Emotional Labor Training: The Effect of Deep Level Acting Training on Deep Level Acting and Emotional Exhaustion

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ABSTRACT

EMOTIONAL LABOR TRAINING: THE EFFECT OF DEEP LEVEL ACTING TRAINING ON DEEP LEVEL ACTING AND EMOTIONAL EXHAUSTION

by

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The present study examined the effects of a deep level acting training program on deep level acting skills, emotional exhaustion and Kirkpatrick's (1994) four levels of training effectiveness. By using Brothridge and Lee's (2003) Emotional Labor Scale, the emotional exhaustion sub-scale from Maslach's Burnout Inventory (1986) and several self-created measures the hypothesis were evaluated. The results indicated that the deep level acting training program successfully increased participants' deep level acting skills. The deep level acting training program did not decrease participants' emotional exhaustion. Lastly, the hypotheses made pertaining to the four levels of training effectiveness were not supported. In the deep level acting training condition, posttest learning scores were not significantly correlated with post deep level acting scores and posttest learning scores were not significantly correlated with trainee reactions.

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CHAPTER I

REVIEW OF LITERATURE

In a day's work, many stressful events often occur. Although we may not be able to control our work environment, we can learn how to manage our emotions in response to stress, better. Since the seminal work of Arlie Hochschild in 1983, research has examined emotional labor which is defined as the management of emotions in the workplace (Grandey, 2000). Research has found that organizations have implicit or explicit standards, known as display rules, which dictate the emotions employees should express (Ekman & Friesen, 1975; VanMaanen & Kunda, 1989). In order to obey these display rules, employees engage in surface or deep level acting strategies (Hochschild, 1983).

When deep level acting strategies are used, negative emotions are managed by attentional deployment or cognitive reappraisal which attempt to transform the undesired emotion before or after it is experienced (Grandey, 2000). The second emotional labor strategy, surface level acting, is used when an employee alters the superficial expression of emotions such as a smile (Hoschild, 1983). Unfortunately, research has shown that surface level acting is connected to heightened levels of emotional exhaustion (Brotheridge & Grandey, 2002; Hulsheger & Schewe, 2011; Totterdell & Holman, 2003). This finding is not to be taken lightly. High levels of stress and emotional exhaustion have been linked to negative consequences such as illness, decreased quality of sleep, and fatigue (Dahlgren, Kecklund, & Torbjorn, 2005; Gross, 1989; Kivimaki, et al., 2006). Therefore, researching and utilizing methods that have the potential to mitigate emotional labor's relationship with emotional exhaus-

tion is of great importance to researchers and for workers who regularly engage in emotional labor.

This review of the literature addresses this gap in the research by first examining the history of emotional labor research and the two strategies of emotional labor (deep and surface level acting). Next, the benefits of deep level acting are discussed. Based on this research evidence, it is proposed that creating and testing the effects of deep level acting training program would be greatly beneficial to the existing literature and for individuals who do not tend to use deep level acting strategies who are employed in jobs which demand emotional labor. To better understand how to create and develop a deep level acting training program, research on actor training and training in organizations is covered. Lastly, a summary of the literature discussed is provided and the hypotheses of the current research study is stated.

Emotional Labor

Hochschild (1983) first coined the term 'emotional labor' in *The Managed Heart*: *The Commercialization of Human Feeling.* Erving Goffman's (1959) dramaturgical perspective greatly influenced Hochschild's conceptualization of emotional labor. According to Goffman's dramaturgical perspective, the social environment we inhabit is paralleled by the theatrical stage. Diverse social situations demand we 'act out' different roles as individuals. Thus, Goffman saw our self as the main actor, and others we interacted with as the audience.

An example of this analogy is seen in the research of Van Maanen (1999) who examined the organizational culture of Disneyland. Van Maanen wrote "Disneyland itself is a 'Park' not an amusement center and it is divided into 'Backstage', 'on-stage' and 'staging'

regions." (p. 64). Employee handbooks also stated that "You were cast for a role, not hired for a job" (Walt Disney Productions, 1982, p. 2). Furthermore, each of these designated areas had different rules which governed the emotions and behaviors that Disney employees were permitted to show (Peters & Waterman, 1982). This analogy is easily applied to other occupations as well. For instance, a waitress would assume the role of the actress, the restaurant she serves in would be viewed as the stage, and the customers she assists would be considered the audience.

Hochschild (1983) also envisioned the workplace in this manner and recognized that certain emotional expressions fit the role of the occupation, while others did not. Yet, it was also clear to Hochschild that maintaining an unwavering emotional state is impossible. Despite this, hiring employees who could successfully hide negative emotions remained desirable to organizations. The majority of organizations tend to hire employees who can behave in this manner because of the prevailing social belief that employees in service industries should interact with customers in a friendly, positive, and polite manner (Rafaeli & Sutton, 1987).

Research has also supported the importance of positive interactions between customers and employees for organizations. For example, genuine smiling and other positive social behaviors have been found to result in higher ratings of service quality (Pugh, 2001). Additionally, research has found that primitive emotional contagion may a mediator between employee behaviors and customer evaluations. Primitive emotion contagion is defined as the process by which we 'catch' emotions by observing the emotional displays of others (Hatfield & Cacioppo, 1993). Primitive emotional contagion is also found to have a biological

basis. Cells known as mirror neurons fire in the brain region that is associated with performing the action just by watching another person complete a behavior. This neurological activation is one reason why primitive emotional contagion occurs (Hatfield, Rapson, & Le, 2009).

Two research studies to date have found support for primitive emotion contagion as a mediator between employees' emotional behavior and customer perceptions (Pugh, 2001; Tsai & Huang, 2002) while more recent research has not (Barger & Grandey, 2006). The results of research by Barger and Grandey suggest that primitive emotional contagion may only act as a mediator between these variables when customers and employees interact with each other in situations of close proximity or over long periods of time. Nevertheless, the research evidence and practical value of positive employee customer interactions is clear: organizations benefit from positive customer employee relationships.

As research on emotional labor progressed, disagreements regarding the conceptualization of emotional labor occurred (Ashforth & Humphrey, 1993; Morris & Feldman, 1996; Steinberg & Figart, 1991). Two perspectives claimed that certain characteristics were more or less important when considering the construct. One of these perspectives, the job-focused perspective, proposed that characteristics of the occupation itself (i.e. frequency, intensity, and duration of emotional instances) were more central to the construct of emotional labor (Morris & Feldman, 1996; Wharton & Erikson, 1993). The other perspective, the employee-focused perspective, focused on the management of emotions within the individual, rather than characteristics of the job itself (Hochschild, 1979; 1983).

Research by Grandey (2000) sought to address the differences between the two conceptualizations of emotional labor. After reviewing previous research, Grandey concluded

that emotional labor is best defined as "…the process of regulating both feelings and expressions for organizational goals" (p. 97). Grandey stated that redefining emotional labor as such is best because both definitions of emotional labor have a common theme which claims that individuals engage in emotion management while on the job. Additionally, research by Grandey and Brothridge (2002) provides support for Grandey's definition of emotional labor. Their research revealed that conceptualizing emotional labor as an emotional regulation process which utilizes surface or deep level acting significantly predicted whether or not emotional exhaustion resulted.

Due to Hochschild's (1979) original proposition that emotional labor is inherently stressful, research efforts began to analyze the negative consequences of emotional labor. Early research investigated Hochschild's hypothesis by examining the predictive relationship between the two perspectives of emotional labor and the three components of burnout. Burnout is defined as a state of being which is exhibited when the employee experiences high levels of emotional exhaustion, depersonalization, and a low sense of personal accomplishment (Maslach & Jackson, 1986). Research on emotional labor and burnout was first connected because Hoschild originally conceived of emotional labor as a demand of the job that can cause a severe state of stress, which burnout is also defined as (Brotheridge & Grandey, 2002).

Research by Grandey and Brotheridge (2002) first examined the relationship between emotional labor and the three components of burnout syndrome. Results indicated that the job-focused perspective, which focuses on the emotional demands of various occupations, was not predictive of any dimension of burnout. Yet, the employee-focused perspective of

emotional labor which focuses on the employees' experiences of emotional regulation was predictive of *all* three components of burnout. More specifically, surface level acting was related to higher levels of burnout. Additional research has further supported the connection between surface level acting and emotional exhaustion (a component of burnout syndrome), particularly (Brotheridge & Grandey, 2002; Grandey, 2003; Hoschild, 1983; Hulsheger & Schewe, 2011; Totterdell & Holman, 2003).

Surface Level Acting

As mentioned, one strategy of emotional labor is surface level acting which occurs when individuals change their expressed emotions; however, they do not attempt to change their felt emotions (Hochschild, 1983). An example of surface level acting is when a bank teller continues to smile when dealing with an angry customer. Research on surface level acting has attempted to examine why emotional exhaustion is a consequence of engaging in surface level acting.

Three explanations have been offered as to why surface level acting results in increased levels of emotional exhaustion. One explanation offered by researchers is that the emotional dissonance inherent in surface level acting is one mechanism that is responsible for increasing levels of emotional exhaustion (Grandey, 2000). Emotional dissonance is defined as a discrepancy between felt and expressed emotions, and research has shown that experiencing emotional dissonance results in greater stress (Smith, 1992; Zapf, 2002). A second explanation is that surface level acting must always involve the suppression of emotions (Grandey, 2000), which is also linked to higher levels of stress (Smith, 1992).

The last explanation offered by researchers suggests that the different amounts of cognitive and physiological effort may be responsible for surface and deep level acting's relationship with emotional exhaustion. Although cognitive and physiological effort must be expended for both surface and deep level acting strategies, research suggests that more cognitive and physiological effort is expended for surface level acting than deep level acting because emotional suppression is always inherent in surface level acting. Research has yet to explore this explanation in-depth. However, research has shown that suppressing felt emotions requires a state of tension and increased physiological effort (Gross & Levenson, 1997). Also, research proposes that emotional resources may be more easily replenished by using deep level acting strategies because less tension is experienced, and positive customer interactions ensue more frequently when employees deep level acting (Grandey, 2003).

Strategies of Deep Level Acting

Unlike surface level acting, deep level acting does not involve suppressing felt emotions. Deep level acting occurs when an individual attempts to change his or her felt emotions (Hochschild, 1983). Employees can engage in deep level acting by utilizing one of two deep level acting techniques: cognitive reappraisal or attentional deployment (Grandey, 2000).

Cognitive reappraisal is used when an individual re-evaluates a stressor. Viewing the stressor in a different manner changes the emotional response to the stressful stimuli (Gross, 1998a). For example, a sales representative could view a tough sale as a threat to his or her job. Instead of viewing the difficult sale as a daunting threat, he could become aware of his negative reaction to the sale and instead view it as a challenge from which he can learn how to improve his current sales techniques.

An experiment conducted by Gross (1998a) examined the outcomes of cognitive reappraisal and suppression. Gross did this by having participants watch disturbing medical procedures. The cognitive reappraisal group was asked to watch the film and to describe it in objective, unemotional terms. The suppression group was asked not to display any emotions while they watched the film, and the control group was asked to watch the films with no specific instructions.

The results of the study indicated that participants in the cognitive reappraisal condition experienced significantly fewer intense feelings of disgust than the suppression and control groups. Participants in the cognitive reappraisal group also displayed significantly fewer physical expressions indicative of disgust compared to the control group. Lastly, it is also interesting to note that participants in the suppression group experienced significantly more physiological arousal than participants in the control group, despite the suppression group displaying significantly fewer emotional displays of disgust than the control group (Gross, 1998).

Moreover, research by Stemmler (1997) found that utilizing cognitive reappraisal further reduces negative emotions by altering one's interpretation of threatening stimuli. Stemmler's study provoked participants to feel anger by having a confederate accuse the participant of experimental non-compliance. Different information was provided to participants before they interacted with the confederate. Doing so helped the participants engage in cognitive reappraisal by seeing the confederate in a different light which resulted in statistically different self-reported experiences of anger. Participants who were told that the confederate may

not be fully responsible for his or her actions due to the information provided, experienced significantly less anger than the group that was not provided with this information.

