



# EMOTIONAL LABOUR: DESIGNING AN HR TRAINING TO LEARN TO COPE WITH THE CONSEQUENCES OF EMOTIONAL LABOUR

Dr. Hannah K. Lennarz, Prof. Dr. Wögen N. Tadsen,  
Prof. Dr. Corinna Titze

# LECTURE 1

# EMOTIONS

## COURSE IDEA

- Type: Synchronous and asynchronous lecture
- Workload (total): 150 hours.

## LEARNING OUTCOMES

- The students are expected to develop and make use of academic skills necessary to fulfill the task of understanding, analyzing and discussing an academic issue independently.
- Students are able to analyze situations in which emotion work is conducted by applying the definition of emotion work to distinguish emotion work from mental load, cognitive load and physical work.
- Students develop interventions that help them and others to relax from episodes of emotion work by literature analysis and group work in order to have a bigger repertoire of strategies to prevent them and others from experiencing the negative consequences of emotion work.
- Students reflect on their own experiences with emotion work, which strategies or interventions may work for them and how developing an intervention in the course may foster their own well-being.

## COURSE OUTLINE (PRELIMINARY)

Session	Date	Form	Contents
1		Live	Formalia, Introduction, Prep
2		Private study	Follow instructions: Introduction to Emotional Labour/Work
3		Private study	Introduction to Emotional Labour/Work
4		Live	Applying knowledge of emotion work
5		Live	How to create an academic poster? Groups
6		Private study	
7		Private study	
8		Live	Q&A; Interventions?
9		Private study	
10		Live	Q&A; Interventions?
11		Private study	
12		Private study	Deadline for uploading poster
13		Live	Poster presentation
14			Buffer
15			Buffer

## HOW ARE YOU TODAY?

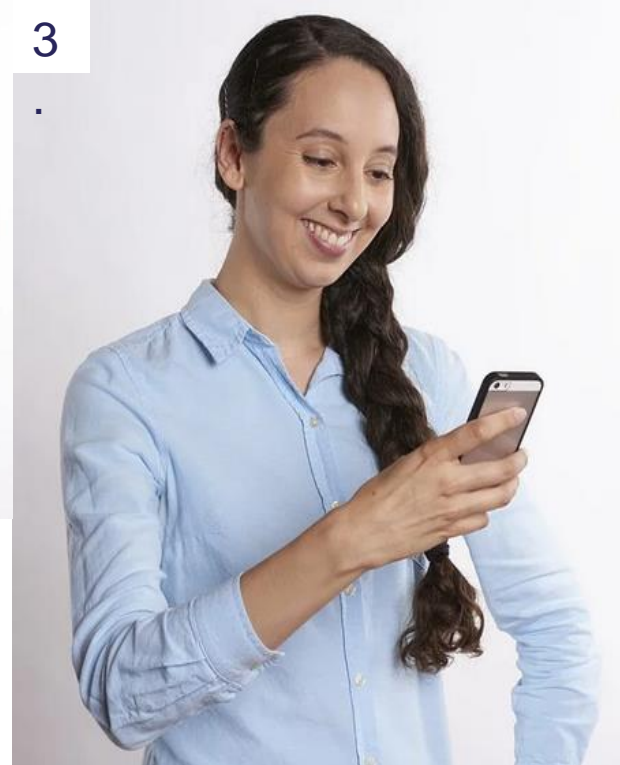
- [www.menti.com](https://www.menti.com)
- How do you feel right now?
- Which emotions do you show?

