and low scores emotional dissonance and high and low scores for effort justification were calculated and graphically displayed to reveal the interaction effect. This relationship is displayed in Figure 6.10.

Table 6.27: The Proposed Moderating Relationships of Effort Justification between Emotional Dissonance and Personal Accomplishment

	Model 1				
	Outcome Variable: Personal Accomplishment				
	b	SE	*p*	LLCI 95%	ULCI 95%
Gender	-2.12	1.33	.114	-4.75	.513
Tenure	.007	.009	.378	-.009	.024
Negative Affectivity	-.446	.085	.000	-.615	-.277
Age	-.018	.082	.821	-.181	.144
Emotional Dissonance	1.64	.409	.000	.835	2.45
Effort Justification	1.14	.333	.000	.489	1.80
Interaction (EDxEJ)	-.054	.015	.000	-.084	-.024

$$R^2 = .22, F(7,167) = 6.79, P = .00$$
$$R^2\Delta \ due \ to \ interaction \ = .06$$
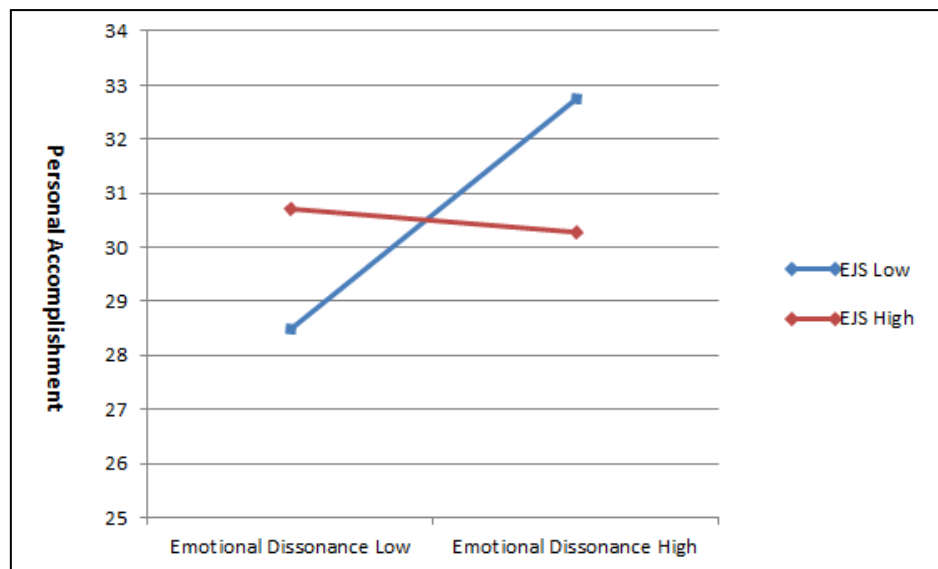
Figure 6.10: Interaction Effect of Effort Justification and Emotional Dissonance on Personal Accomplishment

Integrating Perspectives of Cognitive Dissonance and Coping Theories into an Understanding of the Causal Sequence between Emotional Labour, Emotional Dissonance and Job Burnout

In hypothesis 5c it is proposed that effort justification will moderate the relationship between emotional dissonance and depersonalisation. From Table 6.28 it can be seen that final model included the interaction term explaining an additional 2% of variance. The variables contributing to depersonalisation were negative affectivity ($b = .288 , p = .00$), emotional dissonance ($b = .937 , p = .00$), effort justification ($b = .471 , p = .03$), and the interaction variable ($b = -.026 , p = .01$).

Table 6.28: The Proposed Moderating Relationships of Effort Justification between Emotional Dissonance and Depersonalisation

	Model 1				
	Outcome Variable: Depersonalisation				
	b	**SE**	**p**	**LLCI 95%**	**ULCI 95%**
Gender	-2.20	.866	.012	-3.92	-.492
Tenure	.004	.005	.437	-.007	.015
Negative Affectivity	.288	.055	.000	.179	.398
Age	-.154	.053	.004	-.260	-.092
Emotional Dissonance	.937	.266	.000	.412	1.462
Effort Justification	.471	.216	.031	.045	.897
Interaction (EDxEJ)	-.026	.010	.009	-.045	-.006

$$R^2 = .49, F(7,167) = 23.32, P = .00$$
$$R^2 \Delta \ due \ to \ interaction \ = .02$$

6.7   Discussion of Study Three Results

Overall, the results of the current research demonstrate that concepts derived from cognitive dissonance and coping theories contribute to a greater understanding of the affective outcomes for customer service workers when interacting with service receivers through the performance of emotional labour. The results of the current research demonstrate that emotional dissonance, when measured as a form of psychological discomfort, mediates the relationship between surface acting and job burnout. The relationship between surface acting and emotional dissonance was also found to be moderated by behavioural disengagement. The relationship between emotional dissonance and personal accomplishment was found to be moderated by effort justification. The results in relation to the role of individual coping styles as predictors of emotional labour-based acting strategies were inconclusive. This section presents a brief discussion of the findings in relation to each hypothesis that the current research set out to test, followed a conclusion for the present study. A more detailed discussion of the theoretical contribution of the findings is presented in Chapter 7.

In hypothesis 1 it was proposed that avoidance coping would predict an individual's decision to engage in surface acting in response to display rules. Overall, the results of the regression analysis did not support Hypothesis 1. Previous research has associated negative affectivity with surface acting (Abraham, 1999; Schaubroek & Jones, 2000); however, none of the control variables of age, tenure, gender or negative affectivity explained any statistically significant variance in surface acting.

In Hypothesis 2 it was proposed that preventive (a), reflective (b), and proactive coping (c) would predict an individual's decision to deep act. Preventive coping explained a statistically significant amount of variance in deep acting (5%) above and beyond that explained by the

control variables, however neither proactive nor reflective coping were associated with the decision to deep act. This research is the first to empirically examine the link between individual coping styles and emotional labour. Though the effect preventive coping had in the decision to deep act is considered small (Cohen, 1992), it demonstrates that coping styles can be pre-emptive in avoiding emotional dissonance inducing conditions through contributing to the decision to deep act (Greenglass & Nash, 2008; Van Dijk & Kirk-Brown, 2006; 2007). Further research is needed to fully determine the pre-emptive role coping mechanisms have in avoiding the elicitation of emotional dissonance. Additionally, research would benefit for examining the cognitive mechanisms and process that individual refer to when making the decision to deep act.

In Hypothesis 3 it was proposed that behavioural disengagement would moderate the relationship between surface acting and emotional dissonance (higher levels of behavioural disengagement would reduce levels of emotional dissonance). The findings of the current research illustrate that behavioural disengagement did moderate the relationship between surface acting and emotional dissonance in the expected direction ($b = -.109, p = .01$). These findings were further illustrated in Figure 6.9 where an interaction effect was plotted using the high and low categories of surface acting and behavioural disengagement. This result indicates that the cognitive reappraisal mechanism of behavioural disengagement contributes in some way to the reduction of emotional dissonance. The implications of this finding will be discussed further in Chapter 7.

In Hypothesis 4 it was proposed that emotional dissonance would mediate the relationship between surface acting and the job burnout dimensions of emotional exhaustion (a) , personal accomplishment (b) and depersonalisation (c). The results supported the hypothesised mediating role for emotional dissonance between surface acting and all three job burnout dimensions. The

current research demonstrated that emotional dissonance (conceptualised as a form of psychological discomfort) influences the relationship between surface acting and burnout outcomes. Emotional dissonance was found to mediate the relationship between surface acting and emotional exhaustion, with higher levels of emotional dissonance increasing levels of emotional exhaustion. Emotional dissonance was found to indirectly mediate the relationship between surface acting and personal accomplishment, but not in the direction expected. The result indicates that surface acting increases personal accomplishment when dissonance is experienced, in contrast to the findings of previous research in emotional labour. Similarly, a small, indirect-only mediating effect was found between surface acting and depersonalization, with levels of depersonalisation increasing dependent upon the level of dissonance experienced.

As the first study to use the new measure of emotional dissonance to examine emotional labour outcomes, the findings presented in the current study are consistent with previous research regarding the causal link between emotional labour, emotional dissonance and employee burnout (Härtel et al., 2001; Lewig & Dollard, 2003; Van Dijk & Kirk-Brown, 2006; 2007). Although only a small to medium amount of variance was accounted for by emotional dissonance in each of the burnout dimensions, the findings demonstrate the mediating effect of emotional dissonance between surface acting and the burnout outcomes emotional exhaustion, depersonalisation and personal accomplishment. Further discussion on the mediating role of emotional dissonance between surface acting and job burnout will be presented in Chapter 7.

In hypothesis 5 a-c it was proposed that effort justification would moderate the relationship between emotional dissonance and the three dimensions of job burnout; emotional exhaustion (a), personal accomplishment (b) and depersonalisation (c) (an increase in levels of effort justification would result in reduced levels of emotional exhaustion and depersonalisation and

increased levels of personal accomplishment). Hypotheses 5a and 5c were not supported in the analysis performed using the PROCESS macro. Hypothesis 5b received partial support as an interaction between emotional dissonance and effort justification was demonstrated (Figure 6.11). The implications of this finding to emotional labour research will be discussed in greater detail in Chapter 7.

6.8   Conclusion

Overall, the findings from the present study provide evidence of dissonance management through the use of cognitive mechanisms that assist in alleviating and averting the affective consequences of emotional labour. The current study provides further support for the psychometric properties of the scales of effort justification, behavioural disengagement and emotional dissonance developed in *Study Two* (Chapter Five). Additionally, the findings support an examination of the role of coping strategies in the performance of emotional labour, with preventive coping found to predict engagement in deep acting. The results of the current research also indicate that emotional dissonance mediates the relationship between surface acting and employee burnout outcomes. Furthermore, effort justification and behavioural disengagement were found to act as moderators in this sequence. Behavioural disengagement moderated the relationship between surface acting and emotional dissonance and effort justification moderated the relationship between emotional dissonance and personal accomplishment. These findings have implications for the wider research which will be discussed in the following chapter.

The following chapter will discuss the results of the current research in relation to the wider research aims and the contribution to the broader research literature. The chapter will also discuss the limitations and implications of the current research.