Participants in this study may have experienced less anger because the information that they were provided with allowed them to think of the confederate in a different, more empathetic way. Furthermore, thinking of the confederate in this way may have also altered emotions they experienced. Clearly, utilizing cognitive reappraisal as a deep level acting strategy is valuable because it effectively decreases negative emotions that are associated with stressful stimuli, and helps the individual to view the threat differently (Stemmler, 1997).

The second deep level acting technique, attentional deployment, is used when an individual focuses on a memory or thought which contains an element of the desired emotion that one hopes to express (Gross, 1998b). An example of this is when an employee focuses on an upcoming vacation to maintain a positive mood while working. Research has found that attentional deployment successfully increases positive emotions while decreasing negative emotions (Sanchez, Vazquez, Gomez, & Joormann, 2014). The authors of this study found that participants who listened to sad music and focused on the experience of sad emotions, experienced a decrease in sad emotions after paying attention to images of happy faces.

Other research has found that those who use attentional deployment successfully tend to persist longer at difficult tasks that arouse negative emotions (Johnson, 2009). Johnson's experiment demonstrated this by asking participants to focus on happy faces and subsequently complete a challenging anagram task. Results indicated that participants who were more skilled at attentional deployment persisted longer at completing challenging anagram tasks

than participants who could not engage in attentional deployment as easily. These results suggest that in real life, people who are more skilled at attentional deployment may strive longer to solve arduous tasks.

It is also important to note that lacking attentional deployment skills can be detrimental to psychological health. Results of a meta-analysis indicated that individuals with clinical and non-clinical levels of anxiety tend to focus excessively on anxiety-provoking stimuli rather than other neutral stimuli. Thus, attentional deployment is a valuable skill which can help individuals distract themselves from psychologically harmful stimuli (Bar Haim, Lamy, Pergamin, Bakermans-Karnenburg, & Ijzendoorn, 2007).

Benefits of Deep Level Acting

Additional empirical research has explored the positive benefits of deep level acting. Hochschild (1979, 1883) originally proposed that workers may feel a sense of accomplishment when using deep acting strategies because they are fulling their job roles in a manner that does not involve being fake. Brotheridge and Grandey (2002) found support for this hypothesis. Results from their research indicated that deep level acting strategies are associated with higher levels of personal accomplishment. Research has also found that customers have more positive interactions with employees who use deep level acting strategies over surface-level acting strategies (Grandey, 2003).

Deep level acting's benefits are also supported by a recent meta-analysis conducted by Hulsheger and Schewe (2011). The meta-analysis revealed that deep level acting was positively related to customer satisfaction and emotional performance (employees who displayed more genuine emotions better satisfied customers and customers felt that the employees bet-

ter displayed their emotions), while surface level acting was negatively related to customer satisfaction and emotional performance (employees who faked their emotions led to less customer satisfaction and customers also felt that the employees' emotions were not well displayed). These findings suggest that customers are consciously or unconsciously aware of the genuineness of employee expressions which affects the customers' evaluation of services.

Lastly, deep level acting is not as strongly associated with emotional exhaustion. Grandey (2003) found that deep level acting has a weaker correlation of r=.33 with emotional exhaustion in comparison to surface level acting which had a correlation of r=.58. When Grandey accounted for the effects of surface level acting, there was no relationship between deep level acting and emotional exhaustion. Research by Brotheridge and Grandey (2002) also found that deep level acting had a weaker correlation with emotional exhaustion at r = .20.

Considering the documented negative outcomes of surface level acting and the positive outcomes associated with deep level acting, developing an intervention which can increase deep level acting would be valuable because because it shares a weaker relationship with emotional exhaustion, is associated with personal benefits, and positive customer outcomes (Brotheridge & Grandey, 2002; Grandey, 2003). Previous research has suggested that providing a deep level acting training program would be beneficial for employees (Totterdell & Parkinson, 1999).

Researchers in the past have noted that deep level acting strategies are very similar to techniques that actors regularly use in order to produce desired emotions (Grandey, 2000).

By borrowing techniques from traditional actor training, a deep level acting training program can be created for employees who regularly engage in emotional labor.

Acting Training

The first formal system of actor training was originally developed by Constantin Stanislavski (1938). Stanislavski called his method of actor training the “system”. However, as other actors learned Stanislavski's system of acting, Stanislavski's system became known as “method acting”. Method acting taught actors to get in touch with their feelings by using affective techniques or cognitive affective techniques. One of Stanislavski's affective techniques proposed that actors could change their emotions by recalling an emotional memory. Stanislavski believed that being able to recall specific details about a particular memory such as who, what, when, where, and why would increase felt emotion. Thus, the actor would be better able to act out the emotion called for in the script (Hodge, 2000). This affective strategy is similar to attentional deployment.

Stanislavski's cognitive affective techniques also suggested that actors should visualize themselves as characters. By imagining themselves encountering the same emotional events as the character, Stanislavski believed that this would allow actors to understand the character better, which was thought to result in improved performance (Hodge, 2000). This technique is similar to cognitive reappraisal because actors are thinking about information which allows them to view the character in a different way.

Actors trained by Stanislavski also incorporated their own techniques into method acting. Stanislavski wanted his original system to be changed by other actors as actor training further developed. Lee Strasberg, a student of Stanislavski, further developed Stanislavski's

memory recall techniques by adding a meditative component. Actors were encouraged to meditate and 'fall into' a state of deep relaxation before recalling a memory. After meditating, specific details about the memory would be recalled. Strasberg thus took a more in-depth approach to recalling memory, and would ask actors to recall sensations, tastes, smells, and images. Often this exercise involved stating these memories out loud (Hodge, 2000).

Deep level acting strategies and actor training techniques both focus upon *transforming* the emotion rather than suppressing felt emotions. Due to the similarity of the two, utilizing acting techniques as exercises within a deep level acting training program could prove to be effective and beneficial. Employees would learn ways by which they can transform their emotions at work rather than suppressing them. Thus the first three hypotheses of the study are:

H1: After participating in a deep level acting training course, deep acting levels will increase significantly.

H2: After taking a deep level acting training course, emotional exhaustion levels will significantly decrease.

H3: If trainees report more deep acting behavior on the job after the deep level acting training program, they will have lower levels of emotional exhaustion than participants who do not report more deep acting behavior.

However, the present researcher could not find any published study to date which examined the effectiveness of using acting techniques as a work-based training program. Thus, developing various strategies which will evaluate the effectiveness of this training program is necessary.

Training in Organizations

Typically, the purpose of training is to provide employees with new knowledge or skills that will be used on the job, and training is often regarded as effective when this occurs. Research has termed this as transfer-of-training which is defined as when skills or knowledge taught during training are used on the job (Salas, Tannenbaum, Kraiger, & Smith-Jentsch, 2012). Transfer-of-training is particularly important for the current study because the Deep-level acting strategies taught in the training program need to be performed as on-the-job behaviors in order potentially to affect emotional exhaustion. Thus, examining variables which impact the effectiveness of training are important for the current study.

Early research examined training effectiveness and first focused on how learning theories were related to organizational training. Although somewhat similar, scholars recognized that variables unique to the corporate training setting were largely ignored. Kirkpatrick (1994) was the primary researcher who examined different components of corporate training effectiveness. His work increased the specificity of corporate training effectiveness research by developing four levels: reaction, learning, behavior, and results. Each of the four levels measures the effectiveness of training by using different criteria.

The first level, reaction, measures the attitudes and perceptions of trainees towards different aspects of the training program such as the content of the training program, the trainer facilitating the program, or usefulness of program (Kirkpatrick, 1994). Research studies have further clarified the relationship between training effectiveness and trainee attitudes. Mathieu, Tannenbaum, and Salas (1992) found that reactions to training acted as a moderator between training motivation and learning: when trainee reactions were more favorable,

greater learning occurred. Results of this study also noted that trainee reactions served as a mediator: high training motivation and voluntary participation in a training program led to favorable training reactions which subsequently led to higher behavioral posttest scores. More simply put, trainee reactions explain why training motivation and voluntary participation led to high behavioral posttest scores. Research has also found trainee reactions are the most common level of assessment used by organizations today (Patel, 2010; Van Buren & Erksine, 2002).To assess if learning is related to training reactions as research has proposed, the fourth hypothesis is:

H4: In the deep level acting condition, positive trainee reactions to the deep level acting-course will be related to higher levels of posttest learning.

The second level, learning, assesses whether the trainee has obtained an adequate level of knowledge after completing the training program (Kirkpatrick, 1994). Pre-post design is often utilized to assess learning. The posttest can be given shortly after the training session, or after the trainee has worked for some time (Kaufman & Keller, 1994). Testing employees periodically after they've completed the training ensures that workers are retaining the training material that is relevant to the job. Research has found that the learning level of Kirkpatrick's taxonomy is the second most commonly tested level of the taxonomy (Patel, 2010; Van Buren & Erksine, 2002).

However, it is important to recognize that the relationship between the training material learned and the training behavior displayed on the job is not a simple one-to-one relationship. Training participants' learning may be high, yet the transfer of training can be unsuccessful. Situations like this indicate that a third variable, rather than the trainees' ability to

learn, may be negatively reflecting the effectiveness of the training. For example, trainee characteristics, structure of the training program, and the work environment have been found to affect the transfer-of-training. Thus, it is easy to see that measuring learning that occurs after training is crucial because it is indicative that a different component of the training program or the work itself may demand more consideration to aid the training program in its effectiveness (Baldwin & Ford, 1988). To assess how learning is related to transfer of training the fifth hypothesis is proposed:

H5: In the deep level acting condition, trainees who score high on the posttest learning measure will report utilizing more deep level acting on the job after training.

The third level, behavior, examines the degree to which actions on the job have changed as a result of training (Kirkpatrick, 1994). It is important to note that the third level is also known as transfer-of-training. Transfer of training is accomplished when the behaviors employees have learned in one situation (the training program), are applied to another (on-the-job) (Burke & Hutchins, 2007). Transfer-of-training is commonly assessed by behavioral observations by the employee's supervisor, self, trainer, or other (Blume, Ford, Baldwin, & Huang, 2010; Salas, et al. 2012). Organizations assess the third level less than the first and second levels (Patel, 2010; Van Buren & Erksine, 2002). The first hypothesis proposed previously also tests the the third level:

H1: After participating in a deep level acting training course, deep acting levels will increase significantly.

The fourth level of training, results, is known as the most complex and desirable level of analysis. The results level assures stakeholders in the organization that training efforts

have resulted in positive organizational outcomes such as increased productivity or decreased errors. Providing evidence that demonstrates the utility of training programs allows companies to comprehend their relative worth (Kirkpatrick, 1994). For the fourth level, Kirkpatrick recommends that a control group should be used, enough time should be allowed for results to develop, and to measure results before and after training. With this, Kirkpatrick also notes that the measurement of each level increases in complexity as one proceeds to measure each level (Kirkpatrick, 1996). These details provided by Kirkpatrick may be some of the reasons why the results level is the least commonly assessed level (Patel, 2010; Van Buren & Erksine, 2002). The second hypothesis previously proposed also tests the results level:

H2: After taking a deep level acting training course, emotional exhaustion levels will significantly decrease.

Taking Kirkpatrick's four levels of training effectiveness into account, the current study will test all four levels by utilizing four different measures. These measures are described in more detail in the methods section. By assessing the four levels of Kirkpatrick's framework, this study will provide a better understanding of how effective the deep level acting training program is.

