

Alternative Forms of Leadership: The Value & Valuing of Emotional Labor in Academia

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What We'll Do Today:

1. Discuss the roles emotions and emotional labor play in our lives—that includes personal and work.
2. Discuss the difference between EL and EI (emotional intelligence), and how that relates to making EL more visible.
3. Discuss specific strategies for incorporating, evaluating, hiring and training, and compensating for EL.

For each of these, we'll have time to discuss and brainstorm in pairs or small groups

Emotions: Myths and Realities

Some Myths:

- They are irrational
- You can ignore them
- You can hide them
- You can make decisions without them
- I'm the only one who feels this way

Some Realities:

- They are ways of getting **information** about what's happening to us and around us.
- They are ways for us to **reason** and make **decisions**
- They are ways that **prepare us** to act, cope, survive, thrive
- They are **powerful**—both mentally and physically
- They are **social goods**, affecting *our* economy
- They are a **finite resource**.

Basic and Higher Cognitive Emotions

Basic Emotions

- Joy (happiness)
- Distress (grief)
- Anger
- Fear
- Surprise
- Disgust

Higher Cognitive Emotions

- Love
- Guilt
- Shame
- Embarrassment
- Pride
- Envy
- Jealousy

EI and EL (and ER):

Emotional Intelligence (EI):

- An individual's "capacity" to recognize emotions in self and other, much as cognitive measures the capacity to perform analytic and verbal tasks.
- EI makes it "possible" to recognize emotions in oneself and others, it involves active listening, acknowledging others, and mindful speaking.
- **Soft skills training brings substantial returns on investment**
A study from the University of Michigan and Boston College, found that in-factory soft skills training returned roughly **250 percent return** on investment less than a year after the training's end.
- The study also found that employees who did not participate in the training but worked alongside employees who did showed some improvements in workplace productivity.
 - "Our interpretation of the results is that skills like time and stress management, communication, problem solving and decision-making, and effective teamwork are 'soft' inputs into production," the study said. "Reinforcing these skills thus directly affects productivity."

Emotional Labor (EL):

- Requires workers to suppress, exaggerate or otherwise manipulate their own and/or another's private feelings in order to comply with work-related display rules.

Emotion Regulation (ER): has two aspects

- Self-regulate your own emotions is at the core of EL (self-directed)
- Regulation of other people's emotions (interpersonal emotion regulation), involves deliberate attempts to shape the feelings of another person or persons (sees directly to control someone's emotion, not attitude or behavior)

An example to bring all these together: Trucker driver and paramedic (see handouts)

EL in the workplace

- EL is a type of occupation/job, a parallel concept to physical labor or cognitive labor.
- The central tenet of EL is that it occurs in jobs that require the managing of emotions in exchange for a wage.
- High EL jobs have three characteristics (although jobs with two out of the three can be considered EL jobs):
 1. Frequent interactions with the public (e.g., customers),
 2. The expectation of inducing emotions in others, and
 3. The management or control of these emotional interactions.

- Key EL concepts:

- Feeling rules, norms about how employees “should” feel when interacting with customers, clients, and patients
- Display rules, expressive requirements of the job. There are three types:
 - Integrative: the requirement to show positive emotions (e.g., liking and empathy) that “binds groups together”
 - Differentiating: the requirement to show negative emotions (e.g., hostility, contempt)
 - Masking: the requirement to show neutral emotions to convey impartiality and authority (e.g., calm).

How these key concepts show up at work when unacknowledged:

- There is an imbalance of power in EL jobs with higher power (and often male) customers being able to act more freely on their feelings than lower power (and often female) employees.
- Employees in EL jobs were found to experience a loss of personal control resulting in self-alienation, emotional estrangement, and a host of social- and health-related problems. This may be particularly problematic in contexts with integrative (positive emotions) display rules which also tend to be lower status and female-gendered jobs.

A few more concepts on EL:

EL can be achieved either actively or effortlessly:

- 1) **Emotional harmony**, when there is a good person-job fit or, more specifically, emotional demands-ability fit. Whether the displays are *authentic* is central to whether EL is beneficial to both the employee and the organization.
- 2) **Emotional dissonance**, when the emotional expressions do not match work expectations. Employees try to avoid this by “faking in bad faith” (i.e., faking emotional expressions, but not believing this should be part of the job) or by “faking in good faith (i.e., faking, but believing it should be part of the job).