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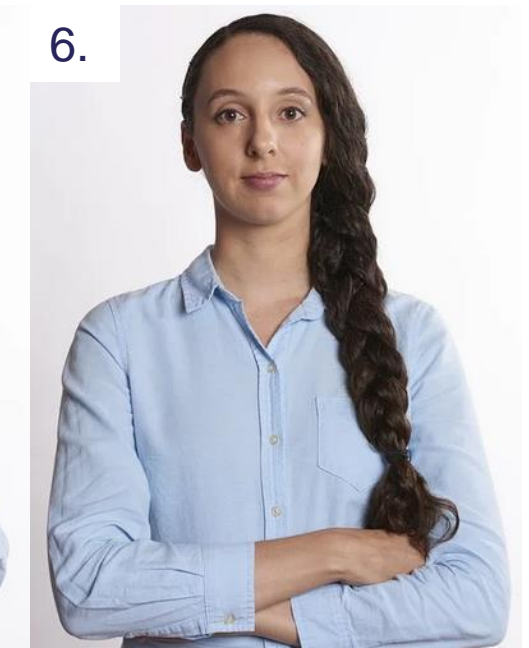
## WHAT ARE EMOTIONS?

- Feeling states that can be pleasant and unpleasant (Gray & Watson, 2007)
- Inform us about what we are feeling, how we are doing, and what we want (Keltner & Gross, 1999; Lazarus, 2006)
- Go together with physiological reactions (increased heart rate, sweaty palms, dry mouth, rapid breathing)
- Are triggered by experiences and events
- Serve as an indicator that prepares an individual to pursue certain actions that are in line with his or her goals (Damasio, 1999)

→ Emotions help us to manage our lives in accordance to our goals and can be triggers for change or signals to continue.



Which emotions do you recognize?





Positive emotions	Negative emotions
<ul style="list-style-type: none"><li>• Happy</li><li>• Cheerful</li><li>• Relaxed</li><li>• Satisfied</li><li>• Proud</li></ul>	<ul style="list-style-type: none"><li>• Jealous</li><li>• Anxious</li><li>• Ashamed</li><li>• Irritated</li><li>• Worried</li><li>• Angry</li><li>• Guilty</li><li>• Sad</li><li>• Lonely</li></ul>

Taken from Positive and negative affect scale (Watson, Clark & Tellegen, 1988)

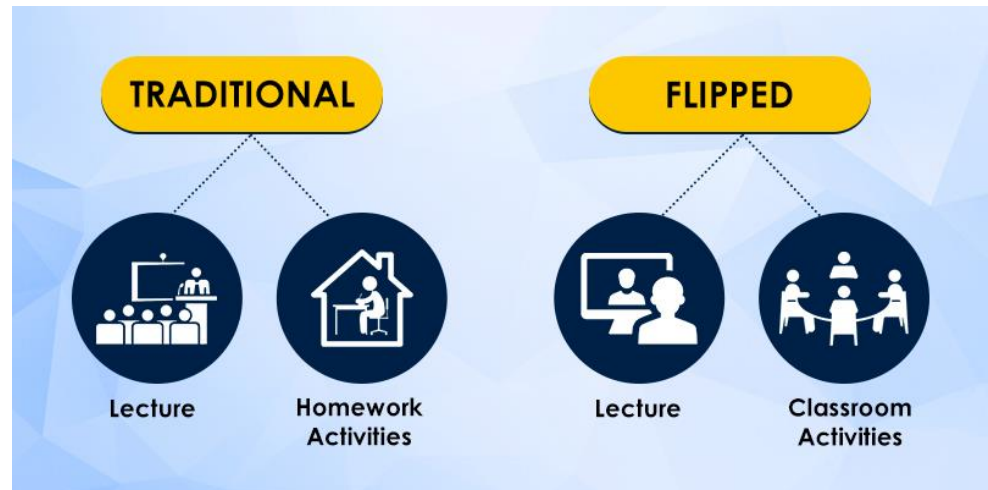
# EMOTIONS AT WORK

- [www.menti.com](https://www.menti.com)
- Wordcloud: Emotions and work
- Scaling: How important do you think emotions are at work?