Summary

To summarize, when workers engage in emotional labor, they utilize different emotional labor strategies to control their emotional expressions (Hochschild, 1983). One of these strategies, surface level acting, has been repeatedly associated with increased levels of emotional exhaustion (Brotheridge & Grandey, 2002; Hulsheger & Schewe, 2011; Totterdell & Holman, 2003). Thus, exploring ways in which emotional exhaustion can be decreased is

beneficial for employees and of interest to researchers. Based on these findings, researchers have proposed that developing and investigating the effects of a deep level acting training program may prove to be beneficial for many workers because using deep level acting more often may potentially decrease emotional exhaustion (Totterdell & Parkinson, 1999).

By utilizing method acting techniques a deep level acting training program will be created. Thus, the focus of the current research study is to test the effectiveness of the training program and the outcomes of the deep level acting training program. Considering the research on emotional labor's relationship with emotional exhaustion, the following hypotheses are proposed:

H1: After participating in a deep level acting training course, deep acting levels will increase significantly.

H2: After taking a deep level acting training course, emotional exhaustion levels will significantly decrease.

H3: If trainees report more deep acting behavior on the job after the deep level acting training program, they will have lower levels of emotional exhaustion than participants who do not report more deep acting behavior.

H4: In the deep level acting condition, positive trainee reactions to the deep level acting course will be related to higher levels of posttest learning.

H5: In the deep level acting condition, trainees who score high on the posttest learning measure will report utilizing more deep level acting on the job after training.

CHAPTER II

METHOD

Overview

Figure 1. Overview of Study Conditions

Massed Testing	Time 1	Time 2
Pre Deep Level Acting	**Deep Acting Training (Experimental Group)**	**Deep Acting Training (Experimental Group)**
Job Questions	Trainee Reactions	Post Deep Level Acting
	Trainee Learning	Post Emotional Exhaustion
	Pre Emotional Exhaustion	
	Sexual Harassment Training (Control Group)	**Sexual Harassment Training (Control Group)**
	Trainee Reactions	Post Deep Level Acting
	Trainee Learning	Post Emotional Exhaustion
	Pre Emotional Exhaustion	

Table 1 displayed above provides an overview of the study's conditions and variables measured. First, willing participants participated in a massed testing session and completed the pre deep level acting measure and a questionnaire asking questions about their job. Asking these job related questions was necessary because the students needed to be working at a job where they regularly interacted with others in order to experience the demands of emotional labor. Next, eligible participants were randomly assigned to the deep level acting training group (the experimental group) or the sexual harassment training group (the control group). Both conditions measured the same variables including: trainee learning, trainee re-

actions, and pre emotional exhaustion. Three weeks later, participants in each group were asked to complete two follow up measures which assessed their post deep level acting skills and post emotional exhaustion after completing their training program.

Participants

Participants were 50 undergraduate students from Southern Illinois University Edwardsville, a mid-sized Midwestern university. For the first portion of the study, 25 participants completed the training in each condition. For time two, 24 out of the 25 completed the post measures in the deep level acting training group, while all 25 of the sexual harassment training group participants completed their post measures. Thirty-four out of the 49 participants who completed the study completed the demographic questionnaire[1]. The average age of those participants was 19.94 years old (*SD* = 1.84) and 32.4% percent of participants were males (*N* = 11) whereas 67.6% were females (*N* = 23). Participants were Caucasian (*N* = 23) (67.6%), while 14.3% were African American (*N* = 7), 2.9% were Hispanic (*N* = 1), 2.9% were Asian (*N* = 1), and 5.9% identified as other (*N* = 2). Participants were required to be currently working at a paid service-oriented job. For example, two of the jobs that participant sample held were waitress and cashier. Compensation in the form of partial course credit was given for students completing introductory psychology. Extra credit was given to participants for completion of the experiment for students completing a group dynamics psychology course or an industrial/organizational psychology course.

[1] Unfortunately, the demographic questions were not included as a questionnaire in the training session. Thus, they were asked after the study was completed and not all participants responded because it was optional.

Procedures

Mass pre-testing

Selecting individuals who did not use a lot of deep level acting strategies for the current study was accomplished by taking advantage of a mass pre-testing session. The mass pre-testing session is held once per semester for students completing Foundations of Psychology courses. Out of a total of 1,289 students in the mass testing sessions, 503 completed the screening test and 117 students (in either an introduction to psychology, group dynamics, or an industrial organizational psychology course) who were working full or part time were offered the opportunity to participate in the study. The first measure that participants completed in the mass pre-testing session was the the JQ. As noted previously, the JQ is 3-item questionnaire which assesses whether or not the individual works in job which regularly demands emotional labor and how long he or she has currently worked in the position. Having participants complete this measure served the purpose of allowing the experimenter to exclude participants who do not work in jobs where they would be likely to engage in emotional labor.

The second measure that the participants completed in the mass pre-test session was the ELS (Brotheridge & Lee, 2003). Having participants take the ELS in the mass-pretest served the purpose of giving the researcher the ability to select the participants who have a weak tendency to use deep level acting strategies. The participants provided their contact information which was used to contact students to come back for training, for periodic post-

training induction for the control and experimental groups, and for the posttest measures for both groups.

Deep level acting training program

Willing students were selected based on the data collected from the mass pre-testing sessions. Participants were randomly assigned to either the deep level acting or the sexual harassment training program. The deep level acting training program lasted approximately 40 minutes. The deep level acting training course had several objectives which were noted before beginning the training program. The four objectives were: to define emotional labor; to distinguish between surface level and deep level acting; to apply cognitive reappraisal while on the job (deep level acting strategy); and to apply attentional deployment while on the job (deep level acting strategy). The first two objectives included in the training program gave an overview and background for the use of cognitive re-appraisal and attentional deployment. Questions were interspersed throughout the training program by the trainer to engage participants in the training program, (e.g., "How does your job involve emotional labor?") as well as to make sure that participants are actively trying to comprehend the concept (e.g. "What are the emotional organizational expectations for your current job?").

The third and fourth objectives were addressed by including two exercises that were based on method acting techniques. The first example exercise taught attentional deployment by having participants recall and focus on an emotional memory that elicited the emotions that they needed to feel on the job. The second example exercise taught cognitive reappraisal by having participants consider a difficult interaction from the perspective of the customer who was causing it. After each example exercise, participants were then instructed to com-

plete the exercises independently. After completion of the training program, participants were provided with a handout which displays the two example exercises and blank exercises for them to complete for both deep level acting strategies taught. The complete training program is provided (See Appendix H).

The training program informed students that once per week for the next three weeks, they would receive e-mails including reminders to use deep level acting strategies and additional deep level acting exercises. These e-mails stressed the benefits of deep level acting, and the training program encouraged them to participate in these additional exercises sent by e-mail. Each of the e-mails were developed by adapting cognitive reappraisal or attention deployment techniques used in previous research.

The e-mail sent for week one asked participants to practice attentional deployment by listening to a song that brought forth the emotions that they needed to feel on their job. The e-mail sent for week two asked participants to practice attentional deployment by looking at a picture that triggers emotions that are demanded by their job (Sanchez, Vazquez, Gomez, & Joormann, 2014). The e-mail sent for week three asked participants to perform cognitive reappraisal by re-applying the cognitive re-appraisal exercise taught in the training program to a co-worker instead of a customer (Hodge, 2000). These e-mailed exercises served as a periodic booster (See Appendix I).

Sexual harassment training program

The sexual harassment training program created for the study served as the control group. It was was designed as similarly as possible to the deep level acting's training program to reduce the chance of training structure confounding the results of the study. The sex-

ual harassment training also began with stating the objectives of the training program which are to define sexual harassment, define the different types of sexual harassment, list the six elements of hostile work environment harassment, identify behaviors that constitute sexual harassment, and to list the steps to take if you believe you are experiencing sexual harassment. Two exercises were included in the training program. The first exercise asked participants to identify whether or not sexual harassment is occurring, if sexual harassment is occurring what type of sexual harassment is it, and what evidence suggests that the instance is sexual harassment. The second exercise asked participants to identify if sexual harassment is occurring in the scenarios provided and if the scenario is sexual harassment to identify the type of behavior that is occurring. Questions were asked throughout the training program to keep participants engaged such as "How would you define sexual harassment?" and "What behaviors can be considered sexual harassment?". The complete sexual harassment training program is provided (See Appendix J).

It is important to note that after both groups completed their assigned training program and the assessments that the trainer stressed that their honesty was very important to the outcomes of the study. The trainer also stated that their honesty was important because we wanted to know if the training program truly helps others and has the intended effect. Hopefully, doing so minimized demand characteristics of the assessments given after training.

E-mail exercises were also sent to the sexual harassment training group once a week for three weeks to keep the control training program as similar as possible to the experimental training program. The e-mail exercises sent each week asked participants assess a hypothetical situation and answer questions about the situation such as "Is this situation consid-

ered sexual harassment?" and "If so, what behavior is occurring that makes it sexual harassment?". The e-mail exercises sent were highly similar to the exercises that participants completed in the training program. These e-mail exercises are also provided (See Appendix K).

Post training program measures

After both groups completed the training program, participants then completed the reaction assessment, the learning test, and the exhaustion sub-scale of the MBI-GS. Three weeks later, participants in both groups were asked to retake the MBI-GS exhaustion sub-scale and the ELS. Thus, the structure of the current study is a 2x2 mixed model design with deep level acting and emotional exhaustion as the dependent variables.

Measures and Materials

Measure of deep and surface level acting

Surface and deep level acting was measured by using Brotheridge and Lee's (2003) Emotional Labor Scale (ELS). The ELS consists 14 items measuring five dimensions of emotional labor which are the following: frequency, intensity, variety, surface level acting, and deep level acting. The frequency dimension measures how often the individual engages in emotional labor. The intensity dimension measures how frequently the individual displays intense emotions at work, while the variety dimension examines how often the person displays different emotions. The surface level acting dimension measures how often the person displays the emotions he or she is expected to show on the job while hiding undesirable emotions. Lastly, the deep level acting dimension measures how often participants attempt to feel the emotions that their job demands of them. The entire measure was used for the current

study. However, the analysis only examined the surface and deep level acting sub-scales which consisted of three items.

The ELS's internal consistency ranges from .71 to .91 between the six different sub-scales. Specifically the deep level acting's sub-scale measured at .82 while the surface level acting sub-scale measured at .85 (Brotheridge & Lee, 2003). For the current study, the pre deep level acting sub-scale reliability was $\alpha = -.14$ and the post deep level acting sub-scale reliability was $\alpha = .82$. Also, the pre surface-level acting reliability was $\alpha = .76$, and the post surface level acting reliability was $\alpha = .75$. The low level of internal consistency for the pre deep acting scale will be further discussed in the results and discussion.

Participants completed the ELS by using a five-point Likert scale with 1 = *never* and 5 = *always*. All statements on the ELS asked participants to consider the stem of "On an average day at work, how frequently do you…". Examples of specific statements that ELS has respondents consider include, "Make an effort to actually feel the emotions that you need to display to others?" (deep acting); and "Hide my true feelings about the situation?" (surface acting). The ELS was used to assess participants' levels of surface and deep level acting before and after the deep level acting training program (See Appendix A).

Measure of emotional exhaustion

Emotional exhaustion was measured by utilizing the exhaustion sub-scale of the Maslach Burnout Inventory General Survey (MBI-GS). The MBI-GS asked participants about statements such as how often they agree with, "I feel depressed at work". The five items of the sub-scale measure exhaustion by using a seven-point Likert scale with 0 = *never* and 6 = *everyday* with an internal consistency of .95 (Makikangas, Hatinen, Kinnunen,

Pekkonen, 2011; Maslach, Jackson, & Leiter, 1996). For the current study, the pre emotional exhaustion reliability was $\alpha = .93$, while the post was $\alpha = .95$. The MBI-GS was used to assess participants' emotional exhaustion levels before and after the deep level acting training program (See Appendix B).