Chapter 7 General Discussion and Conclusion

7.1   Introduction

The purpose of this chapter is to provide a synthesis and discussion of the findings to emerge

from the three sequential studies reported in detail in *Chapters Four, Five* and *Six*. First, general

findings are discussed in reference to the research objectives, findings and relevant academic

literature. The subsequent discussion emphasises the significant contribution that the proposed

theoretical model contributes to the emotional labour literature. Following this, the findings are

discussed in relation to the primary and subsidiary research questions. The chapter concludes

with a summary of the conclusions, contributions, limitations and avenues for future research.
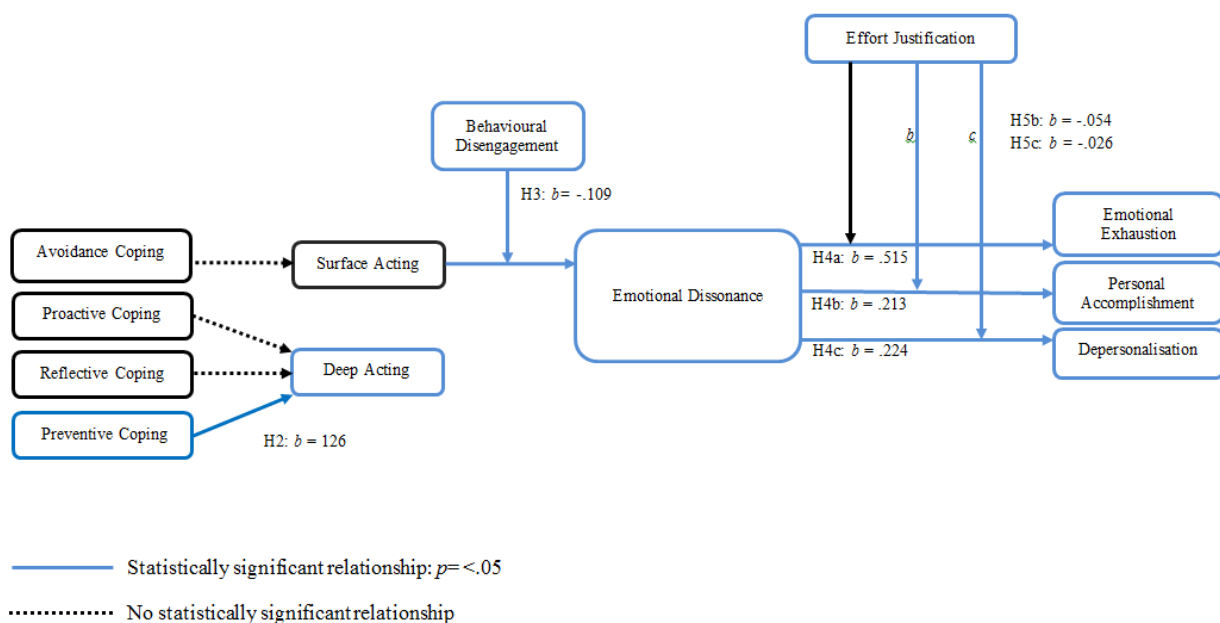
Figure 7.1: Study Three Findings

7.2   General Findings

The overarching aim of the current research was to develop and test a model of emotional labour, emotional dissonance and individual well-being incorporating perspectives derived from cognitive dissonance and coping theories. The model proposed that customer service employees' preferred coping styles and the cognitive reappraisal strategies of behavioural disengagement and effort justification were instrumental in determining work-related outcomes. The model illustrates a causal association between individual coping styles, emotional labour acting strategies, emotional dissonance and burnout. The model also identified moderating and mediating processes that influence individual well-being outcomes associated with the management of emotional dissonance. The current research provides several important empirical findings that can assist in furthering the understanding of negative employee outcomes of performing emotional labour.

The current research addressed three research questions, which are:

Q1: Do preferred coping styles predict engagement in emotional labour-based acting?

Q2: Do emotional labourers use behavioural disengagement and effort justification to manage emotional dissonance during customer interactions?

Q3: Is emotional dissonance best conceptualised as psychological discomfort?

The following sections present a discussion of the findings of the current research in response to the research questions. First, the predictive utility of examining coping styles in relation to emotional labour-based acting will be discussed followed by summary of the role of behavioural disengagement and effort justification in managing emotional dissonance. Next, a discussion on emotional dissonance as a form of psychological discomfort will be presented, followed, by the limitations of the research, future research directions and conclusion.

7.3   Coping and Emotional Labour

The current research is the first study to examine coping strategies as predictors of emotional labour-based acting. The findings did not clearly support the proposed relationship between preferred coping styles and emotional labour based acting. The only statistically significant finding was for the relationship between preventative coping and deep acting, (8%). The employee who has the preference for planning ahead for the management of potential stressors is more likely to engage in deep acting and avoid the conditions that elicit emotional dissonance. Through the use of preventive coping employees may refer to past interactions to develop psychological resources that facilitate emotion memory (Greenglass, 2001).

In *Study One,* Student Services employees were found to use a number of additional coping techniques during the performance of emotional labour including, avoidance, reflective and proactive coping. The use of these strategies, however, was not confirmed in the final quantitative study. Although a relationship was found between deep acting and preventive coping, there was no indication of any relationship between the remaining coping styles and emotional labour-based acting (proactive, reflective, and avoidance).

The coping styles captured in the present study may not adequately reflect the styles utilised by emotional labourers. With over 400 ways of coping evident in the research literature, other coping styles, such as social support (Korczynski, 2003), venting (Study 1) or strategic planning (Greenglass & Nash, 2008) may prove to be more relevant to the management of emotional labour and emotional dissonance.

7.4   Cognitive Reappraisal Mechanisms for Dissonance Management

The role of the cognitive reappraisal mechanisms of behavioural disengagement and effort justification in facilitating dissonance management was addressed in the Study One and Study Three. *Study One* (Chapter Four) explored perceptions of staff with regard to cognitive reappraisal strategies and well-being outcomes in relation to the theoretically proposed relationships between the constructs. *Study Two* (Chapter Five) used the qualitative findings to inform the development of measures of behavioural disengagement and effort justification. The findings in *Study Three* (Chapter Six) provided mixed support for the theoretical propositions. The findings presented in the current research demonstrate a complex reappraisal process is involved when managing emotional dissonance. Supporting previous research, the use of cognitive reappraisal techniques was found to alleviate the burden associated with surface acting (Greenglass & Nash, 2008; Pugh et al, 2011; Van Dijk & Kirk-Brown, 2008). These dissonance management strategies validated incongruent behaviours, thoughts or feelings when interacting with customers in order to alleviate or reduce psychological discomfort (Festinger & Carlsmith, 1959).

The two proposed cognitive reappraisal mechanisms of focus in the current research, behavioural disengagement and effort justification, received support in Study One with their individual emotional responses, and the ensuing affective consequences, fluctuating dependent upon individual variation in the reappraisal techniques used. For some individuals the use of these strategies resulted in negative outcomes. For others, however, they alleviated the burden associated with display unfelt emotion for organisational purposes. When managing their affective states during interactions with customers, employees in Study One reported a number of cognitive reappraisal strategies that centred on providing external justification for the display of unfelt emotions (Greenglass & Nash, 2008). The results of Study One demonstrated that

levels of psychological discomfort amongst Student Service employees were dependent upon their perception and response to role expectations and the reappraisal strategies they use to respond to these rules.

The support provided in Study One provided the rationale for constructing emotional labour-based measures of behavioural disengagement and effort justification in order to examine their utility in relation to dissonance management. The need to develop the measures reflected key theoretical constructs required to quantitatively examine the role display rules serve in the emotional labour process (Greenglass & Nash, 2008). The benefit of self-report emotional labour-specific measures is that they now assist in understanding how employees manage, reduce or avert the psychological discomfort that results when they do not feel organisationally required emotions. The procedure to develop the two emotional labour-specific measures of behavioural disengagement and effort justification was discussed in Study Two (Chapter Five). The results of this investigation provided strong psychometric properties for the two new scales.

The current research addresses a critical gap in the literature regarding cognitive appraisal/reappraisal and emotional labour outcomes. Although previous research identifies the function of cognitive reappraisal in the context of emotional labour (Grandey, 2000; Gross, 1998, 1999, 2013), little research has previously explored specific reappraisal mechanisms. In the current research the findings indicate that employees who report high levels of surface acting report high levels of emotional dissonance. This relationship is, however, moderated by use of the cognitive reappraisal strategy of behavioural disengagement. The experience of emotional dissonance was reduced when employees expect and accept surface acting as part of their performance requirements. The second cognitive reappraisal mechanism examined, effort justification operated in a similar manner in the relationship between emotional dissonance and

two components of burnout. Where employees engaged in higher levels of effort justification lower of levels of depersonalisation is found along with higher levels of personal accomplishment. Lower levels of burnout are experienced when employees are intrinsically motivated to meet role related goals and expectations such as customer satisfaction and quality of service delivery. These results should be interpreted with caution given the relatively low amount of variance explained.

The qualitative findings of the current research regarding the role of behavioural disengagement were further supported by the quantitative findings of Study Three. These findings suggested that when surface acting is at its greatest and levels of behavioural disengagement are low then dissonance will be experienced. When behavioural disengagement is high, dissonance is low. Thus, indicating a moderating role for behavioural disengagement between surface acting and emotional dissonance. This is consistent with previous research examining the link between dissonance and behavioural disengagement (Greenglass & Nash, 2008). This further indicates that when using behavioural disengagement to manage emotional dissonance, the individual shifts responsibility for dissonant cognitions to intrinsic motivational factors associated with the individual self-concept (Ashforth & Mael, 1989; Bandura, et al., 1996; Petriglieri, 2011). These factors form a process where the employee distances themselves from the consequences of displaying unfelt emotion, averting any potential psychological discomfort as a result.

In classic CDT experiments, individuals were revealed to engage in aversive consequences when a pre-determined reward is available (Festinger, 1957). Similarly, individuals performing emotional labour are able to manage the consequences of displaying unfelt emotions and reduce the psychological discomfort experienced by engaging in effort justification. For employees in Study One selective display rules provided a source of consonant cognitions that employees referred to when experiencing psychological discomfort. Employees reported using cognitions

related to intrinsic and extrinsic motivations in order to manage situations where they were required to display emotions that they did not feel referring to things such reward and punishment, as well as their organisational and personal identities, or a desire for control. Although cognitions related to rewards and punishments have previously been shown to play a role in emotional labour (Hochschild, 1983; Kruml & Geddes, 2000a), the current research identifies their influence on how employees manage psychological discomfort.

The use of behavioural disengagement and effort justification are reflective of cognitive dissonance research regarding induced compliance and indicate there relevance as tools for dissonance management (Cooper, 2007; Egan, Santos, & Bloom, 2007; Harmon-Jones, 2004). Due to the employment contract individuals have to comply to display rules. These rules were found to form cognitions that assist in dissonance reduction. However, it also means that these cognitions function at different points during the emotional labour process. The effects of dissonance were at its greatest when these strategies were not used. Reflective of perspectives drawn from cognitive dissonance and affective events theories (Ashkanasy & Daus, 2013), the findings of the current research indicates that behavioural disengagement and effort justification do assist individuals in managing the aversive consequences of displaying unfelt emotions at work.