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# PREPARING THE NEXT SESSION

- Topic: Introduction to emotion work
- Instructions
  - Watch, read, listen
  - Prepare assignments and tasks
  - Discuss, practice in class





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# **LECTURE 2: INTRODUCTION TO EMOTION WORK (FLIPPED CLASSROOM)**

## UNIT 1: WHAT IS EMOTION WORK?

„How can I help youuuuuu? Have a nice daaaaaay!“ – Who hasn't experienced these unauthentic, meaningless phrases when shopping for groceries or dining out. Emotional labour involves the downregulation of specific emotions and showing other more desirable emotions at the workplace (Hochschild, 1983, Zapf, 2002). Often, this is done automatically (e.g. with friendly customers) but in some situations it costs a lot of effort (e.g. dealing with rude customers, having private difficulties but still be expected to behave friendly). Emotional labour is associated with work satisfaction, commitment, and well-being, and can have negative consequences for the individual and the organization (for a meta-analysis see Hülshager & Schewe 2011). Hence, it is an important – yet underrepresented – facet of HR management.

# TASKS

Task 1: Please watch the following video as an introduction to emotional labour

<https://www.youtube.com/watch?v=3GLGMtAI2bE>

Task 2: In this video personal examples of emotional labour and how it impacts employees are given:

<https://www.youtube.com/watch?v=lzkfRicF8wE>

Task 3: Write down in Moodle: What is your personal example of emotional labour? (Everyone is required to write down at least one example, we will need them in class. Please make sure you choose an example that you are comfortable sharing)

## REQUIRED READING:

Zapf et al. (2021). Emotion Work: A Work Psychology Perspective. *Annual Review of Organizational Psychology and Organizational Behavior*, 8:139-172



## UNIT 2: EMOTION WORK IN SCIENCE

Task 2: Read article (**Zapf et al., 2021**) and answer the following questions:

1. What is the definition of emotion work and how does it differ from emotional labour according to Zapf et al. 2021?
  - a. Emotion work is the management of feeling and expressing emotions and occurs at all types of interactions at the workplace including customers, colleagues, and leaders. Emotional labour is the management of emotions for a wage.
  - b. Emotion work is the management of emotions for a wage. Emotional labour occurs at all types of interactions at the workplace including customers, colleagues, and leaders.
  - c. Emotion work can also occur in private contexts whereas emotional labour only occurs at the workplace.
  - d. Emotion work refers to regulating your own emotions, emotional labour refers to regulating your customer/patients emotions.
2. How is emotion work associated with employee well-being?
  - a. Emotion work can have positive and negative effects on employees well-being depending on the job requirement that need to be fulfilled.
  - b. Emotion work can have positive and negative effects on employees well-being depending on the emotion regulation strategies used.
  - c. Emotion work always has negative effects such as increased sick-leave, less productivity and more absenteeism.
  - d. There is no association between emotion work and employee well-being.

## TASKS

3. What was the muddiest point in the article from your point of view? Please write down one aspect of the article that you wondered about, that puzzled you or is still unclear that you would like to learn more about.

**Everyone is required to answer at least one of the questions in 3. We are going to use your answers to prepare the lesson and talk about them in class.**

- Optional: If you would like to know more about emotion work, I can recommend listening to the podcast on emotion work by the BBC:  
<https://www.bbc.co.uk/sounds/play/w3csytzd>



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# **LECTURE 3: WORK- RELATED EMOTION REGULATION AND WELL-BEING**

## LEARNING OUTCOMES

- Students use their knowledge about emotion work to categorize different examples as emotion work to deepen and apply their understanding of emotion work
- Students are aware of the relation between emotion work and mental health and the consequences this relation can have for employees and employers.

## COURSE OUTLINE (PRELIMINARY)

Session	Date	Form	Contents
1	31.03.2021	Live	Formalia, Introduction, Prep
2	07.04.2021	Private study	Follow instructions in Moodle: Introduction to Emotional Labour/Work
3	14.04.2021	Private study	Introduction to Emotional Labour/Work
4	21.04.2021	Live (flipped)	Applying knowledge of emotion work
5	28.04.2021	Live	How to create an academic poster? Experience of an intervention
6	05.05.2021	Live	Emotional labour and interventions
7	12.05.2021	Private study	
8	19.05.2021	Live	Q&A; Interventions?
9	26.05.2021	Private study	
10	02.06.2021	Live	Q&A; Interventions?
11	09.06.2021	Private study	
12	16.06.2021	Private study	Deadline for uploading poster
13	23.06.2021	Live	Poster presentation
14	30.06.2021		Buffer
15	07.07.2021		Buffer