Measure of emotional labor job

To determine which participants work in a job that requires emotional labor, the Emotional Labor Job Questionnaire (JQ) was created. The JQ consists of three questions. The first question asks if the individual works in a job where he or she regularly interacts with clients or customers. The second question asks participants who answered yes to question number one, how long they have worked at that particular job (See Appendix C). The last question asks for their specific job title. Creating this basic questionnaire was necessary because the current study needed people who worked in emotional labor jobs.

Measures of training effectiveness

The reaction assessments and the learning assessments for the deep level acting and the sexual harassment training program were created based on recent recommendations provided by Kirkpatrick (2008). Kirkpatrick suggested that trainers should exhibit care when developing trainee measures. This is because many trainers make training assessments from the creator's perspective, rather than from the trainee's perspective. This advice was taken into account when developing both the learning and training reaction assessments by adapting some of the trainee-oriented question stems provided by Kirkpatrick.

The reactions level was measured by having participants complete an assessment consisting of 11 items after they completed either the deep level acting training program, or

the sexual harassment training program. The reactions assessment measured participants' attitudes towards the training program by using a five-point Likert scale with 1 = *strongly disagree* and 5 = *strongly agree* (See Appendix D & Appendix E). For example, both the sexual harassment and the deep level acting reactions assessment had item one state "Overall, I felt that the training program was effective," and item two stated "It was easy to comprehend the goals of this training program." In total, the reactions items had five of the same items and six adapted items. The training scale had a strong degree of item consistency at $\alpha = .84$.

The second level, learning, was assessed by having participants complete a short fill-in-the-blank test for both training programs. Each training group's learning test was developed by using the key objectives listed at the beginning of the deep level acting or the sexual harassment training program. Using the training objectives to create the learning tests was useful because the training objectives explicitly stated what the trainees should take away from the program by the end of the training program. For example, one of the objectives in the deep level acting training program was to define emotion labor. Thus the deep level acting learning assessment asked participants to define emotional labor by filling in the blank to item one which stated "Emotional labor is _____".

The learning test for the sexual harassment training was developed in a similar manner by asking participants about basic knowledge pertaining to the training objectives. For example, one of the objectives in the sexual harassment training program was to define sexual harassment. Therefore, the learning test assessed this by having participants complete fill-in-the-blank questions such as "Sexual harassment is defined as_____". Lastly, for both training programs, the posttest learning test differed from the pretest learning test. In the

posttest, three additional questions were asked about specific training exercises presented during training. Therefore, a total of 9 questions were asked in the learning pretest, while 12 total questions were asked in the learning posttest (See Appendix F & Appendix G).

CHAPTER III

RESULTS

Deep Level Acting Scale Reliability

As presented in the methods section, the internal consistency for the deep level acting sub-scale before participants completed training was exceptionally poor at α = -.14. To examine this further, Cronbach's Alpha was also computed by using the entire massed testing data set (N = 503) to explore the possibility that participants may not have understood the deep level acting questions. This analysis revealed that the deep acting sub-scale items were fairly consistent at α = .76.

Next, the consistency of the items was analyzed by condition. The deep level acting sub-scale for participants in the sexual harassment condition (N = 25) before they completed training was α = -1.40 whereas it was at α = .26 in the emotional labor condition (N = 24). After the groups completed training, the post deep level acting sub-scale increased in item consistency in the sexual harassment group to α = .85, and in the emotional labor condition to α = .53. The item consistency was at α = .82 for all groups after they had received training. Table 1 shows the correlation coefficients of interest for the deep level acting training group.

Table 1.
Descriptives Statistics (N = 18), and Correlations (N = 24), of Major Research Variables for Deep Level Acting

	M	SD	1	2	3	4	5	6	7	8	9	10	11
1. Age	19.83	1.34	- - -										
2. Gender (a)	- - -	- - -	.09	- - -									
3. Pre DA (b)	6.67	1.66	-.15	-.16	(.26)								
4. Post Da (c)	10.25	1.65	-.02	.45*	.08	(.53)							
5. Pre SA (d)	9.79	3.11	.16	.16	.01	.09	(.62)						
6. Post SA (e)	9.63	2.04	-.27	.48*	.13	.34	.10	(.73)					
7. Pre EE (f)	24.88	13.80	.12	.12	.03	.08	.35*	.17	(.93)				
8. Post EE (g)	19.71	11.33	.33	.33	-.09	.21	.49**	.30	.83**	(.92)			
9.Pre Learn (h)	.07	.08	-.27	.01	.36	-.16	-.29	.10	.18	.09	- - -		
10. Post Learn (i)	.67	.18	.29	-.10	-.10	.06	.10	-.14	.24	.26	-.14	- - -	
11. Reaction (j)	48.71	3.94	.07	.13	.04	.13	-.41*	-.15	-.08	-.32	-.01	-.08	(.77)

**p < .05; **p < .01 [a]Gender was coded as 1 - males; 2 = females; [b]Pre deep acting, [c]post deep acting, [d]pre surface acting, and [e]post surface acting were rated on a scale from 1 = Never to 5 = Always, the presented is the total mean score of the sub-scale which consists of three items; [f]Pre emotional exhaustion and [g]post emotional exhaustion were rated on a scale from 1 = never to 6 = every day the mean presented is the total mean score of the nine item sub-scale; [h]Pre and [i]post learning scores were calculated as the percentage correct; [j]Reaction assessment scores were calculated as the sum total of 11 items where 1 = strongly disagree and 5 = strongly disagree, the mean represented is the average sum total.*

Associations between Training Groups and Dependent Variables

The first hypothesis of the study predicted that participants in the deep level acting training group would have significantly higher post deep level acting scores than participants in the sexual harassment condition. This hypothesis was first analyzed by performing a two-way mixed model ANOVA on the entire post deep level acting sub-scale. Next, due to the unreliability of the deep level acting sub-scale, each item was analyzed separately as a separate dependent variable.

For the deep level acting total sub-scale (items 3, 9, and 14), there was a significant main effect between the training groups, the between subjects factor $F(1,47) = 5.79$, $p < .05$, $\eta 2 = .11$ meaning that the deep level acting sub-scale was different between groups. Pre ($M = 7.12$, $SD = .92$) and post ($M = 7.84$, $SD = 2.58$) deep acting scores in the sexual harassment condition were significantly different from pre ($M = 6.67$, $SD = 1.66$) and post ($M = 10.25$, $SD = 1.65$) deep acting scores in the deep level acting training group. Post deep acting scores increased significantly in the deep level acting training group, but not in the sexual harassment group. A significant main effect was also found for the within subjects factor, the pre and post deep acting scores $F(1,47) = 46.16$, $p < .05$, $\eta 2 = .50$ meaning that post ($M = 9.02$, $SD = 2.47$) deep acting scores were greater than pre ($M = 6.70$, $SD = 1.34$) deep acting scores. A significant interaction between pre and post deep acting scores and training groups was also found: $F(1,47) = 20.44$, $p < .05$, $\eta 2 = .30$.

To analyze the significant interaction, two simple effects follow-up paired samples t-tests were conducted. Pre ($M = 7.12$, $SD = .93$) and post ($M = 7.84$, $SD = 2.58$) deep acting

scores for the sexual harassment group did not significantly differ, $t(24) = -1.64$, $p > .05$. The pre ($M = 6.67$, $SD = 1.66$) and post ($M = 10.25$, $SD = 1.65$) Deep level acting scores in the deep level acting training group, $t(23) = -7.82$, $p < .05$ significantly differed. The significance of the t-tests indicated that the difference between the pre and post scores of the deep level acting sub-scale depended upon which training group the participant was in. Deep level acting scores significantly increased in the deep level acting training group, but not in the sexual harassment training group, the control condition. The significance found gives preliminary support to the first hypothesis. But, due to the unreliability of the pre-test, each item was also analyzed separately. Table 2 presents the means and standard deviations of all dependent variables (deep level acting scores and emotional exhaustion scores). Although not a dependent variable analyzed by the hypotheses, surface level acting was included the table as well.

Table 2.
Pre and Posttest Mean Scores and Standard Deviations of Dependent Variables

	Pretest		Posttest	
Source	M	SD	M	SD
Deep-level acting	6.89	1.34	9.02	2.47
Deep-level acting Group	6.67	1.66	10.25	1.65
Sexual Harassment Group	7.12	.93	7.84	2.58
Emotional Exhaustion	21.12	14.14	17.00	11.34
Deep-level acting Group	24.88	13.80	19.70	10.36
Sexual Harassment Group	17.52	13.78	14.40	11.82
Surface-level Acting	8.96	3.34	8.69	2.40
Deep-level acting Group	9.79	3.11	9.62	2.04
Sexual Harassment Group	8.16	3.42	7.80	2.42

The first item that was analyzed separately was item 3 which asked "On an average day at work, how frequently do you make an effort to actually feel the emotions that you need to display to others?". The two-way mixed model ANOVA for item 3, found a significant main effect for the within subjects factor, the pre and post deep level acting scores, $F(1,47) = 7.27$, $p < .05$, $\eta^2 = .13$. Deep level acting post scores ($M = 3.12$, $SD = .90$) were higher than deep level acting pre scores ($M = 2.63$, $SD = .91$). There was no significant main effect found for the between subjects factor, the training groups, $F(1,47) = 2.28$, $p > .05$, $\eta^2 = .05$, meaning that both conditions' deep level acting scores for item 3 did not significantly differ across pre and post deep acting scores. A significant interaction was found between pre and post deep level acting scores and training condition $F(1,47) = 9.78$, $p < .05$, $\eta^2 = .17$.

The significant interaction between pre and post scores and training condition for item 3 was examined by conducting two simple effects follow-up paired sample t-tests. For the deep level acting condition, there was a significant difference between pre ($M = 2.46$, $SD = 1.02$) and post ($M = 3.54$, $SD = .72$) deep level acting scores, $t(23) = -3.54$, $p < .05$. In the sexual harassment condition, there was no significant difference between pre ($M = 2.80$, $SD = .76$) and post scores ($M = 2.72$, $SD = .89$) for deep level acting, $t(24) = .37$, $p > .05$. The results of the t-tests indicate that pre and post deep acting scores were dependent on the training condition. As indicated by item 3, deep level acting scores increased significantly when participants were in the deep level acting training group. But, when participants were in the sexual harassment group, their deep acting scores did not. These results mirror the results found when the full deep level acting sub-scale was analyzed.

Item 14 of the deep level acting sub-scale which asked "On an average day at work how frequently do you try to actually experience the emotions that you must show?" displayed the same significant pattern as item 3. The two-way mixed model ANOVA for item 14 found a significant main effect for pre and post deep level acting scores, the within subjects factor, $F(1,47) = 20.31$, $p < .05$, $\eta^2 = .30$. pre deep level acting scores ($M = 2.29$) were lower than post deep level acting scores ($M = 3.06$). There was no significance found for the between subjects factor, the training groups, $F(1,47) = 2.88$, $p > .05$, $\eta^2 = .06$. A significant interaction between training conditions and pre and post scores, $F(1,47) = 8.42$, $p < .05$, $\eta^2 = .15$ was found, again mirroring the results found with the full sub-scale.

The follow-up paired sample t-tests found a significant effect between the pre ($M = 2.17$, $SD = .76$) and post scores ($M = 3.46$, $SD = .83$) for the deep level acting training group, $t(23) = -5.45$, $p < .05$. The difference between pre ($M = 2.40$, $SD = .82$) and post ($M = 2.68$, $SD = .90$) deep acting scores was non-significant for the sexual harassment training group, $t(24) = -1.10$, $p > .05$. Thus, an increase in post deep level acting scores was dependent on the training program the participant was in. Participants increased in deep level acting behaviors (as indicated by item 14) significantly more than participants in the control condition.