The link between cognitive reappraisal strategies and dissonance management contrasts to the emotional labour literature that suggests that emotional dissonance is inevitable when displaying unfelt emotions and that emotional dissonance leads to negative work outcomes. The findings of the currents research further demonstrate that the consequences of emotional labour are idiosyncratic (Van Dijk & Kirk-Brown, 2006; 2007; Pugh et al, 2011) and that reappraisal strategies enable employees to cope with emotional labour demands. Emotional labour research

identifies numerous idiosyncratic variables for their potential influence on an employees' ability to perform emotional labour-based activities, yet these variables may not influence emotional labour performance per se, but an individual's ability to manage the associated psychological discomfort.

7.5   Emotional Dissonance as Psychological Discomfort

The review of the extant literature presented in Chapter Two concluded that many of empirical findings reported for the relationship between emotional labour and employee well-being have been inconsistent (Hülsheger & Schewe, 2011). These inconsistent findings are mainly due to the definition, conceptualisation, and measurement of the negative affective state of emotional dissonance (Pugh, et al, 2011; Van Dijk & Kirk-Brown, 2008a, 2008b), and as a result many aspects of the emotional labour construct are still debated (e.g. Hughes 2003; Bolton, 2005; McClure & Murphy 2007; Brook 2009). This current research responded to recent calls for an approach to emotional dissonance drawn from cognitive dissonance theory (CDT) (Greenglass & Nash 2008; Pugh, et al. 2011; Van Dijk & Kirk-Brown, 2006; 2007). The findings of the three studies illustrate that emotional dissonance is best viewed and measured as a form of psychological discomfort. Additionally, the current research indicates that emotional dissonance is detrimental to employee health when they do not have adequate cognitive resources such as reappraisal mechanisms for dissonance management. It is this variation in ability that clarifies reasons for differential outcomes reported regarding the causal link between emotional labour, emotional dissonance and individual well-being (Härtel et al., 2001; Lewig & Dollard, 203; Van Dijk & Kirk-Brown, 2006; 2007). More specifically, it provides a reason for why some individuals are able to display unfelt emotions without apparently experiencing any negative affective consequences.

Researchers have made the link between emotional dissonance and the original CDT framework upon which it is based (Härtel et al., 2001; Hochschild, 1983; Pugh, et al. 2011; Van Dijk & Kirk-Brown, 2006; 2007). Although a focal point of many empirical studies (Brotheridge & Grandey, 2002; Cropanzano, et al, 2004; Grandey, 2000; Grandey, et al., 2013; Hülsheger & Schewe, 2011; Kruml & Geddes, 2000b; Mann, 2005; Morris & Feldman, 1996a;Rubin et al., 2005; Zapf et al., 1999), confusion still surrounds the conceptualisation of emotional dissonance with researchers failing to capture the essence (psychological discomfort) of the construct Hochschild (1983) labelled as *emotive dissonance*. Much of the emotional labour literature focuses on emotional dissonance as the discrepancy between felt and display/required emotion (See Hülsheger & Schewe, 2011) ignoring the negative affective state as a consequence of the discrepancy between felt and displayed emotion.

Consistent with the propositions of the current research, employees reported psychological discomfort as a consequence of displaying unfelt emotion (surface acting) in *Study One*. Based on the previous research (Hochschild, 1983; Pugh, et al, 2011; Van Dijk & Kirk-Brown, 2007) and the findings in *Study One,* the EDS was developed to capture emotional dissonance for customer service workers. Using this scale in the final study, emotional dissonance was found to partially mediate the relationship between surface acting and the three dimensions of burnout. Employees who experienced emotional dissonance as a result of surface acting experienced higher levels of emotional exhaustion and depersonalisation and lower levels of personal accomplishment. Though previous research has suggested this relationship (Van Dijk & Kirk-Brown, 2007), no previous research has developed and used a measure of emotional dissonance based on the conceptualisation of the construct as a form of psychological discomfort. Conceptualising emotional dissonance as a form of psychological discomfort demonstrates that negative work outcomes are not an automatic consequence of displaying unfelt emotion, as is implied by much of the academic literature and clearly differentiates it from the condition that

may elicit dissonance, surface acting (Hülsheger & Schewe, 2011). Although surface acting presents situations that can potentially lead to emotional dissonance, it may only do so when the employee has insufficient psychological resources for dissonance management.

7.6   Limitations

There were a number of limitations apparent in the current research that may be attributed to the applied setting. This section will discuss the limitations relevant to the current research. In *Study One,* semi-structured interviews were used to collect data from Student Services employees. Although interviews provide a medium from which to collect rich, untapped data, there are number of weaknesses associated with this approach to data collection. One of these limitations is the researchers' skill in being able to acknowledge subtleties of respondents' perceptions and to adjust questioning accordingly. Additionally, there is often a chance during the interview for the researcher to unconsciously lead the participant. Finally, there are always limitations when analysing qualitative data due to the potential influence of the researchers' biases. Although interview data at times can be unreliable, ungeneralisable and can suffer from validity issues, the high inter-coder reliability scores support the trustworthiness of the data. The primary limitation of the research conducted relates to the potential generalizability of the findings and conclusions to other workplace contexts. The research was conducted within one university and its campuses.

The use of self-report data may also result in common method variance, and although this does not impact the predicted moderated relationships (Evans, 1985), the results of the Harman's one-factor test (Podsakoff Mackenzie, Lee & Podsakoff, 2003) indicate that a single method-driven factor does not adequately represent the data. To address this limitation future research should focus on an experimental design.

7.7 Future Research Directions

The current research provides a number of avenues for further research regarding emotional labour-based cognitive reappraisal mechanisms and emotional dissonance. Although the results indicate a complex intrapersonal process that influences emotional labour outcomes, future research would benefit by further examining the nature of the interaction between these constructs, and other phenomena derived from the psychological literature in relation to dissonance. While the current research found limited support for the link between coping and emotional labour acting strategies it may be the case that other strategies not considered in the current research may help to elucidate this link.

Though behavioural disengagement contributed significant variance to emotional dissonance, so did the control variables age, tenure, gender and negative affectivity. Negative affectivity has been previously found to be a key individual difference variable that influences the negative outcomes of emotional labour (Diefendorff & Richard, 2003; Schaubroek et al., 1992). High levels of negative affectivity make it difficult for individuals to display the required emotions during service transactions .and may also influence the use of behavioural disengagement. Individuals with high levels may need to engage in this behaviour regularly, thus perceiving the need to display positive emotions as onerous and a threat to their sense of self. It is this continued conflict between individual behaviours and perceptions that may force the individual to display high levels of behavioural disengagement, yet their affective disposition limits the ability for it to act as a dissonance reduction mechanism. As dissonance is proposed to lead to emotional exhaustion, the connection between negative affectivity and behavioural disengagement provides an avenue for future research to further examine the consequences of emotional labour.

Additionally, whilst the results for the three scales presented in the current research were generally supported, analysis was conducted in three small to medium samples. Future studies would thus benefit from further testing of these scales on larger samples, and in an experimental setting. For further structural validation, new and independent samples need to be collected as it allows for reassessment of various psychometric properties.

7.8   Conclusion

Overall, the results reported in the current research provide support for the theoretically derived model. Although not all relationships were confirmed, the evidence presented supports the integration of perspective derived from cognitive dissonance theory (Hochschild, 1983). The causal sequence of emotional labour, emotional dissonance and individual well-being outcomes suggested by authors was supported (Härtel el al, 2002; Lewig & Dollard, 2003; Pugh et. al, 2011; Van Dijk & Kirk-Brown, 2006). Results associated with *Study Three* suggest a partially mediating role for emotional dissonance between surface acting and emotional dissonance. Additionally, support was found for moderating roles for behavioural disengagement and effort justification between surface acting and emotional dissonance, and emotional dissonance and personal accomplishment, respectively. The predicted relationship between coping and emotional labour-based acting strategies was only partially supported. The results reported in the current research are captured within the following Aristotelian quote recognising the difficulties of managing emotions.

> *Anybody can become angry - that is easy, but to be angry with the right*
> *person and to the right degree and at the right time and for the right*
> *purpose, and in the right way - that is not within everybody's power and is*
> *not easy*

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APPENDIX A: Study One

Explanatory Statement – Monash University Student Services

This Information Sheet is for you to keep
Title: Integrating Perspectives of Coping and Cognitive Dissonance theory into a Theoretical model of Emotional Labour

1. Purpose of the research

My name is Aaron Wijeratne and I am conducting a research project with Dr Pieter Van Dijk, Dr Andrea Kirk-Brown and Associate Professor Lionel Frost, in the Faculty of Business and Economics, towards a Doctor of Philosophy degree at Monash University. This means that I will be writing a 100,000 word thesis, which is equivalent to a short book. The current research project will examine the relationship between emotional labour, display rules, coping and negative affective outcomes. Simply, emotional labour refers to the display of appropriate emotions in the workplace. Organisations manage this display through norms for emotional expression, known as display rules. As individuals have preferred ways of coping with stressful situations, this research will examine how these coping styles allow service providers to deal with stressful situations during interactions with customers.

2. Your Involvement

Your involvement is simply to respond to questions that will be asked by the researcher during the interview. You will be asked questions in relation to your emotional experiences whilst engaging with students as part of your day to day job tasks. We would like you to respond to all the questions but if you feel as though you do not wish to answer any particular question you may refuse to respond without any explanation or consequence. If you feel uncomfortable with the interviews you have the right to withdraw from the research at any time. It is not expected that this interview will give cause to any emotional distress or negative reaction.

3. Confidentiality and Anonymity

All the information given in the interviews will be strictly confidential and anonymous to the organisation. Your response will be kept secured in a password protected computer in the offices of the researchers at Monash University for a period of five years. The results of the research may be used for academic publications as well as the PhD, both of which will be made available to you if requested. Aggregated results will be fed back to the organisation as they are finalized. The researcher will record your name when delivering the interview and will assign a unique identifier that will remain only known to researchers. The organisation will **<u>NOT</u>** be made aware of this identifier. Your contribution will be completely confidential with no reference made to organization or individual. If you have any question regarding the research or would like to be informed of the aggregate research findings please feel free to contact the chief investigators.

4. Results
If you would like to be informed of the aggregate research findings please contact Mr Aaron Wijeratne at ███████████████████

Semi Structured Interview

Date: __/__/__

Interview Tape # _____

Participant Name _____

Gender: M/F

Time Employed at Monash: _____

Current Position: _____

Time employed in Position: _____

Semi-structured Interview Questions

☐ **What constitutes a good day emotionally at work?**
   o Are there any parts to your job that make you feel emotionally rewarded at the end of the day or week?