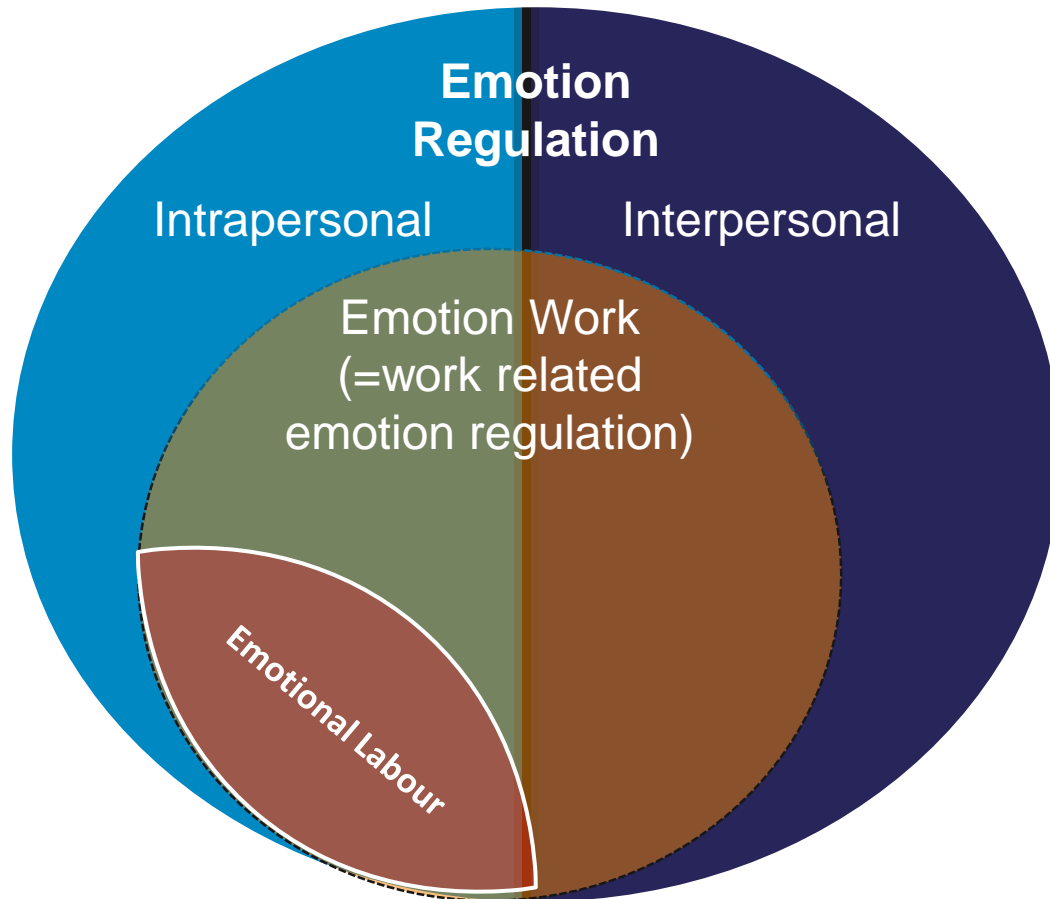
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# **EMOTIONAL LABOUR: TERMINOLOGY**





- 1 Interpersonal
- 2 Intrapersonal
- 3 All Emotion regulation at the workplace
- 4 Hochschild (Display Rules)

## CATEGORIZE EXAMPLES EMOTIONAL LABOUR VS. NO EMOTIONAL LABOUR

1. After my grandmother's death I was very sad and still had to attend classes, interact with study mates, and respond to the professor's questions.
2. A customer in a café accused the waitress in a rude manner that she did not clean the table properly. The waitress apologized and smiled and walked away to take orders from other customers.
3. Talking with your friend about his/her relationship problem
4. Being polite even if the customer/patient offended you
5. Being strict with a customer riding without a ticket even though you feel sorry for him.
6. Talking about a job-related problem with your colleague
7. Talking about a private happy event with your colleague
8. Smiling at a furious customer
9. Counselling a friend who broke up with his/her partner
10. Soothing a crying child as a mother/father
11. Soothing a crying child as a child educator
12. A co-worker of mine was very rude and even shouted at me. After going back to the restaurant I had to try to control my negative feelings and be friendly and polite to the customers.
13. I went to work in a restaurant feeling anxious because of study load and a tight work schedule and behaved friendly and welcoming towards customers.
14. Being polite to a friendly customer after an argument with your spouse