The results of the two-way mixed model ANOVA using deep level acting item 9 which stated "On an average day at work, how frequently do you really try to feel the emotions you have to show as a part of your job?" revealed slightly different results. There was a significant main effect for pre and post deep acting scores, the within subjects factor, $F(1,47) = 32.94$, $p < .05$, $\eta^2 = .41$. Pre deep level acting scores ($M = 1.98$) were lower than post deep level acting scores ($M = 2.84$). Item 9 differed from items 3 and 14 in that there was a signif-

icant main effect found between training groups, the between subjects factor, $F(1,47) = 6.04$, $p < .05$, $\eta^2 = .11$, meaning that between training groups, there was a difference between the deep acting scores. In the deep level acting training group, the the difference between pre ($M = 2.04$, $SD = .81$) and post ($M = 3.25$, $SD = .74$) deep acting scores increased more than pre ($M = 1.92$, $SD = .64$) and post ($M = 2.44$, $SD = 1.12$) deep acting scores in the sexual harassment training program. A significant interaction between pre and post deep acting scores and condition, $F(1,47) = 5.22$, $p < .05$, $\eta^2 = .10$ was also found.

As with items 3 and 14, two follow-up paired samples t-test were conducted to analyze the significant interaction for item 9. There was a significant difference between pre ($M = 1.92$, $SD = .64$) and post scores ($M = 2.44$, $SD = 1.12$) for the sexual harassment training group $t(24) = -2.24$, $p < .05$. The deep level acting group also had a significant difference between pre ($M = 2.04$, $SD = .81$) and post scores ($M = 3.25$, $SD = .74$), $t(23) = -6.36$, $p < .05$. Although the t-tests also indicated a significant increase between pre and post deep level acting scores in both groups, participants in the deep level acting group increased significantly more in deep level acting scores than the sexual harassment group. The analysis of the deep level acting sub-scale as a whole and the separate analysis of each deep level acting item provides considerable support for the first hypothesis.

Hypothesis two stated that emotional exhaustion posttest scores in the experimental condition will be significantly lower than the control group's emotional exhaustion posttest scores. A two-way mixed model ANOVA, with emotional exhaustion scores as the dependent variable, found that there was a significant main effect for pre and post exhaustion scores, the within subjects variable, $F(1,47) = 14.09$, $p < .05$, partial $\eta^2 = .23$. Pre exhaustion scores (M

= 21.12) were higher than post emotional exhaustion scores (M = 17.00). The between subjects factor, the training conditions, was not significant, $F(1,47) = 3.45$, $p > .05$, partial $\eta^2 = .07$, indicating that the difference between emotional exhaustion scores of the two groups was not significant. The interaction was also not significant, $F(1,47) = .86$, $p > .05$, partial $\eta^2 = .02$.

Although the interaction was not significant, two follow-up paired samples t-tests were conducted to examine further the differences between the control and experimental conditions. For the deep level acting condition, there was a significant difference between pre training emotional exhaustion scores (M = 24.88, SD = 13.80) and post training emotional exhaustion scores (M = 19.71, SD = 10.36), $t(23) = 3.26$, $p < .05$. However, there was not a significant difference between pre (M = 17.52, SD = 13.78) and post (M = 14.40, SD = 11.82) emotional exhaustion scores $t(24) = 2.03$, $p > .05$ in the sexual harassment condition. The results of the significant t-tests indicate that although pre and post emotional exhaustion scores in the deep level acting condition decreased, they did not decrease significantly more than pre and post emotional exhaustion scores in the sexual harassment condition. Thus, the interaction was not significant. Table 3 displays the ANOVA values with deep level acting as the dependent variable, while table 4 displays the ANOVA values with emotional exhaustion as the dependent variable.

Table 3.
Analysis of Variance of Deep Level Acting as Dependent Variable

Source	*df*	*SS*	*MS*	*F*	*p*	η^2
Training	1	6221.15	6221.15	1535.71	.02	.11
Error	47	190.40	4.05			
Pre/Post	1	113.40	113.40	46.16	.000	.50
Training x Pre/post	1	50.20	50.20	20.44	.000	.30
Error 2	47	115.44	2.46			

Table 4.
Analysis of Variance of Emotional Exhaustion as Dependent Variable

Source	*df*	*SS*	*MS*	*F*	*p*	η^2
Training	1	981.80	981.80	3.45	.07	.07
Error	47	13359.84	284.25			
Pre/Post	1	420.42	420.42	14.09	.000	.23
Training x Pre/post	1	25.64	25.64	.86	.36	.02
Error 2	47	1401.99	29.83			

Although it was not directly predicted in any of the hypotheses, the last dependent variable analyzed with a two-way mixed model ANOVA was surface level acting. Surface level acting did not significantly differ between pre and post scores, the within subjects factor, $F(1,47) = .26$, $p > .05$, $\eta^2 = .01$. A main effect was found for the training conditions, the between subjects factor, $F(1,47) = 8.06$, $p < .05$, $\eta^2 = .15$, such that pre ($M = 9.79$, $SD = 3.11$) and post ($M = 9.62$, $SD = 2.04$) surface level acting scores in the emotional labor group did not change as much as pre ($M = 8.16$, $SD = 3.42$) and post ($M = 7.80$, $SD = 2.42$) surface

level acting scores in the sexual harassment condition. Furthermore, the interaction between pre and post surface acting scores and the training conditions was not significant $F(1,47) = .03$, $p > .05$, $\eta^2 = .00$.

Although the interaction was not significant, two follow-up paired sample t-tests were conducted to take a deeper look at the data. For the deep level acting training group, there was no significant difference between pre ($M = 9.79$, $SD = 3.11$) and post ($M = 9.63$, $SD = 2.04$) surface level acting scores, $t(23) = .23$, $p > .05$. Additionally, there was no significant difference between pre ($M = 8.16$, $SD = 3.42$) and post ($M = 7.8$, $SD = 2.42$) surface level acting scores, $t(24) = .48$, $p > .05$ in the sexual harassment condition. These results show that surface level acting scores did not significantly change. Table 5 displays the results of the ANOVA with surface level acting as a dependent variable.

Table 5. Analysis of Variance of Surface Level Acting as Dependent Variable

Source	*df*	*SS*	*MS*	*F*	*p*	η2
Training	1	73.15	73.15	8.06	.007	.17
Error	47	426.40	9.07			
Pre/Post	1	1.70	1.70	.26	.62	.005
Training x Pre/post	1	.229	.229	.034	.85	.001
Error 2	47	312.55	6.65			

Correlational Analyses

Hypothesis three stated that if participants in the deep level acting group have significantly higher deep level acting scores on the post ELS, they will also have significantly lower scores on the post emotional exhaustion sub-scale from the MBI-GS. The one-tailed Pearson's correlation coefficient was not significant at $r(23) = .21$, $p = .17$. Therefore, this hypothesis was not supported.

Hypothesis four stated that in the experimental condition, posttest learning scores will be positively correlated with posttest deep level acting scores. This hypothesis was also not supported. The one-tailed Pearson's correlation coefficient was not significant at $r(23) = .06$, $p = .39$ meaning that there was no significant relationship between posttest learning scores and deep level acting behavior after completing training, for those who completed the deep level acting training.

Hypothesis five which stated that positive trainee reactions in the deep level acting condition will be related to higher levels of posttest learning was also not supported. The one-tailed Pearson's correlation coefficient was not significant at $r(23) = -.08$, $p = .36$. There was no significant relationship between training evaluations and posttest learning scores. The values for the correlations for the deep level acting training group can be seen in table 1.

CHAPTER IV

DISCUSSION

Review of Study Goals and Hypotheses

The current study examined the effects of a deep level acting training program. Creating and training employees on deep level acting strategies could be highly beneficial for employees because research has found that emotional labor often results in emotional exhaustion due to surface-level acting (Brotheridge & Grandey, 2002; Hulsheger & Schewe, 2011; Totterdell & Holman, 2003). Comparatively, deep level acting is not significantly correlated with emotional exhaustion (Brotheridge & Grandey, 2002; Grandey, 2003). Reducing emotional exhaustion is critical because negative consequences such as illness, decreased quality of sleep, and fatigue are related to experiencing emotional exhaustion (Dahlgren, Kecklund, & Torbjorn, 2005; Gross, 1989; Kivimaki, et al., 2006). Furthermore, deep level acting is associated with other positive benefits such as customer satisfaction, positive customer interactions, and an increased sense of personal accomplishment (Brotheridge & Grandey, & 2002; Hulsheger & Schewe, & 2011). Previous research has suggested that the potential positive outcomes of a deep level acting training program should be investigated (Totterdell & Parkinson, 1999).

Thus, the hypotheses proposed focused on assessing the outcomes of the deep level acting training program and the effectiveness of the training program according to Kirkpatrick's (1994) four levels of training effectiveness. The first hypothesis predicted that after

taking a deep level acting training course that participant's deep level acting scores would increase. The second hypothesis predicted that after taking a deep level acting training course participants' emotional exhaustion scores would decrease. The third hypothesis proposed that if participants' reported more deep level acting behavior then then these participants' should also report lower levels of emotional exhaustion.

It is also important to note that hypotheses one and two assessed the behavior (H1) and results (H2 due to emotional exhaustion's relationship with other known negative outcomes) levels of Kirkpatrick's (1994) four levels of training effectiveness. Hypotheses four which predicted that positive trainee reactions in the deep level acting training condition should be related to higher levels of post test learning assessed and hypothesis five which stated that deep level acting training participants' who scored high on the learning post test should also report more deep level acting assessed the reaction and learning levels respectively.

Support for Hypotheses

Support was found for the first hypothesis of study: Participants in the deep level acting training group increased their deep level acting behavior significantly more than participants who were in the sexual harassment training group. This finding also supports the behavior level of training effectiveness (Kirkpatrick, 1994). It appears transfer-of-training successfully occurred. Participants were able to apply deep level acting strategies that they learned from the training program to the job, or at least they reported that they did.

The second hypothesis was not supported: Emotional exhaustion scores did not decrease significantly after completing the deep level acting training program. One reason why

this may have occurred is because the post-training emotional exhaustion sub-scale used a Likert scale which described the frequency of emotional exhaustion by using the time frame of a year. For example, 0 was labeled as "never", 1 as "a few times a year", 2 as "once a month or less" , 3 as "a few times a month", 4 as "once a week", 5 as "a few times a week", and 6 as "everyday". Perhaps the scale should have been reconstructed to reflect the three-week time period, allowing for greater variance. However, no range restriction was apparent in either pre or post emotional exhaustion scores (with large relative standard deviations); thus this limits this as a concern at least regarding range restriction.

Another possibility is emotional exhaustion may be resistant to decay. Research has found that the emotional exhaustion dimension is the most impactful component of burnout, and it is the most difficult to change (Gaines & Jermier, 1983). Deep level acting skills may need to be practiced for a longer period of time in order to have a stronger impact on decreasing emotional exhaustion. It could also be that surface level acting exerts a stronger effect on emotional exhaustion than deep level acting. The significant correlations found in the analysis also support this. The correlation between deep level acting and emotional exhaustion was not significant whereas the correlation between surface-level acting and emotional exhaustion was significant and strong (r = .49). Previous literature has found that when surface level acting is used simultaneously with deep level acting strategies, that the benefits of deep level acting are weakened (Grandey & Brotheridge, 2002). Further surface acting data also supports this. Participants were practicing the relatively the same amount of surface level acting before (M = 9.79, SD = 3.11) and after (M = 9.62, SD = 2.04) deep level acting training.

The second hypothesis also examined the results level of Kirkpatrick's (1994) taxonomy of training effectiveness. Lower levels of emotional exhaustion were not dependent upon completing the deep level acting training program. Although the interaction between emotional exhaustion and training conditions was not significant, it is still possible that other positive outcomes associated with deep level acting such as increased personal accomplishment, customer satisfaction, and positive customer interactions may have resulted (Brotheridge & Grandey, 2002; Hulsheger & Schewe, 2011). The current study did not focus on measuring these variables. Thus, the capability of the training program effectively to deliver results with positive organizational outcomes are still somewhat unknown.