☐ **What constitutes a bad day emotionally at work?**
   o Are there any parts to your job that make you feel emotionally tired at the end of the day or week?

☐ **Are there any situations where you are required to act towards students (e.g. display emotions) in a way that's different to how you feel? (Explain)**
   o How does it make you feel if you have to hide your true feelings or act differently to the way you want to when interacting with students? Faking it?
   o What strategies do you use to display the right types of emotions in these instances?
   o Do you think you are successful at displaying the right types of emotions?

☐ **How does it make you feel when you feel like you don't want to engage with the students?**
   o What about when you have to deal with problematic or difficult students? (explain)
   o What strategies do you use when you have to hide your true emotions when interacting with problematic students?
   o Do you find that you are reminding yourself to keep the 'act up'?
      ▪ How do you do this?

☐ **Are organisational guidelines, rules or expectations helpful when you don't feel like displaying the right emotions or interacting with students?**
   o How do these guidelines influence how you do your job?
      ▪ Do they make it easier or harder?
      ▪ Can you explain how they make it easier or harder?
   o Do you refer to anything else when interacting with students?
      ▪ Social norms?

☐ **Any other comments /notes?**

Example of Interview Observation Notes

Respondent 3

Respondent 3 is an extremely infectious person, and really enjoys dealing with people; she loves the face to face interactions. She indicated that there are no clear display rules evident from the university, though she felt that it was her personality that guided her during interaction with students. It was observed that the small stature of the faculty at X, meant that there staff who worked directly with academics, and staff that liaised with students. In situations where her felt emotion was in conflict with her displayed emotions, it was policy and procedure that guided her emotional expression. This was also used to justify the display of unfelt emotions, ('it is just policy'). Respondent 3 was a very interesting person who had done quite a bit of work in personality types. Speaking in general with her after the interview she indicated that she had completed a fair bit of professional development work and has read a few books surrounding the topic of emotions. The interview on a whole went well, but I was under the suspicion that she didn't want to disclose those situations where dissonance is induced as she revealed that there are situations where she is 'more genuine'. It also may well be that Respondent 3 is proactive in her approach to coping.
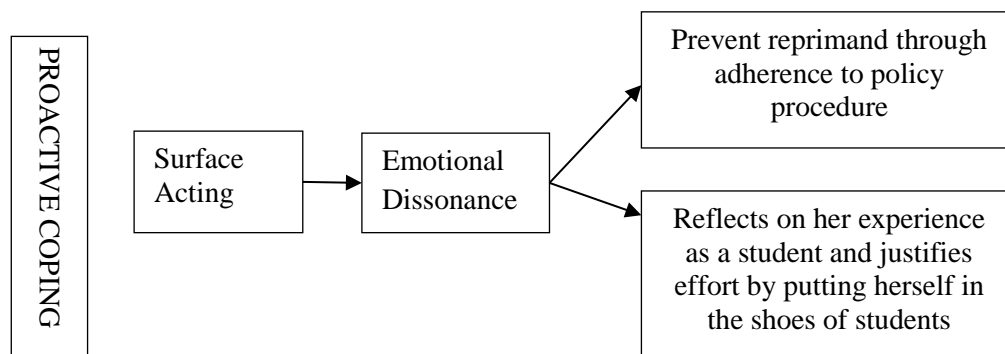
Coding Key for Interrater Reliability

Code	Definition
Emotional Labour	
SA	Surface Acting: Displaying unfelt organisationally required emotion
DA	Deep Acting: Attempting to display authentic organisationally required emotion
DR	Display Rules: Organisational norms for emotional expression
ED	Emotional Dissonance: Feelings of Psychological Discomfort
Cognitive Reappraisal Mechanisms	
EJ	Effort Justification: A person's tendency to engage in an effortful activity to obtain or acquire a certain goal.
BD	Behavioural Disengagement: A process for convincing the self that ethical standards are not applicable in certain contexts.
Coping with Emotional Labour	
ProCop	Proactive Coping: A 'glass half full' coping mentality where the coping response happens prior to the stressor occurring.
PreCop	Preventive Coping: Efforts to reduce or lessen the impact of stress in the future.
RefCop	Reflective Coping: Efforts to build a general resistance to stress in the future.
ReCop	Reactive Coping: A 'glass half empty' coping mentality where the coping response follows the stressor.
AvoCop	Avoidance Coping: Efforts to avoid dealing with the stressor.
ProCop	Support Seeking: Coping associated with social support.

Emotional Labour	Code
"No you sort of slip into quite easily I think after doing it a long time you can just slip into it very easily"	
"Yes I can't really tell you what I think sometimes. Yeah the expression on my face I have to try and be like you are not annoying me type look to the student like I sort of even though they ask maybe the same questions over and over you have to sort of still remain calm yeah you can get really frustrated"	
Do you mean like if they are being really rude and I have still be friendly, yes that has happened.	
Well sometimes you know it just kind of feels like you are about to you know explode all over everybody…"	
"It can be quite hard. There are times when you just want to cry because it is hard…"	
"…when you see an upset student it puts you on a downer as well if you can't help them it makes you think yeah it does impact on how you feel"	
"So I think from an emotional perspective, so that would be emotionally and extremely stressful because even though probably you have done all you can, you might not feel that you have done all you can or you have said the wrong thing or you feel like you haven't done the right thing."	
"I guess it is frustrating you sort of have to fight it and cover it up…"	
Cognitive Reappraisal Mechanisms	**Code**
So, you know, start again, make almost a mental list of things so that we can go through a little bit more systematically what the issues are or I might do something like 'ok I think this is best dealt with by email so we both have time to put in writing'.	
I would probably sit there and think about it, on how could we help there student, is there any other ways in which we could help the student, some of things in the university are unfair on them you know, the rules and regulations you think yeah can't I just bend that rule a little bit but obviously you cant	
Yeah yeah sometimes I have to be nice to people that in my I head I am thinking you are an idiot you know but because in the end I do have to go by what my manager has said.	
Oh I suppose when there is a particularly difficult student you have to just smile through it and sort of think right well we will just deal with this as well as we can and maybe you can talk to other people in the team and that helps as well, your frustration.	
"I don't want to hurt people and I would be devastated if somebody did that to me and I know nine times out of ten where they are coming from its their own stress or their anxiety that is pushing them to push you."	
I tend to slow myself down so if somebody is there and it is just really bugging me the kind of thing that they are saying I tend to just take a step back metaphorically and just slow down and try and make things as clear as possible about the situation without giving them any idea that I am rather annoyed. We want them to have a good experience whatever they come to us with we want them to have a good experience	
"Well I would probably talk to myself, I would probably debrief with myself"	
Yes I talk to myself and say X this is your job so just try to be calm	
"Like I said I am in a position where it is student services so if I didn't want to be in this environment and dealing with these students I shouldn't be here"	
So, you know, start again, make almost a mental list of things so that we can go through a little bit more systematically what the issues are or I might do something like 'ok I think this is best dealt with by email so we both have time to put in writing'.	
Coping and Emotional Labour	**Code**
I think it is a matter of reminding myself that this situation is important to the student and I know I have a billion things on my plate and it is also a matter of realising well what of those things is really priceless or what is really that important like so I will look at all the tasks that	

Integrating Perspectives of Cognitive Dissonance and Coping Theories into an Understanding of the Causal Sequence between Emotional Labour, Emotional Dissonance and Job Burnout

I have to do and sort of go well alright does it matter if this one doesn't get done today, is it really going to be the end of the world, is there a backup plan, like yep , there is a few things I can do tomorrow. So you sort of go well it ok we will just deal with what we have to do now and if the person is right there in front of me it's like well obviously this is what is in front of me and just go back to the hundreds of emails later	
People find it very hard to scream and yell at somebody who is calm and positive and still giving the reassuring message so I think with experience and more outside knowledge and tips that I have picked up it's not something I am terrified of anymore	
I feel that you do need the training and I feel that I have over my 10 years of being a student advisor I have grown and by going to those counselling sessions in the past have helped me and debriefing after seeing problem students its helped me emotionally cope with stuff rather than taking it home.	
I usually feel bad for that person I don't know I mean I have probably gone, the ones that have been a bit upsetting really I have probably gone away and sort of mulled it over a bit more than I would now perhaps sort of thought you know I could of done something a little different but	
I tend to slow myself down so if somebody is there and it is just really bugging me the kind of thing that they are saying I tend to just take a step back metaphorically and just slow down and try and make things as clear as possible about the situation without giving them any idea that I am rather annoyed. We want them to have a good experience whatever they come to us with we want them to have a good experience	
I guess because of the increased experience you do come up with ways of saying to them I can understand your position but this is not going to work, in the scope of the policy we can do X, Y and Z	
…which is why a lot of people who I work with know that I tend to, you know kind of, once people aren't around I tend to just need to go {oh this person look what they have said and oh these people that ask me for unreasonable things or whatever, or just think it is all my responsibility or my fault blah blah blah} you know they know that I am going to do that from time to time otherwise I feel like I am too on edge I need to let it go by telling other people and then I can go ok that is alright now I have complained I can get back to work.	
…so I think for me talking is a way of venting and possibly it a way of getting some affirmation that I did the right kind of things so that probably helps I think I do that whenever I am stressed about anything, you find that person or persons that you trust and you use them as a bit of a sounding board and get it out type of stuff, so that is probably my main thing."	
"But that was quite annoying I got off the phone and I was like "GRRRRRRR" it was so annoying because to be told by someone oh you don't know you don't know what you are talking about, it's like well I do, I do know this policy back to front I work here but because of your situation and you are really uptight about your child's situation yeah so not nice."	

APPENDIX B: Study Two Survey

MONASH University

Research Survey

A doctoral research project undertaken with the Department of Management, Faculty of Business and Economics, Monash University, Australia.

Instructions

- Please fill in the blanks or circle the correct response with a dark pen.
- Please respond to <u>ALL</u> questions accurately.
- Please place the completed survey in the envelope provided.
- Please place the sealed envelope in the secure collection box provided.

All information provided will be treated with the strictest confidentiality as required by Monash University's code of ethical conduct. No individual will be identified.

Thank you for your time and participation in the research project. If you have any questions regarding the project please contact the Chief Investigator or Project Supervisors on the numbers provided in the explanatory statement.

Demographics

Gender: Male/Female

Age: (Years)   _____

Time employed in customer service position: (years/months)

_____/_____

Please read the following <u>carefully</u> and respond to the following questions.