# MUDDIEST POINTS OF ARTICLE ZAPF ET AL. (2021)

## EXAMPLES OF STUDENTS

- 
- 
- 

→ Interventions are necessary to reduce the burden for employees and increase productivity

# PROJECT

- What exactly **are** the measures to foster the correct handling with emotion work and to become proficient with strategies like deep acting or automatic emotion regulation?

## Develop helpful trainings to reduce emotional labour for employees

1. What can the individual do to reduce negative effects of emotional labour?
  2. How can a team reduce the negative effects of emotional labour?
  3. What can organizations/managers do to reduce the negative effects of emotional labour?
- Indicate on which level you would like to think about interventions by adding a post-it with your name (5 people per group)

## NEXT SESSION

- Topic: How to create an academic poster?



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# **LECTURE 4**

## **1. WELL-BEING AND PERFORMANCE**

## **2. HOW TO CREATE AN ACADEMIC POSTER?**



## EMOTIONAL LABOR AND OUTCOMES

- Distinguish performance and well-being
- Surface acting:
  - Impaired well-being, higher psychological strain
  - Lower performance
- Deep acting:
  - Weak associations with well-being
  - Higher emotional performance and customer satisfaction
- Emotion-rule dissonance:
  - Impaired well-being (mental and physical)
  - Less job satisfaction

→ Directions of effects are not clear (no longitudinal studies)

Hülshager & Schewe (2011). On the cost and benefits of emotional labor: A meta analysis of three decades of research. *Journal of Occupational Health Psychology*, 16, 361-389.

## **DEVELOP AND PRESENT HELPFUL TRAININGS TO REDUCE EMOTIONAL LABOUR FOR EMPLOYEES**

1. What can the individual do to reduce negative effects of emotional labour?
2. How can a team reduce the negative effects of emotional labour?
3. What can organizations/managers do to reduce the negative effects of emotional labour?

# **SCIENTIFIC COMMUNICATION: POSTER SESSIONS**

## LEARNING OUTCOMES








- Students get acquainted with reasons for poster session and the benefits of presenting (research) results on a poster
- Students know and can apply basic principles of designing a poster in order to make it readable and attractive to the public
- Students distinguish between necessary information that needs to be presented on a poster and information that can be given in a pitch when presenting the poster

## WHY POSTERS?

- Networking tool
  - Posters can be a great starting point to conversations
  - Identify others with similar interests
  - Talk about latest findings and future prospects
  - Develop collaborations
- Communication tool
  - Communicate your findings to the (scientific) community
  - Showing your most recent results
  - Receive immediate feedback and constructive questions

## RANK THE POSTERS

- Miro board (or hand-raising or whiteboard)
  - Present three different posters and let students decide on a rank order
  
- Plenum: Which criteria did you use for your decision?

Rank	Poster 1	Poster 2	Poster 3
1=best			
2			
3=worst			

## CONTENT - TIPS AND TRICKS

- Decide on the content and audience
- Use headings
- Use bulletpoints not full sentences
- Keep words to a minimum
- Present easy-to-digest graphs (if necessary)

For more tips: <https://www.animateyour.science/post/how-to-design-an-award-winning-conference-poster>





# POSTER REQUIREMENTS

- Landscape format
- Make sure it can be readable when shared on the screen
- Structure
  - Objectives (What did you do and why is it important?)
  - Method (How did you do it?) – briefly!
  - Results (What did you find?)
  - Discussion/Conclusion (What is the take-home message?)