Moreover, the third hypothesis was not supported. After the deep level acting course, participants' deep level acting scores were not significantly negatively correlated with emotional exhaustion scores. Thus, despite using deep level acting skills more frequently as result of the training program, this did not alter the relationship between emotional exhaustion and deep level acting. As with hypothesis one, it could be that emotional exhaustion is difficult to reduce or that surface level acting decreases the benefits of deep level acting despite using deep level actings strategies more frequently.

The fourth hypothesis was also not supported. Learning scores were not positively correlated with training reaction scores. This was surprising because trainee reactions have been found to act as a moderator between training motivation and learning, meaning that when trainee reactions are positive, training motivation is also positive and greater learning occurs (Mathieu, Tannenbaum, & Salas, 1992). Since the variables present in the moderating relationship all followed the same positive direction, it was expected that trainee reactions

would be positively correlated with learning. However, more research has found mixed outcomes regarding this relationship with trainee reactions and learning (Alliger, Tannenbaum, Bennett, Traver, & Shotland, 1997; Collquitt, Noe, LePine, & Noe, 2000; Sitzmann, Brown, Casper, & Ely, 2008). Thus, these studies further contribute to the body of literature finding a lack of a significant relationship between reactions and learning. More research also revealed that Kirkpatrick (1994) also stated that the levels are not necessarily related to each other in a hierarchical fashion. Another different possibility is that participants were not critically evaluating the training program when they completed their training reaction assessment. For example, participants completed the training evaluation at the end of the training, and they may have been in a hurry to complete the final surveys to leave for a class or for work.

The fifth and last hypothesis was not supported. Posttest learning was not significantly correlated with deep level acting scores. The reason for this lack of relationship may be that the learning test included questions that were about the general concept of emotional labor, surface level acting, and training details that were not specific to deep level acting. If the learning test had focused only on assessing deep level acting, a stronger correlation between deep level acting scores and learning scores may have occurred. Research has found that when measurements of constructs are more specific or targeted, a stronger relationship is found (Ajzen & Fishbein, 1977). Another possibility is that participants may have lacked motivation to complete the learning posttest accurately to the best of their ability. The training program was on average 45 minutes long, and participants were not completing the training program out of self-interest; rather, it was completed for course credit or extra credit.

Evaluation of Training Effectiveness

Taking into consideration all four levels of training effectiveness, three of the four levels had strong support. The deep level acting training program as a whole was effective. Reactions to the deep level acting program had a high average score 48.7 out of a maximum score of 55. Overall, participants felt that the training program was effective. In the experimental condition, the increase from pre to post learning scores was an average of 60%. Transfer-of-training also appeared to be successful. Reported deep level acting skills also increased significantly. However, the results level did not have support. Lower emotional exhaustion was not found to result from the deep level acting training program. As mentioned before, the scale used to detect the level of emotional exhaustion after three weeks was not constructed properly to detect participants' level of emotional exhaustion after only three weeks had passed since training.

Limitations and Future Research Directions

There were a handful of limitations which may have affected the research study. The greatest limitation was that the participants were told that the purpose of training program was to increase their deep level acting skills and that using deep level acting is beneficial. Therefore, we cannot be certain that the increase in deep level acting occurred solely as a result of the training program. Rather, it may be that the results occurred due to demand characteristics which are defined as cues that participants pick up on during the experiment which influence the participants' perceptions of the study's purpose which also changes how participants' would naturally behave (Nichols & Maner, 2008). However, participants were also strongly encouraged to be honest in their evaluation of the training program as well as their

post measures. Furthermore, participants were also told that the questionnaires were kept confidential. Research has found that asking participants to be honest as well as stating the anonymity of the study can reduce demand characteristics (Edwards, Thomas, Rosenfeld, Booth-Kewley, 1997). Hopefully providing this information reduced the likelihood that the increase in deep acting was a result of demand characteristics.

Another limitation could be participants' motivation. Trainees selected did not necessarily complete the training program because they were interested in the topic, or because they believed it would be useful for their job. If participants had more significant pre-training motivation, a greater effect may have resulted. Research has supported this possibility: training motivation has been found to affect transfer-of-training positively (Ford & Weissbein, 1997). Another limitation is that participants did not have a very long period of time to practice deep level acting skills. Research has found that trainees may need more time to practice skills in order for them to have an effect (Wayne et al., 2005). Future research should examine if there is a greater increase in deep level acting skills if participants are given more time to practice them. This may have a greater impact on decreasing levels of emotional exhaustion.

There was also a good amount of information that this study was not able to collect. For example, post-training measures did not ask participants how often they were able to practice their deep level acting exercises, how many hours they worked for the past three weeks, or about any problems they had in applying the exercises. Because of this, we do not know which deep level acting exercise the participants used the most, how much they practiced the exercises suggested, or ideas regarding how the exercises could be improved. A total

of five different exercises were included: two were taught in the training program, and three additional exercises were sent via e-mail once every week for three weeks. Future research should explore what deep level acting exercises are the easiest for employees to use on the job, as well as which exercises are are the easiest to understand and most impactful. This way, the training program can be more useful to employees.

Another unexpected limitation to this study was that despite having access to a very large screening sample, the number of participants who had low deep level acting scores was not exceptionally large (*N = 117* out of a screening sample of *N = 503).* Recruiting participants was a challenge. A larger sample size would have increased the statistical power of the results, and might have led to emotional exhaustion having a significant decrease as result of the deep level acting training program. Future research should keep this potential difficulty in mind, and seek ways to maximize sample sizes.

Future research should also seek to improve upon the external validity and generalizability of this study. This could be done by using a sample that is more representative of the working population. Perhaps, co-opting a large chain restaurant (e.g., Applebee's) with many servers and different locations would be ideal for an applied research study. Different results may have occurred in a sample with full-time workers who are not university students.

The last limitation that is worth noting is the negative Cronbach's Alpha value for the pre-training deep level acting sub-scale. As noted in the results, the reliability for the pre-training deep level acting sub-scale was $\alpha = -.14$. However, after training, the deep level acting sub-scale reliability improved substantially $\alpha = .82$. This may have occurred because of how participants were selected to participate in the study. Only participants who scored be-

low a nine out of a maximum score of 15 on the deep level acting sub-scale were allowed to participate. Thus, it may be that participants selected were not using deep level acting consistently before completing training which is why the the pre deep acting sub scale item reliability was poor. The sub-scale item reliability may have improved because after training participants had been taught to use deep acting more consistently.

Another future research avenue that is worthy includes teaching the deep level acting training program in an organization. A training needs assessment should target specific groups of employees who have high emotional labor demands, yet lack deep level acting skills. Research studying the emotional labor demands of various occupations has found that clerical workers experience frequent demands of emotional labor yet lack deep level acting skills (Brotheridge & Grandey, 2002); perhaps this would be a good sample with which to begin. Replicating the study in this way would increase the generalizability of the results. For example, if the study were tested in a group of clerical workers, it could be assumed the validity of the training program would be equally effective in another group of clerical workers who work in a similar organization. Additionally, it would be much easier to assess employees practicing their deep level acting skills. For example, the organization may be willing to allow researchers to observe employees on-the-job or to conduct a focus group to assess the effectiveness of the training program.

Another benefit of offering the deep level acting program in an organization is that management would be aware of the training. Supervisors could offer support to employees by reminding them of the skills they learned in training or by providing them with supple-

mentary materials. This form of organizational support is very valuable. Research has found that the support of management is crucial for the success of training transfer (Foxon, 1997).

Lastly, an entirely different area for research to explore would be to examine if surface-level acting can be decreased. Although no hypotheses were made about surface-level acting, the analyses indicated that the deep level acting program did not significantly affect surface-level acting in comparison to the control group. The training program did not extensively focus on educating participants why surface level acting is a poor strategy to use at work. Rather, it was only mentioned as a brief piece of information before teaching participants deep level acting skills. The question remains as to whether or not more education on the negative effects of surface level acting would decrease it.

Related, would be to explore different interventions that would reduce surface level acting, such as educating employees on the negative effects of surface level acting and the negative consequences of emotional exhaustion. Research could also examine why employees may be drawn to using surface level acting. If this information were uncovered, a specific intervention could strive to impact the variables that draw employees to surface level acting. Both research avenues would be worthwhile because reducing surface level acting would be expected also to reduce emotional exhaustion because emotional exhaustion has a strong positive correlation with emotional exhaustion (Brotheridge & Grandey, 2002), which was again found in the present study.

Practical Implications

Several practical implications can be gleaned from the results of the study. First, deep level acting skills can be increased by completing a deep level acting training course. The

effects of the deep level acting training program need to be re-examined with special attention directed towards the measurement of emotional exhaustion. Alternatively, research could also examine other unexamined positive outcomes that may result from the increased use of deep level acting strategies such as increased positive customer interactions or sense of personal accomplishment (Brotheridge & Grandey, 2002; Hulsheger & Schewe, 2011).

The third implication is that a deep level acting training program can be developed and taught effectively. The measurements of the four levels of training effectiveness indicated that the training program positively affected three of the four levels of training effectiveness. Participants had positive reactions towards the training program; their post-test learning scores improved; and transfer-of-training occurred. The only area that was not affected was the results level. Hopefully, as more research is conducted on deep level acting training programs, more findings will lead to a greater understanding as to how and if deep level acting skills can have a strong effect on emotional exhaustion and other organizational outcomes such as engagement, job satisfaction, and customer satisfaction.

Conclusion

Overall, the training program effectively appeared to increase employees' deep acting skills. Although emotional exhaustion did not decrease significantly, other beneficial outcomes may have resulted. Emotional exhaustion may have significantly decreased, if a more accurate post emotional exhaustion sub-scale were used. Alternatively, it may be that the effects of surface-level acting are stronger than deep-level acting. Interventions that focus on reducing surface-level acting frequency may be more successful at decreasing emotional exhaustion.

Reflecting on the training sessions, completing the deep level acting training training program provided many students a valuable learning opportunity. Once participants learned about the concept of emotional labor, they instantly recalled negative working experiences when they used surface-level acting. For example, one participant recalled the stress of having to fake their emotions after a family member passed away. Interestingly, another participant e-mailed me about how helpful they found the training program. This made teaching the concept of emotional labor worthwhile because it was clear that many employees struggle with performing deep level acting and experience emotional exhaustion as a result of surface-level acting. Furthermore, the evidence of this training program shows that employees can learn to transform their emotions. Hopefully, benefits of a deep level acting training program will be demonstrated in future research and organizations will start to realize the value of teaching employees how to change their emotions rather than asking them to fake a smile.

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APPENDIX A

EMOTIONAL LABOR SCALE BY BROTHERIDGE AND LEE (2003)

We are interested in understanding different aspects of emotions as it relates to your job. Indicate your response by circling the appropriate number. Please use the following scale to answer each question (deep acting items 3, 9, 14 and surface level acting items 7, 11, 13).

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

Please use the following stem to answer each question

	On an average day at work how frequently do you….	N	R	S	O	A
1	Display specific emotions required by your job?	1	2	3	4	5
2	Show some strong emotions?	1	2	3	4	5
3	Make an effort to actually feel the emotions that you need to display to others?	1	2	3	4	5
4	Adopt certain emotions required as part of your job?	1	2	3	4	5
5	Display many different kinds of emotions?	1	2	3	4	5
6	Express particular emotions needed for your job?	1	2	3	4	5
7	Hide my true feelings about a situation?	1	2	3	4	5
8	Express intense emotions?	1	2	3	4	5
9	Really try to feel the emotions you have to show as part of your job?	1	2	3	4	5
10	Express many different emotions?	1	2	3	4	5
11	Resist expressing my true feelings?	1	2	3	4	5

12 Display many different emotions when interacting with others?	1	2	3	4	5
13 Pretend to have emotions that you don't really have?	1	2	3	4	5
14 Try to actually experience the emotions that you must show?	1	2	3	4	5

APPENDIX B

MASLACH BURNOUT INVENTORY 3RD EDITION

Emotional exhaustion items from original scale (1, 2, 3, 8, 13, 14, 16, 20).