Final note on EL vs ER

TABLE 1.2 Emotional Labor or Not? Illustrating the Fuzzy Boundary with Examples

<i>Hochschild's EL Criteria</i>	<i>Customer Service Agent</i>	<i>Home Health Aid</i>	<i>Volunteer Fundraiser</i>	<i>Unit Leaders</i>	<i>Human Resource Generalist</i>	<i>R&D Team Member</i>	<i>Construction Worker</i>	<i>Spouse/Parent</i>
Work Context (vs. Private Context)?	Yes	No	Maybe	Yes	Yes	Yes	Yes	No
Financial gains linked to emotion performance?	Yes	Yes	No	Maybe	Maybe	Maybe	No	No
Frequent interactions with the public?	Yes	Yes	Yes	Maybe	No	No	Maybe	No
Emotion performance is role requirement?	Yes	Yes	Yes	Yes	Maybe	Maybe	No	Maybe
Management monitors and evaluates emotion performance?	Yes	Maybe	Yes	Maybe	Maybe	No	No	No



Note: "Not Emotional Labor" may be called emotion work, emotion management, or emotion regulation, which are used interchangeably to refer to modifying feelings and expressions in any context. R&D refers to Research and Development.

Strategies for incorporating, evaluating, hiring and training, and compensating for EL

- Safety nets against emotional burnout
- HR functions/roles
 - Job descriptions
 - Training
 - Performance appraisals
 - Compensation

Safety Nets

- Stress debriefings, make them mandatory to save face.
- Structured “time-out”, opportunities to do less stressful work.
- Self-care plans:
 - works best in settings where it is okay to express feelings and is supported at the organizational level (i.e., making the worker aware that they have a whole life not just a work life; part of performance appraisal with personal goals—vacation, gym, diet).
 - Employee needs to set it and be held accountable for it a year later.
- Job redesign (i.e., emotional harmony)

HR functions

- Job analysis, descriptions and skills assessment for EI and EL.
 - Job descriptions: knowledge, skills, abilities, e.g., emotional intensities, crisis
- Recruitment and selection, interview questions include EI and EL assessment.
 - “Tell me a time at a prior job where you got upset, angry about a situation, what did you do about it?”
- Training and development, emotional training in regulation.
 - To enhance sensitivity to the emotive demands, increase ability to regulate own emotions, increase self- and other-awareness.
- Assessment, compensation, and performance appraisals.
 - E.g., exhibits awareness of the emotional demands of the job; demonstrates ability to respond to emotionally intense situations.

Broad categories of work

- Skills
 - Education and skill updating; technical skills; organization-specific knowledge; human relation skills; communication skills; and physical skills.
- Effort
 - Problem complexity; physical demands; mental demands; and emotional demands.
- Responsibility
 - Coordination and supervision; planning, organization, and development; responsibility for information and material resources; and responsibility for client, resident, patient, or citizen well-being.
- Working conditions
 - Work environment; hazards; and work pressure and stress.

Example: levels of complexity of human relations skills involving EL

- **Level A:** [The job includes] discussion of factual information [and] ordinary personal courtesy. Contact with clients or public are incidental, not integral
- **Level B:** [The job requires the employee to] exhibit polished courtesy, to promote and maintain good relations, build trust and maintain credibility, to conduct relations with the public to maintain organizational image. Conflict management is incidental.
- **Level C:** [The job requires the employee to] motivate, mentor, coach or train employees and the public. It may require hand-holding, reassurance, compassion, empathy and rapport in non-sensitive situations. It may require resolution of minor conflicts

- **Level D:** [The job requires the employee to exercise] considerable tact, patience, understanding, ability to reassure, compassion, empathy and rapport in providing direct services or comfort in sensitive situations or in situations where people are uncooperative or in guiding clients in building new habits that affect quality of life.
- Or...[it requires] the use of persuasion techniques, networking, a developed understanding of group dynamics. It may involve dealing with emotionally charged issues in public forums, conducting extensive consultations with external groups over sensitive political or other emotionally charged issues on a periodic basis, as a regular and critical dimension of the job.

- **Level E:** [The job requires the employee to exercise] interpersonal skills *in combination*, creating a climate for and establishing a commitment to the welfare of clients or the public. Coaching and guiding clients through difficult emotional, attitudinal and developmental change around issues that are sensitive, controversial, and about which there is individual resistance. It requires providing comfort where people are in considerable pain, dying or gravely ill, angry, distraught or otherwise unpredictable.

What is the Value of EL?

We can't value what we don't see

- What are the ways you can make visible EL in your work/organization?
- Who are the people you need to include in this work?
- What are the resources you need to do this work?

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