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# **LECTURE 5: DISPLAY RULES AND INTERVENTIONS**

# SPECIFICATIONS

- Reflection
  - How did you perceive the working process within your group?
    - Which aspects were most helpful and went well when developing the intervention, designing the poster and working in the group?
    - What were the major obstacles you experienced during the development of the intervention and the designing of the poster?
    - How was the contribution to the final results being distributed among the team members?
  - What was your personal most important learning outcome from this project?

Formalities: Maximum one page! PDF only. Moodle upload.

# POSTER PRESENTATION: FORMALITIES

- Poster
  - Visual reduction but content!
  - Use zoom in function if helpful/necessary
- Poster presentation (pitch)
  - 15 minutes + 5 minutes questions
  - Make sure everyone gets to talk

## LEARNING OUTCOMES

- Students apply their knowledge about display rules to the development of display rules for newly arriving students to realize the importance and difficulty of agreed upon display rules.
- Students discuss which of the display rules are the three most important and find an accordance within the group that enables them to adhere to these display rules.
- Students distinguish different levels and goals of interventions regarding emotional labour to prepare them for their own task of developing interventions at different levels.

## HOW DO YOU EMOTIONAL LABOUR?

Frankfurt Emotion Work Scale (Zapf et al. 1999;2002)

- Norms regarding emotions (*Rules were explained to me by my boss*)
- Requirement of positive emotions (*How often do you have to display pleasant emotions to your customers?*)
- Requirement of negative emotions (*How often do you have to display unpleasant emotions to your customers(?)*)
- Requirement of neutral emotions (*How often do you have to display impartial/neutral emotions to your customers?*)
- Emotion-rule dissonance (*How often in your job do you have to suppress emotions in order to appear neutral on the outside?*)

Frankfurt Emotion Work Scale, (e.g. Zapf, D., Vogt, C., Seifert, C., Mertini, H., & Isic, A. (1999). Emotion work as a source of stress. The concept and the development of an instrument. *European Journal of Work and Organizational Psychology*, 8, 371-400).



## IMAGINE...

- .. that during the next semester cameras will always be switched on during the lectures and lecturers will even have the possibility to turn on/off the camera of the students.
- Please develop a set of the **three most important** (emotional) display rules for first year students in online lectures.
  - Which emotions should they show in class, which are not appropriate and how they can show them?
  - Distinguish between display rules in the **big classroom** and display rules in **breakout sessions**.

→ Individual (5 minutes, Word document)

→ Group (20 minutes, Miro)

→ Discuss/Present results in class (10 minutes, Miro)

# INTERVENTIONS

# GOALS OF INTERVENTIONS

- Individual
    - What can an individual do to feel better with/after emotional labour?
    - Which techniques are most useful in the short and the long-term?
- Enhancement of job satisfaction
- Reduction of stress-related problems

# GOALS OF INTERVENTIONS

- Team

- How can a team support the mental health of the team members?
- Which possibilities does the team have to mitigate negative effects of emotional labour?

→ Improving team performance

→ Promoting team spirit

## GOALS OF INTERVENTIONS

- Organization
    - How can an organization (e.g., the leader) prevent employees to experience negative effects of emotional labour and use the positive effects emotional labor can have?
    - Which factors can an organization influence to make emotion work less burdensome for employees?
- Enhancement of productivity
- Reduction of absenteeism

## HOW CAN YOU DISTINGUISH THE LEVELS?

- Who can affect/influence the situation?
- What is needed?
  - Techniques (individual)
  - Acceptance (team)
  - Infrastructure (organization)
- Example: relaxation episodes



## POSSIBLE INTERVENTIONS

- Breathing techniques
  - 5 minute meditation: <https://www.youtube.com/watch?v=inpok4MKVLM>
- Yoga during the lunch break
- Take a deep breath and focus on
  - Observing 5, 4, 3, 2, 1 thing(s) that you see/hear/smell/taste/feel
  - Counting backwards from 100 (100, 99; 100, 99, 98; 100, 99, 98, 97 and so on)

## Get started 😊

Develop helpful trainings to reduce emotional labour for employees

- **Next session**
- Topic: Questions & Answers
  - Collect questions in Moodle forum or ask in live meeting