Instructions: Please circle the number that indicates how often *you* experience the following statements.

1. I feel like I'm at the end of my rope.

0	1	2	3	4	5	6
Never	A Few Times a Year	Once a month or less	A Few Times a Month	Once a Week	A Few Times a Week	Every Day

2. I feel burned out from my work.

0	1	2	3	4	5	6
Never	A Few Times a Year	Once a month or less	A Few Times a Month	Once a Week	A Few Times a Week	Every Day

3. Working directly with people puts too much stress on me.

0	1	2	3	4	5	6
Never	A Few Times a Year	Once a month or less	A Few Times a Month	Once a Week	A Few Times a Week	Every Day

4. I feel I'm working too hard on my job.

0	1	2	3	4	5	6
Never	A Few Times a Year	Once a month or less	A Few Times a Month	Once a Week	A Few Times a Week	Every Day

5. I feel used up at the end of my workday.

0	1	2	3	4	5	6
Never	A Few Times a Year	Once a month or less	A Few Times a Month	Once a Week	A Few Times a Week	Every Day

6. I feel frustrated by my job.

0	1	2	3	4	5	6
Never	A Few Times a Year	Once a month or less	A Few Times a Month	Once a Week	A Few Times a Week	Every Day

7. Working with people all day really is a strain for me.

0	1	2	3	4	5	6
Never	A Few Times a Year	Once a month or less	A Few Times a Month	Once a Week	A Few Times a Week	Every Day

8. I feel fatigued in the morning when I have to get up and face another day on the job.

0	1	2	3	4	5	6
Never	A Few Times a Year	Once a month or less	A Few Times a Month	Once a Week	A Few Times a Week	Every Day

9. I feel emotionally drained from my work.

0	1	2	3	4	5	6
Never	A Few Times a Year	Once a month or less	A Few Times a Month	Once a Week	A Few Times a Week	Every Day

APPENDIX C

JOB QUESTIONNAIRE

Name (First and Last):_____

Preferred e-mail address:_____

Please answer the following questions listed below. Your participation is greatly appreciated.

Check the space below the statement that best applies to you.

1. Do you currently work in a position in which you interact with customers or clients on a regular basis? (An example of this would be retail positions, food service positions, hospitality positions, or jobs which require regular contact with clients).

_____ Yes

_____ No

2. If you answered yes above, how long have you worked at this position?

_____ 1-6 months

_____ 6 months to 1 year

_____ 1 year or more

3. Lastly, if you answered yes to number one above please write this job title in the space below.

Job Title:_____

APPENDIX D

DEEP LEVEL ACTING TRAINING REACTION ASSESSMENT

Thank you for completing the emotional labor training program. Please complete the following assessment of the training program. The purpose of this assessment is to gauge how effective our participants believe the training program is.

Directions: For the following ten questions please select the answer that best describes how much you agree or disagree by using the scale provide below each statement with 1 being "strongly disagree" and 5 being "strongly agree". Thank you for your participation.

1. Overall, I felt that the training program was effective.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

2. It was easy to comprehend the goals of this training program.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

3. The training program was easy to understand.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

4. I feel that the exercises in the training helped me to learn cognitive reappraisal.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

5. I feel that the exercises in the training helped me to learn attentional deployment.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

6. I feel that I will be able to use cognitive reappraisal at work.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

7. I feel that I will be able to use attentional deployment at work.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

8. I was actively learning the material in the training program.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

9. The organization of the training program made sense to me.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

10. I feel that the training program successfully educated me on the topic of emotional labor.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

11. I feel that the training program successfully helped me understand the difference between surface-level acting and deep level acting.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

APPENDIX E

SEXUAL HARASSMENT TRAINING REACTION ASSESSMENT

Thank you for completing the sexual harassment training program. Please complete the following assessment of the training program. The purpose of this assessment is to gauge how effective our participants believe the training program is.

Directions: For the following ten questions please select the answer that best describes how much you agree or disagree by using the scale provide below each statement with 1 being "strongly disagree" and 5 being "strongly agree". Thank you for your participation.

1. Overall, I felt that the training program was effective.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

2. It was easy to comprehend the goals of this training program.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

3. The training program was easy to understand.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

4. I feel that the first exercise in the training helped me to learn the difference between quid pro quo and hostile work environment.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

5. I feel that the second exercise in the training helped me to identify what sexual harassment is.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

6. I feel that if I would know if sexual harassment was occurring at my job.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

7. I feel that I would know what steps to take if I was experiencing sexual harassment at work.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

8. I was actively learning the material in the training program.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

9. The organization of the training program made sense to me.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

10. I feel that the training program successfully educated me on the topic of sexual harassment.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

11. I feel that the training program successfully helped me understand the behaviors involved in sexual harassment.

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

APPENDIX F

DEEP LEVEL ACTING TRAINING LEARNING TEST

(Please note that questions 1,2,3,4,5,7,8 were be asked as the pretest while all questions were asked as the posttest).

Write in the space below the answer to the statement above.

1. Emotional labor is _____

2. An example of a job which frequently demands emotional labor would be _____

3. Surface level acting is defined as _____

4. Deep level acting is defined as _____

5. Briefly describe the difference between surface and deep level acting.

6. We can deep level act by using one of the ____# skills taught in the training program.

7. Cognitive reappraisal is when you_____

8. Attentional deployment is when you_____

9. The training course taught attentional deployment by the exercise which asked you to

10. The training course taught cognitive reappraisal by completing the exercise which asked you to

Answer Key:

1. The regulation of our emotions in order to meet organizational expectations

2. Should be a service job

3. When a employees behaviorally display the emotions their jobs demand, while hiding unwanted emotions

4. When a employees transform their emotions in order to display the emotions their jobs demand

5. Deep level acting is when employees actively transform their emotions to match the feelings their job demands whereas surface-level acting is when employees behavioral display the desired emotions while hiding their undesirable emotions

6. 2

7. Learn to see the situation in a different way

8. Focus on something which evokes the emotion you want to feel

9. Recall details and imagine a vivid memory that evokes the emotion you need to feel at work

10. Answer certain questions as if you were the customer in order to understand the customer's perspective

APPENDIX G

SEXUAL HARASSMENT TRAINING LEARNING TEST

(Please note that questions 1,2,3,4,5,7,8 were asked as the pretest while all questions were asked as the posttest).

Write in the space below the answer to the statement above.

1. Sexual harassment is defined as _____

2. An example of sexual harassment is_____

3. Quid pro quo harassment is defined as _____

4. Hostile work environment is defined as _____

5. Briefly describe the difference between Quid pro quo and hostile work environment.

6. There was a total of _____ (#) exercises in the sexual harassment training program.

7. List one step you should take if you experience sexual harassment.

8. List one element of hostile work environment sexual harassment.

9. Briefly describe what the training program asked you to do in first exercise.

10. Briefly describe what the training program asked you to do in the second exercise.

Answer Key:

1) The unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature.
2) Teasing, jokes, offensive remarks, gestures, touching, requests etc.
3) When an a workplace decision is based on submitting to sexual harassment
4) When the sexual harassment behavior makes your work environment intimidating, hostile, or offensive

5) Quid pro quo involves a employment decision whereas hostile work environment only involves making the workplace offensive, intimidating, or offensive.

6) 2

7) Any of the following: A) Consult the companies policy on sexual harassment. B) Record the incident of sexual harassment in writing. C) If you feel safe approach your harasser and tell them the behavior is unwanted and inappropriate. D) Tell upper level management about the incident. E) File a complaint with the EEOC

8) Any of the following: A) Must be because of sex. B) Behavior is severe or pervasive. C) Behavior is unwelcome D) Behavior has negatively affect employment. E) Behavior would negatively affect a person of the same sex. F) The employer was aware or unaware of the harassment and should have taken action against it.

9) Identify the type of sexual harassment shown in the video

10) Identify if the incident is sexual harassment and what type of behavior occurred in the incident.

APPENDIX H

DEEP LEVEL ACTING TRAINING PROGRAM

EMOTIONAL LABOR TRAINING

Justine Breedon

OBJECTIVES

- 1) To define emotional labor
- 2) To distinguish the differences between surface and deep level acting.
- 3) To apply attentional deployment on-the-job.
- 4) To apply to use cognitive reappraisal on on-the-job.

WHAT IS EMOTIONAL LABOR?

- Emotional labor is defined as the management of emotions at work in order to meet organizational demands.
- Emotional labor can be implicit or explicit.
- Prevalent in many jobs

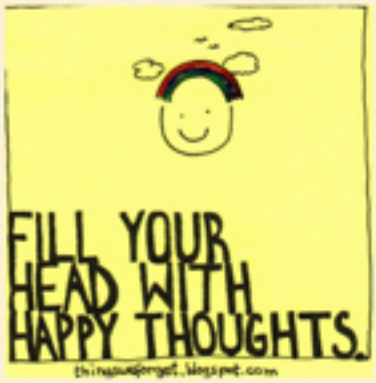
STRATEGIES OF EMOTIONAL LABOR: SURFACE LEVEL ACTING

- Surface level acting is defined as when a worker behaviorally displays the emotions the job demands, while hiding undesirable emotions that are felt in the present moment.
- ex: faking a smile in a stressful situation
- Can you give an example of when you have used surface level acting at work?

STRATEGIES OF EMOTIONAL LABOR: DEEP LEVEL ACTING

- Deep level acting is defined as when a worker strives to transform the felt emotion into the desired emotion of the job.
- Primary difference: Deep level acting strategies focus on changing emotions while surface level acting strategies focus on hiding undesirable emotions.
- Two ways to deep level act: Attentional Deployment and Cognitive reappraisal.

ATTENTIONAL DEPLOYMENT



- Attentional deployment is defined as when you focus your attention on something that evokes the emotion that you desire to feel.
- You may have done this without noticing.
- ex: thinking of the upcoming weekend.
- Beneficial skill

ATTENTIONAL DEPLOYMENT EXERCISE: EMOTIONAL RECALL

- Most effective when practiced before work or while on a break
- Instructions: Think back to a vivid strong memory that has the feeling you wish to feel on your job. Pick a memory you can remember very specific details about.
- Step 1: Select the vivid, emotional memory.
- Step 2: Describe what is happening in this memory

ATTENTIONAL DEPLOYMENT EXERCISE: EMOTIONAL RECALL

- Step 3: Describe your surroundings.
- Step 4: Describe what happened when you felt the emotion the memory evoked. How did it feel mentally? How did it feel physically?
- Step 5: Describe any other important details in this memory that you have not mentioned.
- Step 6: Now, close your eyes and take your time to imagine this memory in detail as you described it.

COGNITIVE REAPPRAISAL

- Cognitive reappraisal is defined as changing the way that an event is viewed.
- ex: changing how you think about an exam
- Beneficial, changes our emotions by changing our perspective

COGNITIVE REAPPRAISAL EXERCISE: IMAGINE YOURSELF AS

- Cognitive reappraisal is best used when the stressful event occurs.
- Instructions: Considering a situation differently can help us see outside our own perspective. One way that we can do this is to imagine our self as the person we are interacting with. In order to do this follow the steps below.
- Step 1: Describe the situation in which the difficult interaction is occurring.
- Step 2: Now imagine yourself as the customer. Close your eyes, visualize yourself as that person in your mind.

COGNITIVE REAPPRAISAL EXERCISE: IMAGINE YOURSELF AS

- Step 3: As you are imagining yourself as the customer, answer the following questions as if you were the customer.
- Step 4: As the customer, what might your personality traits be?
- Step 5: As the customer, what factors in this situation may have caused you to behave in this way.
- Step 6: Are there any other outside factors that you can think of that may be affecting your behavior as the customer?