In customer service roles, there are situations which require you to manage the way you display emotions toward customers. The following statements explore the way in which you manage your emotional experiences at work when interacting with customers. Please indicate the extent to which you agree with the following.

In your work you are required to manage your emotional display towards customers/students. When doing your job how often do you do the following?	Never	Seldom	Sometimes	Often	Always
Resist expressing your true feelings.	1	2	3	4	5
Pretend to have emotions that I don't really have.	1	2	3	4	5
Hide my true feelings about a situation.	1	2	3	4	5
Make an effort to actually feel the emotions that I need to display to others.	1	2	3	4	5
Try to actually experience the emotions that I must show.	1	2	3	4	5
Really try to feel the emotions I have to show as part of my job.	1	2	3	4	5

Using the scale below, please indicate to what extent you agree with each of the following statements:	Not true at all	Barely True	Somewhat True	Completely True
I plan for future eventualities.	1	2	3	4
Rather than spending every cent I make, I like to save for a rainy day.	1	2	3	4
I prepare for adverse events.	1	2	3	4
Before disaster strikes I am well-prepared for its consequences.	1	2	3	4
I plan my strategies to change a situation before I act.	1	2	3	4
I develop my job skills to protect myself from unemployment.	1	2	3	4
I make sure my family is well taken care of to protect them from adversity in the future.	1	2	3	4
I think ahead to avoid dangerous situations.	1	2	3	4
I plan strategies for what I hope will be the best possible outcome.	1	2	3	4
I try to manage my money well in order to avoid being destitute in old age.	1	2	3	4

Using the scale below, please indicate to what extent you agree with each of the following statements:	Not True at All	Barely True	Somewhat True	Completely True
When I have a problem I like to sleep on it.	1	2	3	4
If I find a problem too difficult sometimes I put it aside until I'm ready to deal with it.	1	2	3	4
When I have a problem I usually let it simmer on the back burner for a while.	1	2	3	4

Integrating Perspectives of Cognitive Dissonance and Coping Theories into an Understanding of the Causal Sequence between Emotional Labour, Emotional Dissonance and Job Burnout

Using the scale below, please indicate to what extent you agree with each of the following statements:	Not true at all	Barely True	Somewhat True	Completely True
I am a "take charge" person.	1	2	3	4
I try to let things work out on their own.	1	2	3	4
After attaining a goal, I look for another, more challenging one.	1	2	3	4
I like challenges and beating the odds.	1	2	3	4
I visualise my dreams and try to achieve them.	1	2	3	4
Despite numerous setbacks, I usually succeed	1	2	3	4
I try to pinpoint what I need to succeed	1	2	3	4
I always try to find a way to work around obstacles; nothing really stops me.	1	2	3	4
I often see myself failing so I don't get my hopes up too high.	1	2	3	4
When I apply for a position, I imagine myself filling it	1	2	3	4
I turn obstacles into positive experiences	1	2	3	4
If someone tells me I can't do something, you can be sure I will do it.	1	2	3	4
When I experience a problem, I take the initiative in resolving it.	1	2	3	4
When I have a problem, I usually see myself in a no-win situation.	1	2	3	4
Using the scale below, please indicate to what extent you agree with each of the following statements:	Not True At All	Barely True	Somewhat True	Completely True
I imagine myself solving difficult problems	1	2	3	4
Rather than acting impulsively, I usually think of various ways to solve problems.	1	2	3	4
In my mind I go through many different scenarios in order to prepare myself for difficult outcomes.	1	2	3	4
I tackle a problem by thinking about realistic alternatives.	1	2	3	4
When I have a problem with my co-workers, friends or family, I imagine beforehand how I will deal with them successfully.	1	2	3	4
Before tackling a difficult task I imagine success scenarios,	1	2	3	4
I take action only after thinking carefully about a problem.	1	2	3	4
I imagine myself solving a difficult problem before I actually have to face it.	1	2	3	4
I address a problem from various angles until I find the appropriate action.	1	2	3	4
When there are serious misunderstandings with co-workers, family members or friends, I practice before how I will deal with them.	1	2	3	4
I think about every possible outcome to a problem before tackling it	1	2	3	4

In your interactions with customers you are required to display emotions in order to fulfil your job requirements. There may be interactions that require you to display emotions that are different to how you feel. This may be particularly difficult when there are problematic or aggressive customers, you are tired, frustrated, or when there are other problems at home or at work. This may require you to act out the required emotion, or supress how you are feeling. The following statements include descriptions of different feelings that may arise as a result of displaying unfelt emotion. For each, please indicate how you <u>feel</u> during the situations described above by circling a number on the scales where, "1" means "does not apply at all", and "6" means "applies very much".

Please rate the extent to which you agree with these statements. Use the following scale to record your answers.	Does Not Apply At All	Mostly Does Not Apply	Applies Slightly	Moderately Applies	Mostly Applies	Applies Very Much
I feel uncomfortable when I hide how I feel in order to provide a 'service with a smile' during interactions with customers.	1	2	3	4	5	6
I feel frustrated when I hide how I feel in order to appear 'happy' and 'cheerful' with customers.	1	2	3	4	5	6
I feel tense when hiding my emotions when dealing with problematic customers.	1	2	3	4	5	6
Interacting with difficult customers makes me feel uncomfortable when I am displaying the 'right emotions' (organisationally required).	1	2	3	4	5	6
I feel uneasy when I supress my own emotions.	1	2	3	4	5	6
I feel guilty when I display emotions that I don't feel when interacting with customers.	1	2	3	4	5	6
It makes me feel like a fraud when I 'put on a mask' whilst interacting with customers.	1	2	3	4	5	6
It bothers me when I suppress what I feel during interactions with customers.	1	2	3	4	5	6
Continued… *Please indicate how you generally <u>feel</u> in these situations by circling a number on the following three items*	Does Not Apply At All	Mostly Does Not Apply	Applies Slightly	Moderately Applies	Mostly Applies	Applies Very Much
Uncomfortable	1	2	3	4	5	6
Uneasy	1	2	3	4	5	6
Bothered	1	2	3	4	5	6

This scale describes different feelings or emotions that you may experience. Please read each item and then circle the appropriate answer. Please indicate to what extent you, on average, generally feel this way.

Please circle the appropriate response	Slightly/ Not At All	A Little	Moderately	Regularly	Quite a Bit	Extremely
interested	1	2	3	4	5	6
distressed	1	2	3	4	5	6
excited	1	2	3	4	5	6
upset	1	2	3	4	5	6
strong	1	2	3	4	5	6
guilty	1	2	3	4	5	6
scared	1	2	3	4	5	6
hostile	1	2	3	4	5	6
enthusiastic	1	2	3	4	5	6
proud	1	2	3	4	5	6
irritable	1	2	3	4	5	6
alert	1	2	3	4	5	6
inspired	1	2	3	4	5	6
nervous	1	2	3	4	5	6
determined	1	2	3	4	5	6
attentive	1	2	3	4	5	6
jittery	1	2	3	4	5	6
active	1	2	3	4	5	6
afraid	1	2	3	4	5	6
ashamed	1	2	3	4	5	6

Please rate the extent to which you agree with these statements. How often do you feel that the following statements apply to you	Never	A few times per year or less	Once a month or less	A few times a month	Once a week	A few times week	Everyday
I feel emotionally drained from my work.	0	1	2	3	4	5	6
I feel used up at the end of the day.	0	1	2	3	4	5	6
I feel fatigued when I get up in the morning and have to face another day on the job.	0	1	2	3	4	5	6
I can easily understand how people I work with feel about things.	0	1	2	3	4	5	6
I feel I treat some people in an impersonal manner.	0	1	2	3	4	5	6
Working with people all day is a strain for me.	0	1	2	3	4	5	6
I deal very effectively with problems people bring me at work.	0	1	2	3	4	5	6
I feel burned-out from my work.	0	1	2	3	4	5	6
I feel I'm making a difference in other people's live through my work.	0	1	2	3	4	5	6
I've become more callous toward people since I took this job.	0	1	2	3	4	5	6
I worry that the job is hardening me.	0	1	2	3	4	5	6
I feel very energetic.	0	1	2	3	4	5	6
I feel frustrated by my job.	0	1	2	3	4	5	6
I feel I'm working too hard on my job.	0	1	2	3	4	5	6
I don't really care what happens to some people I encounter at work.	0	1	2	3	4	5	6
Working with people directly puts too much stress on me.	0	1	2	3	4	5	6
I can easily create a relaxed atmosphere with people at work.	0	1	2	3	4	5	6
I feel exhilarated after work with people closely on my job.	0	1	2	3	4	5	6
I have accomplished many worthwhile things in this job.	0	1	2	3	4	5	6
I feel like I'm at the end of my rope.	0	1	2	3	4	5	6
In my work, I deal with emotional problems very calmly.	0	1	2	3	4	5	6
I feel others at work blame me for their problems.	0	1	2	3	4	5	6

APPENDIX C: Item and Scale Development procedure

       i.   Item Analysis for Emotional Dissonance Scale

      ii.   Item Analysis for Effort Justification Scale

     iii.   Item Analysis for Behavioural Disengagement Scale

Item Generation and Analysis for Emotional Dissonance Scale

Item No.	Original Item	Item Included in Pilot	Alpha if Item Deleted	Item Included in Validation Measure	Included in Final Measure
1	When I provide a 'service with a smile' during interactions with customers I feel uncomfortable.	Revised as #1. I feel uncomfortable when I hide how I feel in order to provide a 'service with a smile' during interactions with customers.	.900	Yes	Yes, Item 1.
2	It makes me feel frustrated when I have to hide how I feel in order to appear 'happy' and 'cheerful' with customers.	Revised as # 2. I feel frustrated when I hide how I feel in order to appear 'happy' and 'cheerful' with customers.	.902	Yes	Yes, Item 2.
3	It can be challenging when I am sometimes required to display emotions that I do not feel	Included.	N/A	No	No.
4	I feel tense when hiding my emotions when dealing with problematic customers.	Included.	.912	Yes	Yes, Item 3.
5	I feel uncomfortable when I am required to display the right emotions when interacting with difficult customers.	Revised as #4. Interacting with difficult customers makes me feel uncomfortable when I display the 'right emotions' (organisationally required).	.904	Yes	Yes, Item 4.
6	When interacting with customers I get annoyed if my emotions are perceived differently.	Included.	N/A	No	No.
7	When I have to deal with problematic customers it can feel tense if I have to hide how I feel personally.	No.	N/A	No	No.
8	It makes me feel uneasy to supress my own emotion.	Included.	.897	Yes	Yes, Item 5.
9	Interacting with people can be uncomfortable.	Included.	N/A	No	No.
11	It makes me feel like a fraud when I 'put on a mask' whilst interacting with customers.	Included.	.902	Yes	Yes, Item 7.
12	Displaying organisationally appropriate emotion is hard.	No	N/A	No	No.
13	I feel guilty when I display emotions that I don't feel when interacting with customers.	Included.	.903	Yes	Yes, Item 6.
14	The effort required to display the right emotions when interacting with difficult customers can make you feel uncomfortable.	No.	N/A	No	No.
15	When I supress my emotions during customer interactions I feel bothered.	Revised as #8. It bothers me when I suppress what I feel during interactions with customers.	.892	Yes	Yes, Item 8.

Item Generation and Analysis for Effort Justification Scale

Item No.	Original Item	Item Included in Pilot	Alpha if Item Deleted	Item Included in Validation Measure	Included in Final Measure
1	The more difficult a problem, the more I enjoy trying to solve it.[a]	Revised as #1. The more difficult an interaction with the customer, the more I enjoy the challenge.	0.759	Yes	No
2	I am strongly motivated by the money that I earn.[a]	Not included	N/A	No	No
3	I am strongly motivated by the recognition I can earn from other people.[a]	Revised #2. I am motivated to display the 'right types' of emotions to customers by the recognition I can earn for doing a good job.	0.741	Yes	Yes
4	I am concerned about how other people are going to react to my emotional displays.[a]	Revised #3. When performing my job role I am concerned about how customers are going to react to my emotional displays.	0.739	Yes	Yes
5	I am less concerned with what work I do than what I get for it.[a]	Revised #5. When interacting with customers I am more concerned with how my emotions are perceived rather than what I get for doing it.	0.743	Yes	Yes
6	It ok to express unfelt emotion if I am getting paid to do it.	Included, but removed from validation measure	N/A	No	No
7	It is ok to supress how I feel if it is part of my job role.	Not included	N/A	No	No
8	The quality of interactions with customers is important to me.[b]	Included	0.737	Yes	Yes
9	As long as I can do what I enjoy, I am not that concerned about exactly what I am paid.[a]	Revised #6. Displaying emotions that I do not feel is OK, as long as I am doing what I enjoy.	0.752	Yes	No
10	The emotional effort of my job is reflective of the goals I have for myself.[b]	Revised as #14 in Pilot. My emotional efforts at work reflect the challenging nature of my role.	0.741	Yes	No
11	My contact with persons to who I have to offer services is demanding.[b]	Revised as #8 in Pilot. I am motivated to display the emotions expected in my job role no matter how hard an interaction is with a customer.	0.732	Yes	Yes
12	As long as my effort is formally recognised, I am not concerned with what I am paid.[a]	Revised #9. Displaying emotions that I do not feel is OK as long as my emotional efforts are formally recognised	0.751	Yes	No
13	Interacting with customers is demanding.[b]	Not Included in Pilot	N/A	No	No

Item No.	Original Item	Item Included in Pilot	Alpha if Item Deleted	Item Included in Validation Measure	Included in Final Measure
14	I have to feel that I am earning something for what I do.[a]	Revised #15. In order to display fake emotions when interacting with customers I have to feel as though I am earning something for what I do.	0.745	Yes	No
15	Interacting with students is rewarding.	Not Included	N/A	No	No
16	I want my work to provide me with opportunities for increasing my knowledge and skills.[a]	Included, but removed from validation measure	N/A	No	No
17	Considering all my efforts, I receive the respect and prestige I deserve at work. [c]	Revised #17. The effort of displaying emotions that I do not feel is worthwhile, as long as I receive the respect I deserve when interacting with customers.	0.739	Yes	No
18	I feel uncomfortable displaying organisationally appropriate emotions when interacting with customers.	Included, but removed from validation measure	N/A	No	No
19	It is alright to express genuine emotion if I am not going to get punished.	Included, but removed from validation measure	N/A	No	No
20	Dealing with problematic customers is just part of the job.	Not included	N/A	No	No
21	Faking a smile is just one of my job tasks.	Included, but removed from validation measure	N/A	No	No
22	Displaying organisationally appropriate is a necessary component of my interactions with students.	Included, but removed from validation measure	N/A	No	No
23	It's important to display organisationally appropriate emotion when interacting with customers.	Not included	N/A	No	No
24	My emotional displays at work are part of my performance appraisal.	Included, but removed from validation measure	N/A	No	No
25	I prefer to figure things out for myself.[a]	Not Included in Pilot	N/A	No	No
26	I am keenly aware of the goals I have for myself.[a]	Not included	N/A	No	No
27	I enjoy doing work that is so absorbing that I forget about everything else.[a]	Not included	N/A	No	No

Item No.	Original Item	Item Included in Pilot	Alpha if Item Deleted	Item Included in Validation Measure	Included in Final Measure
28	The effort required to display organisationally appropriate emotions when interacting with difficult customers can make you feel uncomfortable.	Included, but removed from validation measure	N/A	No	No
29	My current occupational position adequately reflects my education and training.[c]	Not included	N/A	No	No
30	It makes me feel frustrated when I have to hide how I feel in order to be 'happy' and 'cheerful' with customers	Not Included	N/A	No	No
31	Considering all my efforts, my work prospects are adequate.[c]	Not included	N/A	No	No
32	The effort required to display unfelt emotion when interacting with customers on a daily basis is needed in order to respond to job demands.	Included, but removed from validation measure	N/A	No	No
33	The effort required to display unfelt emotion when interacting with customers on a daily basis is needed in order to respond to job demands.	Included, but removed from validation measure	N/A	No	No
34	Considering all my efforts, my rewards are adequate.[c]	Revised #11. Being able to help a customer whilst displaying unfelt emotion is rewarding.	0.735	Yes	No
35	When I have to deal with problematic customers it can make me feel tense if I have display emotions that are different to how I feel personally.	Included, but removed from validation measure	N/A	No	No
36	I feel uncomfortable when I have to hide how I feel in order to interact with customers.	Not Included	N/A	No	No
37	It can make me feel uneasy when during interactions with customers I have to display the emotions expected of my job role.	Not Included	N/A	No	No
38	I do not mind faking a smile when interacting with customers because it is just one of my job tasks.	Included, but removed from validation measure	N/A	No	No
39	It is sometimes necessary to reveal my true emotions when interacting with customers.	Revised as # 13 in Pilot. It can be challenging when I am sometimes required to display emotions that I do not feel.	0.74	Yes	No

Item No.	Original Item	Item Included in Pilot	Alpha if Item Deleted	Item Included in Validation Measure	Included in Final Measure
40	When I display organisationally appropriate emotions I am just being professional.	Revised #12. When I hide my true emotions I am just being professional.	0.73	Yes	No
41	Displaying organisationally appropriate emotions are a necessary component of my interactions with customers.	Revised #7. Displaying unfelt emotion is necessary when performing customer service work.	0.74	Yes	No
42	When interacting with customers I get annoyed when my emotions are perceived differently.	Included, but removed from validation measure	N/A	No	No
43	It is ok to supress how I feel during customer interactions if it is part of my job role.	Revised #10. I sometimes have to fake emotion (e.g. happiness, joy) in order to perform my job well.	0.74	Yes	No
44	I feel guilty when I have to fake emotions when interacting, customers.	Included, but removed from validation measure	N/A	No	No
45	It my interactions with customer it is necessary to display organisationally appropriate emotions in order to fulfil my job tasks.	Revised #14. It is necessary in my job role to display the right types of emotions when interacting with customers.	0.74	Yes	No
46	When I provide a friendly, cheerful service to my customers there are positive consequences	Revised. #16 I feel satisfied when I provide friendly, cheerful service to customers even when I do not feel that way.	.733	Yes	No

a= Amabile et al., 1994; b= Demerouti, et al., 2001 c= Siegrist et al., 2004

Item Generation and Analysis for Behavioural Disengagement Scale

Item No.	Dimension	Original Item in Bandura's Scale	Item Included in Pilot	Item Included in Validation Measure	Included in Final Measure
1	Behavioural Justification	It is alright to fight to protect your friends.	It is alright to fake emotion to protect your job.	Included as #1: It is alright to fake emotion to protect your job.	No
2	Behavioural Justification	It's ok to attack someone who threatens your family's honour.	It is sometimes necessary to display fake emotions to make customers feel good.	Included as #8: It is sometimes necessary to display fake emotions to make customers feel good.	Yes, Item #3
3	Displacement of Responsibility	If people are living under bad conditions, they cannot be blamed for behaving aggressively.	If people are experiencing bad conditions, they cannot be blamed for behaving aggressively.	No	No
4	Displacement of Responsibility	If someone is pressured into doing something, they shouldn't be blamed for it.	People cannot be blamed for misbehaving if their colleagues pressured them to do it	No	No
5	Behavioural Justification	It's ok to steal to take care of your family's needs.	It is ok to fake emotional expression to take care of your organisation's needs.	Included as #4: It is OK to fake emotional expression to take care of the organisation's needs.	Yes, Item #2
6	Dehumanisation	It is ok to treat badly someone who behaved like a "worm."	When aggressive customers force you to display emotions that you don't feel it is sometimes necessary to treat them as necessary work task.	Included as #3: I prefer to treat obnoxious customers as a number in order to make it easier to manage how I feel.	No
7	Dehumanisation	Some people deserve to be treated like animals.	When dealing with obnoxious customers I prefer to treat them as a number in order to manage how I feel.	Included as 6: When dealing with aggressive customers it is sometimes necessary to treat them as a work task so I don't display the wrong emotions	No
8	Dehumanisation	Someone who is obnoxious does not deserve to be treated like a human being.	To display the right emotions when customers treat you badly it is ok to think of them as children.	Included as #15: It is sometimes necessary to think of obnoxious customers as 'just another customer' in order to get through the interaction	No
9	Dehumanisation		When obnoxious customers make me feel fraudulent it is sometimes necessary to think of them as 'just another customer'.	Included as #11: I will be punished at work if I do not provide friendly, cheerful service (even though I may not feel that way) to customers	No