SUMMARY

- Emotional labor is defined as the management of emotions at work in order to meet organizational demands.
- Two primary strategies of emotional labor is surface and deep level acting
- Surface level acting is defined as when a worker behaviorally displays the emotions the job demands, while hiding undesirable emotions that are felt in the present moment.
- Deep level acting is defined as when a worker strives to transform the felt emotion into the desired emotion of the job.

SUMMARY

- Attentional deployment is defined as when you focus your attention on something that evokes the emotion that you desire to feel. It is best practiced before working or during a break.
- You can practice attentional deployment by practicing the emotional recall exercise.
- Cognitive reappraisal is defined as changing the way that an event is viewed. It is best practiced as the stressful situation is occurring.
- You can practice cognitive reappraisal by practicing the imagine yourself as exercise.

THANK YOU FOR PARTICIPATING

APPENDIX I

DEEP LEVEL ACTING E-MAIL EXERCISES

Week 1

Dear Participant,

This is your first e-mail exercise that is a part of the emotional labor training program that you completed recently. As you may remember, using deep level acting strategies to cope with the demands of emotional labor is beneficial because it decreases emotional exhaustion. For the purpose of this study, we hope that you can use these deep level acting skills taught in these e-mails that will be provided once a week for three weeks as well as the exercises you learned from the training program.

This deep level acting exercise is another way to use attentional deployment which is focusing on something that evokes the emotion you wish to feel. When you are able to, please practice this exercise before you head to work or while on a break.

Emotional Music Exercise

Instructions: Follow the steps below and play the song before you head to work or play the song when you are on break if you are able to listen to music.

Step 1: Select a song that makes you feel extremely happy and upbeat.

Step 2: Listen to the song carefully and try to really feel the emotions that the song brings about.

Thank you for your participation,

Justine Breedon

Week 2

Dear Participant,

This is your second e-mail exercise that is a part of the emotional labor training program that you completed recently. As you may remember, using deep level acting strategies to cope with the demands of emotional labor is beneficial because it decreases emotional exhaustion. For the purpose of this study, I hope that you can use these deep level acting skills taught in these e-mails that will be provided once a week for three weeks as well as the exercises you learned from the training program.

This deep level acting exercise is another way to use attentional deployment which is focusing on something that evokes the emotion you wish to feel. When you are able to, please practice this exercise before you head to work or while on a break.

Picture Exercise

Instructions: Follow the steps below and practice this exercise before work or during a break.

Step 1: Select a picture that evokes a positive emotions. This can be a picture of anything that makes you feel happy. It could be a picture of a friend, family member, a pet, or a special place.

Step 2: Look at this picture before work, or during a break. Take a few minutes to look at the picture and to feel the emotions that the picture elicits.

Thank you for your participation,

Justine Breedon

Week 3

Dear Participant,

This is your third e-mail exercise that is a part of the emotional labor training program that you completed recently. As you may remember, using deep level acting strategies to cope with the demands of emotional labor is beneficial because it decreases emotional exhaustion. For the purpose of this study, we hope that you can use these deep level acting skills taught in these e-mails that will be provided once a week for three weeks as well as the exercises you learned from the training program.

This deep level acting exercise is another way to use cognitive reappraisal which is changing the way you view an event. Please read through the example and then consider a stressful event that has occurred with a co-worker in the past. Once you feel comfortable with the steps, practice this exercise at work when the stressful event occurs.

Imagine Yourself as Your Co-worker

Instructions: Ask yourself the following questions when you encounter a stressful situation at work with your co-worker.

Instructions: Considering a situation differently can help us see outside our own perspective. One way that we can do this is to imagine our self as the person we are interacting with. In order to do this follow the steps below.

Step 1: Describe the situation with your co-worker in which the difficult interaction is occurring. Ex: My co-worker is giving me the majority of the work and is slacking off and is doing nothing.

Step 2: Now imagine yourself as your co-worker. Close your eyes, visualize yourself as that person in your mind.

Step 3: As you are imagining yourself as your co-worker, answer the following questions as if you were your co-worker.

Step 4: As your co-worker, what are your personality traits? Ex: She is a very hard worker, so I do not know why she is acting this way.

Step 5: As your co-worker, why might you be behaving in this way? Ex: I think she might me stressed out about an exam that she told me she has coming up.

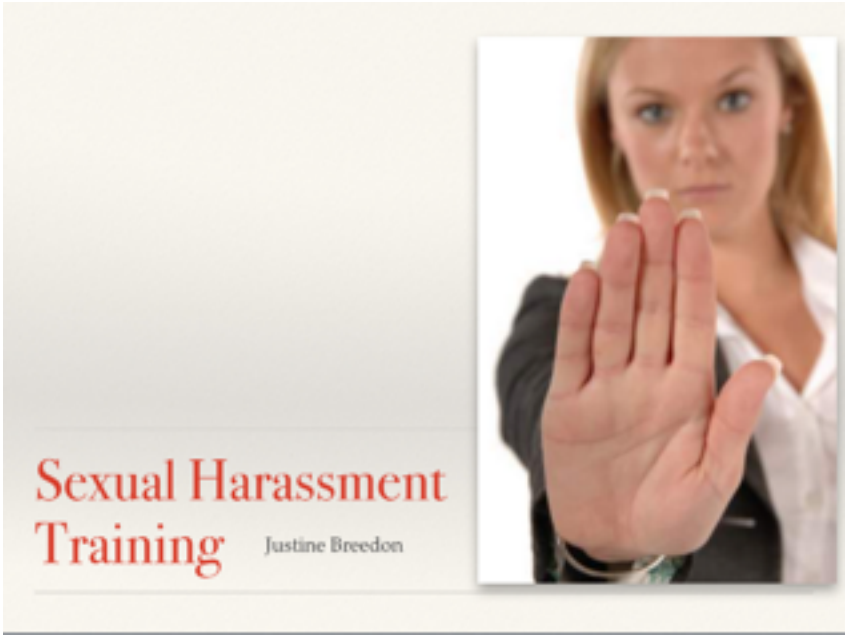
Step 6: Are there any other outside factors that you can think of that may be affecting your co-worker's behavior? Ex: She also told me that she did poorly on the pop quiz, this could be affecting her mood.

Thank you for your participation,

Justine Breedon

APPENDIX J

SEXUAL HARASSMENT TRAINING PROGRAM



Intro

- https://www.youtube.com/watch?v=ovIsy-NVHh4
- How would you define sexual harassment?

Training Objectives

- Define sexual harassment
- Define different types of sexual harassment.
- Know the six elements of hostile work environment harassment.
- Identify behaviors which constitute sexual harassment.
- List the steps to take if you believe you are experiencing sexual harassment.

What is Sexual Harassment?

- Sexual Harassment is often defined as "the unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature."
- Can include remarks about a person's sex.
- Title IV of the Civil Rights Act.

Types of Sexual Harassment

- 1) Quid Pro Quo: when an a workplace decision is based on submitting to sexual harassment.
- Ex: Promotion, bonus, scheduling, etc.
- 2) Hostile work environment: when the sexual harassment behavior makes your work environment intimidating, hostile, or offensive.
- Ex: jokes, teasing, requests for sexual favors, etc.

Types of Sexual Harassment

- 2) Hostile work environment: when the sexual harassment behavior makes your work environment intimidating, hostile, or offensive.
- Ex: jokes, teasing, requests for sexual favors, etc.
- 6 factors considered: 1) type of conduct (physical or verbal); 2) frequency; 3) hostile or offensive; 4) job relationship to offender; 5) group vs. individual offender; 6) how many were harassed on-the-job.

6 Elements of Sexual Harassment

- 1) Must be because of sex.
- 2) Behavior is severe or pervasive.
- 3) Behavior is unwelcome.
- 4) Behavior has negatively affect employment.
- 5) Behavior would negatively affected a person of the same sex.
- 6) The employer was aware or unaware of the harassment and should have taken action against it.

Exercise 1

- https://www.youtube.com/watch?v=Pk7YfAzm7yU
- Based on the following video, what type of sexual harassment is this? What evidence in the video supports your answer?

Who, What, and Where of Sexual Harassment

- Harasser can be of any status.
- Victim must feel behavior is offensive.
- Sexual Harassment behaviors can consist of gestures, verbal behaviors, or physical behaviors.
- Ex: Hugging, conversation, whistling.
- Does not have to only occur within the workplace.

Situation 1

Joe has a private office and a computer assigned to him. You are Joe's supervisor. Your IT staff informs you that the office's network management software has detected that Joe's computer has been used to visit explicit sexually- oriented web sites. Joe admits that he has visited these sites during his personal time before and after work and at lunch.

What if he was printing the pictures on the office printer? Does this make a difference?

Situation 2

Robert is a happily married man. For their anniversary, his wife had her portrait taken at Le Scandal photo gallery. He has this photo proudly displayed on his desk.

Situation 3

Susie is a repair technician for the local office equipment company. She's noticed Pat in your office and has started hanging around his desk and flirting whenever she's in the area. She's even offered him discounts on repair services for your office if he'll go out with her. Pat isn't interested and has tried to tell her but she won't take the hints. Susie is now leaving love notes and waiting for him at the parking lot after work.

Negative Consequences of Sexual Harassment

- Organizational Consequences
- Psychological Consequences
- Physical Consequences

What Should You Do?

- 1) Consult the company policy on sexual harassment.
- 2) Record the incident of sexual harassment in writing.
- 3) If you feel safe, approach your harasser and tell him or her the behavior is unwanted and inappropriate.
- 4) Tell upper level management about the incident.
- 5) File a complaint with the EEOC.

Review

- Sexual Harassment is often defined as "the unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature."
- Quid Pro Quo: when a workplace decision is based on submitting to sexual harassment.
- Hostile work environment: when the sexual harassment behavior makes your work environment intimidating, hostile, or offensive.

Review

- **6 Elements**
- 1) Must be because of sex.
- 2) Behavior is severe or pervasive.
- 3) Behavior is unwelcome.
- 4) Behavior has negatively affected employment.
- 5) Behavior would negatively affect a person of the same sex.
- 6) The employer was aware or unaware of the harassment and should have taken action against it.

Review

- Sexual Harassment behaviors can consist of gestures, verbal behaviors, or physical behaviors.
- **Steps**
- 1) Consult the company policy on sexual harassment.
- 2) Record the incident of sexual harassment in writing.
- 3) If you feel safe, approach your harasser and tell him or her the behavior is unwanted and inappropriate.
- 4) Tell upper level management about the incident.
- 5) File a complaint with the EEOC.

Thank You!

APPENDIX K

SEXUAL HARASSMENT E-MAIL EXERCISES

Week 1

Participants,

As discussed in the training program, I will be sending you three different exercises via e-mail. I strongly encourage you to complete the following exercise, which is similar to the exercises we completed in the training program. Answers to the exercises will be sent the following week.

Exercise 1

Jackie is walking to her car after a long day at work. Behind her she hears someone whistling at her, and no one else is around. This really bothers Jackie. She realizes that is her follow co-worker Marty who whistled at her.

Is this situation sexual harassment? If so, what behavior is occurring that makes it sexual harassment?

Thank you for your participation,

Justine Breedon

Week 2

Participants,

Here is exercise 2. Here are you answers to week 1: the situation is sexual harassment and the behavior that is occurring is a gesture.

Max and Linda are dating and they think it is funny to make Kelly uncomfortable by making out on their lunch break where Kelly can see them. Kelly is really bothered by this and thinks it is very inappropriate.

Is this situation sexual harassment?

Thank you,

Justine Breedon

Week 3

Participants,

Answer to Week 2: This situation is sexual harassment because the behavior is of a sexual nature and it is directed towards someone.

Here is your last exercise:

Craig regularly tells his co-worker Brandon that he looks funny. Brandon is offended by this.

Is the following situation sexual harassment? Why or why not? What would make it sexual harassment?

Thank you,

Justine Breedon