Item No.	Dimension	Original Item in Bandura's Scale	Item Included in Pilot	Item Included in Validation Measure	Included in Final Measure
10	Behavioural Justification		It is ok to act out the organisationally required emotional expression because that is what is expected of me in my job role.	Included as #7: It is OK to act out the organisationally required emotional expression because that is what is expected of me in my job role.	No
11	Displacement of Responsibility	People cannot be blamed for misbehaving if their friends pressured them to do it.	Although I am not being true to myself, my job role sometimes requires me to 'fake it' when interacting with customers	Included as #16: Even though I feel as though I am being dishonest with myself I don't mind faking emotion if it is part of my job requirements.	Yes, Item 5
12	Displacement of Responsibility		Although I feel like 'a fake' when I have to display the right types of emotions when dealing with difficult customers, I would be punished if I displayed how I really felt.	Included as #5: Even though I feel like a fraud, I have to display emotions that the organisation expects me to when interacting with customers.	No
13	Behavioural Justification	It's ok to attack someone who threatens your family's honor.	Even though I may be in a bad mood it is ok to supress how I feel during interactions with customers because that is what is expected of me in my job role.	No	No
14	Behavioural Justification		Even though I may be dishonest to myself I don't mind faking emotion if it is part of my job requirements	Included as #9: Even though I feel like a fraud, I have to display emotions that the organisation expects me to when interacting with customers.	No
15	Behavioural Justification		I have to display the appropriate emotion when with customer as it is an expected part of my performance reviews.	Included as #17: I have to display the appropriate emotion when with customer as it is an expected part of my performance reviews.	Yes, Item #6
16	Behavioural Justification		It is my responsibility to make customers feel food through positive emotional displays even though I may not feel that way.	Included as #14: It is my responsibility to make customers feel good through positive emotional displays (even though I may not feel that way).	No
17	Behavioural Justification		It is ok to act out the organisationally required emotional expression because that is what is expected of me in my job role.	Included as #10: My job role sometimes requires me to 'fake it' when interacting with customers, even though I am not being true to myself	Yes, Item #4

Item No.	Dimension	Original Item in Bandura's Scale	Item Included in Pilot	Item Included in Validation Measure	Included in Final Measure
18	Behavioural Justification		Even though I may not feel like it, I will experience negative consequences if I do not provide friendly, cheerful service to my customers	Included as #12: I will be punished at work if I do not provide friendly, cheerful service (even though I may not feel that way) to customers.	No
19	Displacement of Responsibility		I don't feel bad when I display fake emotion when interacting with customers because it is my organisation who expects me to do this	Included as #2: I don't feel bad when I display fake emotion whilst interacting with customers because my organisation expects me to do this.	Yes, Item #1
20	Behavioural Justification		Although I feel like a fraud, I have to display emotions that the organisation expects me to when interacting with customers.	Included as #13: I am OK with supressing how I feel during interactions with customers when in a bad mood as it is what is expected of me.	No

APPENDIX D: Study 3 Survey

MONASH University

Research Survey

A doctoral research project undertaken with the Department of Management, Faculty of Business and Economics, Monash University, Australia.

Instructions

- Please fill in the blanks or circle the correct response with a dark pen.
- Please respond to <u>ALL</u> questions accurately.
- Please place the completed survey in the envelope provided.
- Please place the sealed envelope in the secure collection box provided.

All information provided will be treated with the strictest confidentiality as required by Monash University's code of ethical conduct. No individual will be identified.

Thank you for your time and participation in the research project. If you have any questions regarding the project please contact the Chief Investigator or Project Supervisors on the numbers provided in the explanatory statement.

Demographics

Gender: Male/Female

Age: (Years)   _____

Time employed in customer service position: (years/months)

_____/_____

Appendices

In customer service roles, there are situations which require you to manage the way you display emotions toward customers. The following statements explore the way in which you manage your emotional experiences at work when interacting with customers. Please indicate the extent to which you agree with the following.

In your work you are required to manage your emotional display towards customers/students. When doing your job how often do you do the following?	Never	Seldom	Sometimes	Often	Always
Resist expressing your true feelings.	1	2	3	4	5
Pretend to have emotions that I don't really have.	1	2	3	4	5
Hide my true feelings about a situation.	1	2	3	4	5
Make an effort to actually feel the emotions that I need to display to others.	1	2	3	4	5
Try to actually experience the emotions that I must show.	1	2	3	4	5
Really try to feel the emotions I have to show as part of my job.	1	2	3	4	5

Using the scale below, please indicate to what extent you agree with each of the following statements:	Not true at all	Barely True	Somewhat True	Completely True
I plan for future eventualities.	1	2	3	4
Rather than spending every cent I make, I like to save for a rainy day.	1	2	3	4
I prepare for adverse events.	1	2	3	4
Before disaster strikes I am well-prepared for its consequences.	1	2	3	4
I plan my strategies to change a situation before I act.	1	2	3	4
I develop my job skills to protect myself from unemployment.	1	2	3	4
I make sure my family is well taken care of to protect them from adversity in the future.	1	2	3	4
I think ahead to avoid dangerous situations.	1	2	3	4
I plan strategies for what I hope will be the best possible outcome.	1	2	3	4
I try to manage my money well in order to avoid being destitute in old age.	1	2	3	4
Using the scale below, please indicate to what extent you agree with each of the following statements:	Not True at All	Barely True	Somewhat True	Completely True
When I have a problem I like to sleep on it.	1	2	3	4
If I find a problem too difficult sometimes I put it aside until I'm ready to deal with it.	1	2	3	4
When I have a problem I usually let it simmer on the back burner for a while.	1	2	3	4

Integrating Perspectives of Cognitive Dissonance and Coping Theories into an Understanding of the Causal Sequence between Emotional Labour, Emotional Dissonance and Job Burnout

Appendices

Using the scale below, please indicate to what extent you agree with each of the following statements:	Not true at all	Barely True	Somewhat True	Completely True
I am a "take charge" person.	1	2	3	4
I try to let things work out on their own.	1	2	3	4
After attaining a goal, I look for another, more challenging one.	1	2	3	4
I like challenges and beating the odds.	1	2	3	4
I visualise my dreams and try to achieve them.	1	2	3	4
Despite numerous setbacks, I usually succeed	1	2	3	4
I try to pinpoint what I need to succeed	1	2	3	4
I always try to find a way to work around obstacles; nothing really stops me.	1	2	3	4
I often see myself failing so I don't get my hopes up too high.	1	2	3	4
When I apply for a position, I imagine myself filling it	1	2	3	4
I turn obstacles into positive experiences	1	2	3	4
If someone tells me I can't do something, you can be sure I will do it.	1	2	3	4
When I experience a problem, I take the initiative in resolving it.	1	2	3	4
When I have a problem, I usually see myself in a no-win situation.	1	2	3	4

Using the scale below, please indicate to what extent you agree with each of the following statements:	Not True At All	Barely True	Somewhat True	Completely True
I imagine myself solving difficult problems	1	2	3	4
Rather than acting impulsively, I usually think of various ways to solve problems.	1	2	3	4
In my mind I go through many different scenarios in order to prepare myself for difficult outcomes.	1	2	3	4
I tackle a problem by thinking about realistic alternatives.	1	2	3	4
When I have a problem with my co-workers, friends or family, I imagine beforehand how I will deal with them successfully.	1	2	3	4
Before tackling a difficult task I imagine success scenarios,	1	2	3	4
I take action only after thinking carefully about a problem.	1	2	3	4
I imagine myself solving a difficult problem before I actually have to face it.	1	2	3	4
I address a problem from various angles until I find the appropriate action.	1	2	3	4
When there are serious misunderstandings with co-workers, family members or friends, I practice before how I will deal with them.	1	2	3	4
I think about every possible outcome to a problem before tackling it	1	2	3	4

Appendices

In your interactions with customers you are required to display emotions in order to fulfil your job requirements. There may be interactions that require you to display emotions that are different to how you feel. This may be particularly difficult when there are problematic or aggressive customers, you are tired, frustrated, or when there are other problems at home or at work. This may require you to act out the required emotion, or supress how you are feeling. The following statements include descriptions of different feelings that may arise as a result of displaying unfelt emotion. For each, please indicate how you <u>feel</u> during the situations described above by circling a number on the scales where, "1" means "does not apply at all", and "6" means "applies very much".

Please rate the extent to which you agree with these statements. Use the following scale to record your answers.	Does Not Apply At All	Mostly Does Not Apply	Applies Slightly	Moderately Applies	Mostly Applies	Applies Very Much
I feel uncomfortable when I hide how I feel in order to provide a 'service with a smile' during interactions with customers.	1	2	3	4	5	6
I feel frustrated when I hide how I feel in order to appear 'happy' and 'cheerful' with customers.	1	2	3	4	5	6
I feel tense when hiding my emotions when dealing with problematic customers.	1	2	3	4	5	6
Interacting with difficult customers makes me feel uncomfortable when I am displaying the 'right emotions' (organisationally required).	1	2	3	4	5	6
I feel uneasy when I supress my own emotions.	1	2	3	4	5	6
I feel guilty when I display emotions that I don't feel when interacting with customers.	1	2	3	4	5	6
It makes me feel like a fraud when I 'put on a mask' whilst interacting with customers.	1	2	3	4	5	6
It bothers me when I suppress what I feel during interactions with customers.	1	2	3	4	5	6
Continued… *Please indicate how you generally <u>feel</u> in these situations by circling a number on the following three items*	Does Not Apply At All	Mostly Does Not Apply	Applies Slightly	Moderately Applies	Mostly Applies	Applies Very Much
Uncomfortable	1	2	3	4	5	6
Uneasy	1	2	3	4	5	6
Bothered	1	2	3	4	5	6

Appendices

This scale describes different feelings or emotions that you may experience. Please read each item and then circle the appropriate answer. Please indicate to what extent you, on average, generally feel this way.

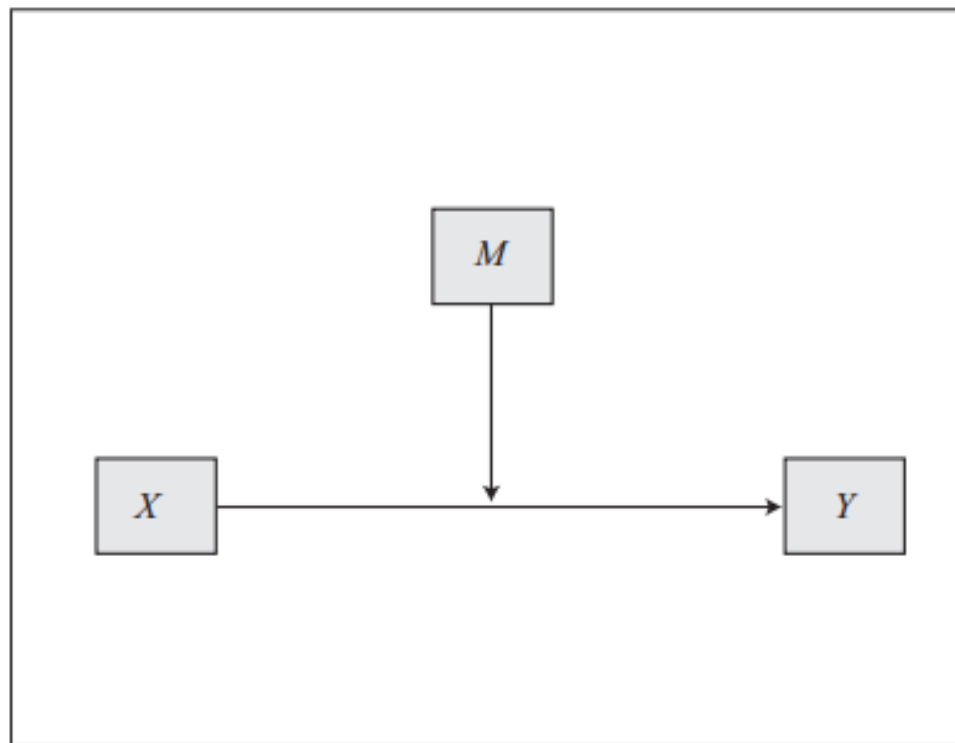| *Please circle the appropriate response*	Slightly/ Not At All	A Little	Moderately	Regularly	Quite a Bit	Extremely
interested	1	2	3	4	5	6
distressed	1	2	3	4	5	6
excited	1	2	3	4	5	6
upset	1	2	3	4	5	6
strong	1	2	3	4	5	6
guilty	1	2	3	4	5	6
scared	1	2	3	4	5	6
hostile	1	2	3	4	5	6
enthusiastic	1	2	3	4	5	6
proud	1	2	3	4	5	6
irritable	1	2	3	4	5	6
alert	1	2	3	4	5	6
inspired	1	2	3	4	5	6
nervous	1	2	3	4	5	6
determined	1	2	3	4	5	6
attentive	1	2	3	4	5	6
jittery	1	2	3	4	5	6
active	1	2	3	4	5	6
afraid	1	2	3	4	5	6
ashamed	1	2	3	4	5	6

Appendices

Please rate the extent to which you agree with these statements. How often do you feel that the following statements apply to you	Never	A few times per year or less	Once a month or less	A few times a month	Once a week	A few times week	Every day
I feel emotionally drained from my work.	0	1	2	3	4	5	6
I feel used up at the end of the day.	0	1	2	3	4	5	6
I feel fatigued when I get up in the morning and have to face another day on the job.	0	1	2	3	4	5	6
I can easily understand how people I work with feel about things.	0	1	2	3	4	5	6
I feel I treat some people in an impersonal manner.	0	1	2	3	4	5	6
Working with people all day is a strain for me.	0	1	2	3	4	5	6
I deal very effectively with problems people bring me at work.	0	1	2	3	4	5	6
I feel burned-out from my work.	0	1	2	3	4	5	6
I feel I'm making a difference in other people's live through my work.	0	1	2	3	4	5	6
I've become more callous toward people since I took this job.	0	1	2	3	4	5	6
I worry that the job is hardening me.	0	1	2	3	4	5	6
I feel very energetic.	0	1	2	3	4	5	6
I feel frustrated by my job.	0	1	2	3	4	5	6
I feel I'm working too hard on my job.	0	1	2	3	4	5	6
I don't really care what happens to some people I encounter at work.	0	1	2	3	4	5	6
Working with people directly puts too much stress on me.	0	1	2	3	4	5	6
I can easily create a relaxed atmosphere with people at work.	0	1	2	3	4	5	6
I feel exhilarated after work with people closely on my job.	0	1	2	3	4	5	6
I have accomplished many worthwhile things in this job.	0	1	2	3	4	5	6
I feel like I'm at the end of my rope.	0	1	2	3	4	5	6
In my work, I deal with emotional problems very calmly.	0	1	2	3	4	5	6
I feel others at work blame me for their problems.	0	1	2	3	4	5	6

Integrating Perspectives of Cognitive Dissonance and Coping Theories into an Understanding of the Causal Sequence between Emotional Labour, Emotional Dissonance and Job Burnout

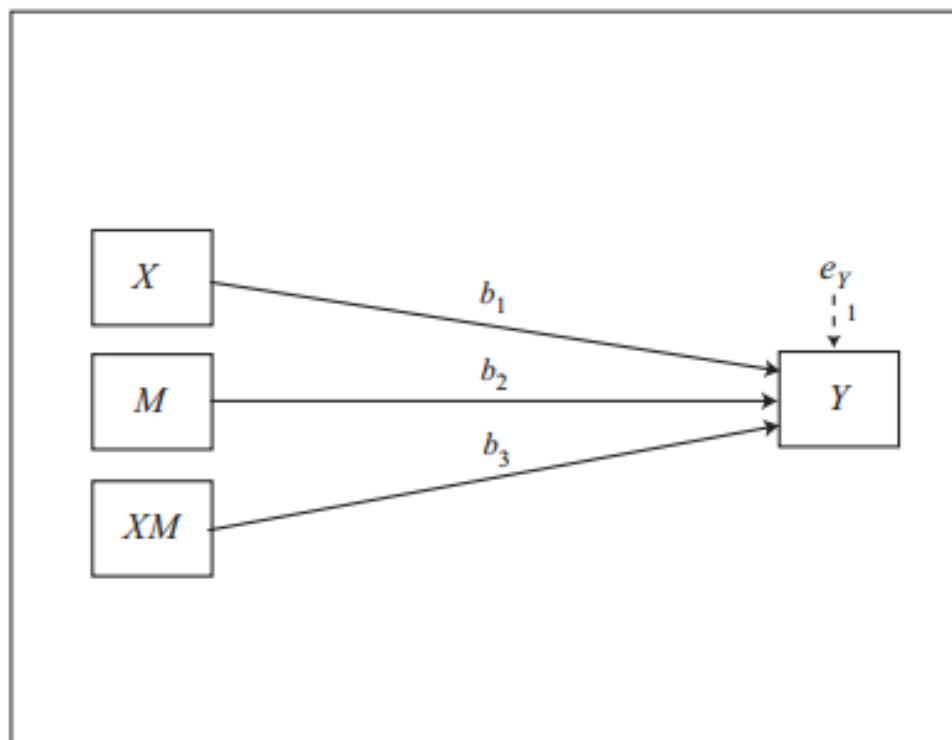**APPENDIX E: Process Models**

Model 1

Conceptual Diagram

Statistical Diagram

Conditional effect of X on $Y = b_1 + b_3 M$

Integrating Perspectives of Cognitive Dissonance and Coping Theories into an Understanding of the Causal Sequence between Emotional Labour, Emotional Dissonance and Job Burnout

Model 4

Conceptual Diagram
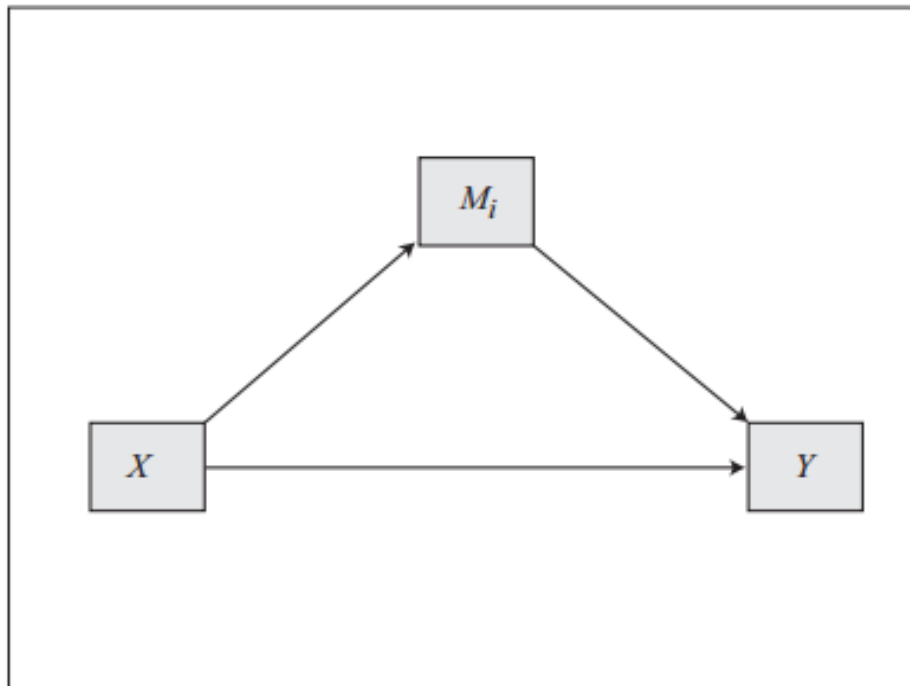
Statistical Diagram
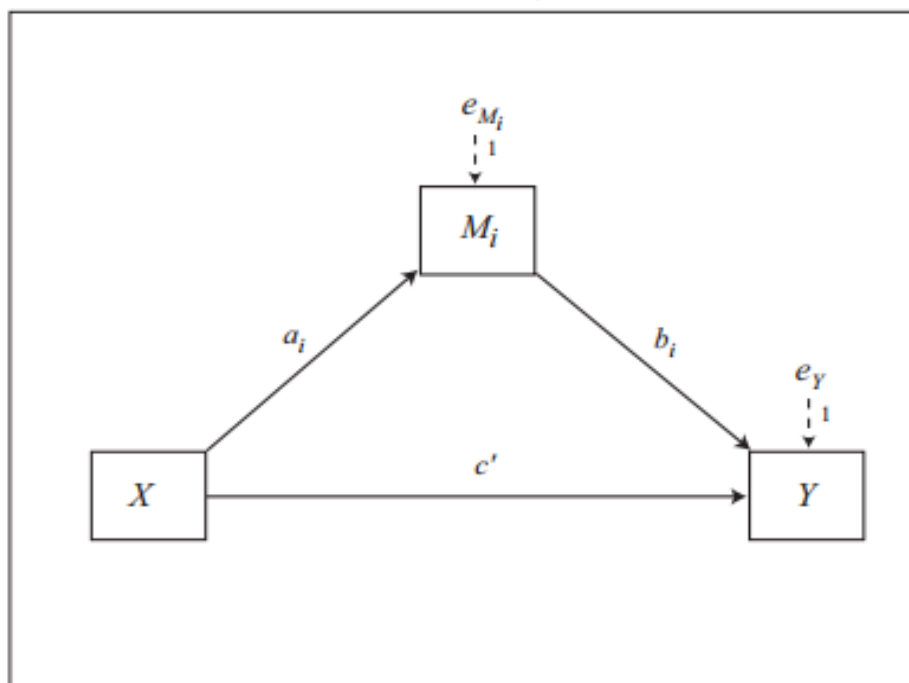
Indirect effect of X on Y through $M_i = a_i b_i$

Direct effect of X on $Y = c'$

Note: Model 4 allows up to 10 mediators operating in parallel.